

SECTION B

5 Year Budget Option 1
LEA Application - School Building Level Information
MICHIGAN SIG COHORT V

APPLICATION COVER SHEET
COMPLETE IN ENTIRETY FOR EACH SCHOOL APPLYING FOR A GRANT

School Building Information

Legal Name of School Building: Northeastern Elementary

School Building Code: 02753

Mailing Address: 2343 Gertrude Avenue, Kalamazoo, Michigan 49048

School Building Contact for the School Improvement Grant

Name: William M. Hawkins

Position and Office: Principal

Contact's Mailing Address: 23430 Gertrude Avenue, Kalamazoo, Michigan 49048

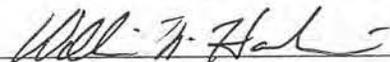
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William M. Hawkins
Building Principal (Printed Name)

269-352-8565
Telephone


Signature of the Building Principal

7-13-16
Date

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

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.

Identify the Intervention Model Used in This School:

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

Intervention Model: Transformation

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

1. Analysis of Need:

Northeastern Elementary was identified as a Priority School in the 2014 Cohort. Review of the 2014-2015 school-year data in mischooldata.org validates that demographically, Northeastern Elementary’s population is consistently between 300-325 students in grades K-5. Additionally, ninety three percent of Northeastern students are reported as economically disadvantaged, as measured by eligibility for free or reduced lunch prices. Of those eligible, 98% participate in the Free and Reduced Lunch program. Ethnicity data reported for the same year reflects a diverse population comprised of African American students (57%), Hispanic students (8%), students who identify as two or more races (12%), and Caucasian students (23%). Academically, the 2013-2014 Accountability Scorecard released by the Michigan Department of Education (MDE) gives the school an overall status of Red.

Further analysis of student achievement data from the locally administered NWEA Measures of Academic Progress (MAP) assessment from 2015-2016 continues to identify extensive needs in the academic areas. Fall to spring 2015-2016 results for reading, mathematics, and science are delineated in Table 1 below. We continue to have a significant need to increase the number of students performing at grade level in all content areas, with targeted focus on reading and mathematics most needed. Data and conversations as part of the Instructional Learning Cycle support this identified need area, and staff have worked to identify specific skill deficits of our students based upon the data in order to more strategically align interventions.

Table 1. Northeastern MAP Achievement Fall to Spring 2015-2016

Grade	Reading								Mathematics								Science								
	Fall Scores				Spring Scores				Fall Scores				Spring Scores				Fall Scores				Spring Scores				
	Mean RIT	GLE of Mean	# At Grade Level	% At Grade Level	Mean RIT	GLE of Mean	# At Grade Level	% At Grade Level	Mean RIT	GLE of Mean	# At Grade Level	% At Grade Level	Mean RIT	GLE of Mean	# At Grade Level	% At Grade Level	Mean RIT	GLE of Mean	# At Grade Level	% At Grade Level	Mean RIT	GLE of Mean	# At Grade Level	% At Grade Level	
KD	137.4	0	25	48%	154.0	0.7	24	44%	134.2	0	15	29%	153.5	0.7	21	40%									
1	147.3	0.3	5	17%	167.1	1.4	10	30%	148.6	0.4	8	26%	168.0	1.4	9	27%									
2	170.6	1.6	14	44%	178.6	2	12	32%	176.2	1.7	16	50%	186.9	2.5	17	46%									
3	170.8	1.6	10	22%	185.1	2.6	9	19%	172.5	1.6	4	9%	185.9	2.4	4	9%	174.7	<3.0	10	21%	186.8	3	12	26%	
4	182.0	2.3	7	18%	188.3	2.9	7	16%	184.1	2.2	5	12%	193.6	3.1	4	9%	184.2	<3.0	8	17%	191.5	3.6	11	25%	
5	187.4	2.8	5	11%	198.6	3.9	9	19%	191.6	2.9	4	9%	204.9	4.1	8	17%	188.9	3.2	11	21%	194.8	3.9	10	22%	

The building and district are continuing to focus on strengthening reading and math skills along with integrating strategies in science and social studies to further reinforce this emphasis (e.g. informational reading, explicit vocabulary instruction.)

For the past several years, student behavior has been a concern at Northeastern. In the 2015-2016 school year, there were 890 incident reports. The majority of the incidents involved fighting, potentially harmful behavior, and defiance. Forty-seven students were cited for the 890 incidents.

This reflects approximately 18% of the student population (260). Training was provided in the summer of 2015 for staff to revisit and “restart” processes in the area of Positive Behavior Support. Coaching was provided throughout the year by the Kalamazoo Regional Educational Service Agency (KRESA) to work toward implementation of schoolwide positive behavior supports with fidelity. As the year progressed, focus was then placed on mathematics instruction utilizing the Instructional Learning Cycle and KRESA coaching. These initiatives are ongoing and are planned for continuation next year.

Process data collected through the School Systems Review diagnostic with input from all staff has identified specific areas that are in the beginning stages of implementation. These areas include the intentional use of specific instructional practices, a collective responsibility for student achievement, and increased student involvement in assessment.

Subgroup analysis of MAP data reveals that African American students at Northeastern have lower average scores than White students in nearly every tested grade and subject, as shown in Table 2. Additionally, it is also common for African American students to have less growth, on average, than their White counterparts over the course of the academic year.

Table 2. Northeastern MAP Achievement Subgroup Analysis Spring 2016

Grade	Reading				Mathematics				Science			
	White		Black/Af.Am.		White		Black/Af.Am.		White		Black/Af.Am.	
	Spring Mean RIT	Growth Percentile										
KD	159.3	96	153.1	70	158.1	93	153.0	73				
1	168.2	99	165.6	97	171.2	37	162.7	58				
2	201.7	76	179.6	31	210.0	28	187.4	74				
3	183.0	1	182.7	99	188.6	17	184.0	86	189.0	97	182.7	51
4	186.8	95	184.8	8	195.3	99	187.8	2	192.0	99	189.1	85
5	194.5	99	200.4	99	207.8	99	205.0	99	193.8	68	195.3	44

Orange shaded areas indicate average achievement or growth that is lower for African American students than White students.

M-STEP results from Spring 2015 are consistent with the MAP data and show higher proficiency rates for White students than African American students in nearly every tested grade and subject. We recognize, however, that, given our priority status, our population as a whole requires extensive support. Thus our focus is on Core Instruction in the initial stage in our turnaround efforts.

1a. Based on the information above, describe the school and LEA’s method and rationale for how and why the implementation activities of the selected intervention model were identified.

Given these challenge areas, district and building staff have met several times throughout the past two years to work to identify and implement strategies to address the academic and behavioral challenges. The building leadership team is working to build a consistent intervention system in the four academic areas and behavior in order to support the students. Ongoing conversations as part of grade level and school improvement meetings and with KRESA consultants and other stakeholders have occurred this past year to support a renewed emphasis on the implementation of Positive Behavior and Learning Support (PBLs) and a desire to address the academic challenges. Continued emphasis and additional support in positive behavior support is desired by the building staff, and they have been receptive to ongoing coaching.

In addition, the building staff has expressed a desire to address academic challenges more strategically. Administration of the MAP assessment three times a year with support in data analysis has helped the staff to understand the academic status of each student. With a focus on reading and

math this year, we are working to make changes to instruction based upon those results. Local assessments including MAP, Fountas and Pinnell (F&P) Benchmark Assessment, and common growth assessments have been used to monitor student achievement and determine action steps. The Instructional Learning Cycle (ILC) process, facilitated by the KRESA content area coaches and the KRESA Intervention Specialist/School Improvement Facilitator, has provided a process to help us to focus on data and the changes needed in instruction to engage our students and support student achievement. These conversations have identified the needs for more strategic use of data, strengthening of core instruction (Tier 1), and provision of targeted Tier 2 and Tier 3 interventions in the core areas. Additional training and support to expand the use of the ILC within professional learning communities is needed in order to implement with fidelity across all grade levels.

Given these initiatives that were begun as part of the original Reform/Redesign plan and refined through the unpacking tool process and the school improvement process, it was noted that our vision aligns with the requirements and priorities identified in the Transformation Model (See Attachment B). It is our hope to accelerate implementation of the strategies and activities delineated in our Unpacking Tool through access to additional resources. We strive to build a coordinated system using the strategies and interventions identified in Table 3 to support our students.

Table 3. Targeted Needs and Research Based Strategies

Targeted Area	Subgroups	Data Sources	Evidence Based Strategies
Mathematics: Fluency, Reasoning, and Application	Tier 1 Strengthening, Tier 2 Bottom 30%	State Assessments, MAP, Fluency Benchmark Assessments, Tiered Fidelity Inventory	Compass Learning: Mathematics Title I Tutors Communities in Schools of Kalamazoo (CIS-K) Tutors
Reading: Fluency and Comprehension	Tier 1 Strengthening, Tier 2 Bottom 30%	State Assessments, MAP, F&P, Reading Street Assessments, Tiered Fidelity Inventory	Title I Tutors CIS-K Tutors Leveled Literacy Kits LEXIA (<i>Future Plan</i>) My Sidewalks System 44 SLD Read Compass Learning: Reading (<i>Begin Summer 2016</i>)
Culture and Climate	Tier 1 Strengthening, Tier 2 Bottom 30%, At-Risk Students	Process Measures: Tiered Fidelity Inventory and KRESA Behavior Coach observations External evaluation by WMU for district initiative for Male Mentoring	Conversation, Help, Activity, Movement, Participation, Success (CHAMPS) PBLs Male Mentoring Project Capturing Kids Hearts HCRR –YMCA Character Building Camp and/or Adaptive Schools (<i>Future Plan</i>) Leveraging of various community partners including: CIS-K, Kids' Hope, Trenches Community Church, Kalamazoo Community Mental Health, Western Michigan University (WMU) Occupational Therapy Program, Kalamazoo Center for Youth and Community (KCYC)

1b. Describe the LEA's process for involving parents and the community in selecting the reform model.

The building principal has worked to build relationships with the school's parents and community throughout the school year, given that he was newly assigned to the building in the fall of 2015. He has offered multiple opportunities for parents to engage in the school community and to interact with him and his staff. These have included Literacy Night, Math Night, Holiday Community Dinner, Family Support Workshops (Prevention Works) and a "Mother's Intervention" workshop, designed to provide encouragement and support to single mothers raising students in the school system. The Michigan Department of Health and Human Services (DHHS) was also brought into the building, as a satellite site, to provide services to families in the neighborhood. DHHS also began implementing the "Pathways to Potential" program at Northeastern.

Building upon these relationships, and given the timeline for grant submission, focused conversations were held with key parent representatives as well as community partners within the school to describe the SIG V requirements, including the reform model options. Input as to the possible actions to be taken as well as additional needs of the district from the parent perspective were solicited and considered in this application. More specifically, parents were provided an overview of the possible project and input provided. Community partners currently working within the building were approached and they provided input as to their perception of the needs of the students. This was also considered in this application. One specific thing mentioned by these groups was the need to continue to build positive school/home relationships through the development of personal contacts and ongoing support.

At the district level, KPS has employed a Family Liaison/Parent Involvement Specialist through Title I and McKinney-Vento funds. This individual provides support to all buildings to secure needed community resources for our students. Monthly meetings of building tutors are convened with a focus on developing additional skills in academic and social-emotional areas for working with students. In addition, we have recently begun to study Epstein's Parent Engagement model and will be providing additional training and support in this area through Title I funds throughout the district.

2. Baseline Data

Completed and included in **Attachment A**

3. Intervention Model – Provide narrative on the following:

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

Completed and included in **Attachment B**

3b. Describe how the school, to the extent practicable, will implement one or more evidence-based strategies in accordance with the selected SIG reform model.

PBLS Implementation: The focus of creating a positive and collaborative learning environment, one of the "big ideas" in the building's unpacking tool, was the initial focus for the 2015-2016 school year. Staff members were retrained in PBLS by KRESA staff (Summer 2015), behavior expectations were revisited, and the building matrix was updated. With that, support was provided beginning the first day of school, and coaching has continued throughout the year. This model of providing training and coaching on-site for the staff aligned with their specific needs has allowed the opportunity to increase teachers' skills within the school environment. We wish to expand these job-embedded professional development opportunities to include more staff to continue to address our students' behavioral challenges. We continue to work to improve schoolwide behavior support, while exploring options for interventions for students that need additional support. We have implemented adult male mentors for 25 students and are working to create other support systems. Additional support is needed in this area. We want to build upon our success by expanding our skills through the utilization of the Capturing Kids Hearts or the Honesty, Caring, Respect, Responsibility (HCRR) model available through Sherman Lake personnel. We are also evaluating the use of the Adaptive Schools Model. A decision as to the specific model(s) and implementation will be made during the planning year. This will then require training staff and ongoing coaching throughout implementation. The current PBLS work is being supported through KRESA coaches funded by Title I and/or the Regional Assistance Grant (RAG) funds. Evaluation of this initiative is done utilizing the Program Evaluation Tool (PET) and the Tiered Fidelity Inventory (TFI) provided by district staff and the KRESA team. Implementation fidelity is monitored by KRESA behavior coaches and the principal through observations. Discipline data is also collected and analyzed. This initiative supports our Big Idea #2, creating a positive and collaborative learning environment.

Academic MTSS: In addition, given the number of students performing below grade level, it was determined that a priority needed to be placed on improving core instruction for all students in Tier 1 reading and mathematics. This work has begun through the use of external (KRESA) and internal (KPS) content area instructional coaches. Using the information from state and local assessments, as well as information from the Instructional Learning Cycle (ILC) process facilitated by the external coaches, staff members are working to strategically identify ways to strengthen core instruction while also identifying students in need of intervention. The building has several reading interventions available and is working to identify and provide the interventions to students more closely aligned to their identified challenge area. This will require additional training and coaching for staff to be able to intervene this specifically with the students. External and internal coaches are helping with this alignment. Expansion of the use of the ILC model will provide the ongoing process to monitor and evaluate our students' growth and provide data for discussion in professional learning community conversations with staff as a result of the interventions.

We continue to strive to increase the opportunities for intervention for our students and to align existing interventions with the specific needs of the children. Implementation of Compass Learning this year in mathematics (funded by Title I) has created a Tier 2 intervention opportunity for our students in mathematics. Expansion of Compass to reading beginning in the summer of 2016 (funded by an Early Literacy Grant) was another option for students at summer school and at home. We will be introducing a reading intervention next year targeted specifically for students with neurologically based reading deficits (Orton-Gillingham tutors). This year, Northeastern piloted Lexia Reading Core5, a software based intervention at second and third grade for two weeks. Lexia's research-proven program provides explicit, systematic, personalized learning in the six areas of reading instruction, targeting skill gaps as they emerge, and providing teachers with the data and student-specific resources they need for individual or small-group instruction. We plan to implement this intervention for the 2016-2017 school year as a part of this project.

3c. Describe how the implementation of the SIG will be evaluated for effectiveness.

Evaluation of the SIG initiatives for effectiveness will occur at the building and the district level utilizing, in part, the Program Evaluation Tool (PET) required by the Michigan Department of Education. This tool provides a structure by which programs/initiatives are evaluated for effectiveness by first looking at impact on student achievement. Structured questions then assist personnel to evaluate critical components of implementation in order to ascertain ways to strengthen implementation. Overarching questions include: Were staff ready to begin implementation – did they understand the “why” for implementation of the strategy? Did staff have the knowledge and skills they needed to implement or is additional training needed? Was the opportunity provided for successful implementation – did we allocate the time, materials, and/or resources needed for successful implementation? Based upon results to these questions, actions will be taken to improve implementation and subsequently, impact on student achievement.

In addition, fiscal monitoring will occur at the building and district level to ensure grant fund expenditures are managed to meet the intent and purposes of the project. 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. Specific individuals and/or departments responsible for monitoring implementation are delineated in Table 4 below.

Table 4. Evaluation of SIG Effectiveness

Department/School	Lead	Timeline	Evidence of Impact
KPS Department of Teaching and Learning Services (TLS)	Ms. Cindy Green, Assistant Superintendent of TLS Ms. Dodie Raycraft, Director of School Improvement, Title I, and Assessments Ms. Judy D’Arcangelis, Director of Elementary Education Dr. Terina Harvey, Director of Curriculum and Instruction	Monthly meetings with building staff, district staff including content area coordinators, KRESA coaches and/or DIF, SIG Monitor, Business Office Personnel	<u>IMPACT:</u> District assessments State assessments Discipline referrals and actions <u>IMPLEMENTATION:</u> Walk-through “Look-Fors” Lesson plan review PD agendas and surveys
KPS Business Office	Ms. Laura Kayser, Business Manager Ms. Jen Glivar, Grants Manager Mr. Gary Start, Deputy Superintendent of Business	Involvement in monthly meetings above to monitor expenditures and account balances	Fiscal expenditure reports Purchasing documentation
Northeastern Elementary School	Mr. William (Mitch) Hawkins, Principal TBD, SIG Monitor Teachers, Coaches, & Staff Family and Community Partners	Ongoing at grade level meetings, school improvement meetings, monthly meetings at the district office	Student academic and behavior data Budget and purchasing reports
Michigan Department of Education	SIG Monitor, TBD	Formal compliance and Fiscal reviews, involvement in monthly meetings with the district team and building staff. Ongoing monitoring at weekly/biweekly building visits	

Specific outcome measures of student impact will include the MAP assessments, math fluency assessments, science vocabulary assessments, social studies common assessments, Reading Street assessments, F&P oral reading fluency benchmark assessments, and F&P progress monitoring (for identified students). For behavior, eSchool will be utilized to track student discipline referrals, and these data will be analyzed as to type and severity of the infraction, number and demographics of students impacted, and the total number of suspensions and expulsions for students by subgroup.

Implementation data will be collected through observations completed by the building principals and various coaches working with the building. Staff will create and make use of strategy implementation guides for specific interventions in order to articulate the expectation for the adults responsible for implementation. These will provide a guide to determine implementation fidelity. In addition, data will be collected utilizing the TFI.

This outcome and implementation data will be used to determine fidelity of implementation and the effect of the interventions on student achievement. Adjustments will be made throughout the project based upon these results.

3d. Title VI Rural Schools Element Modification – Not Applicable

3e. Describe how the school and district will meaningfully engage families and the community in the implementation of the reform model on an ongoing basis.

Northeastern has worked to develop and foster meaningful parent and community engagement. Some of the engagement activities include phone calls, newsletters, parent-teacher conferences; family theme nights for literacy and math; the involvement of volunteer organizations (Kids' Hope, Kalamazoo Center for Youth and Community, Boys' and Girls' Club of Greater Kalamazoo, Communities in Schools of Kalamazoo (CIS-K), Western Michigan University); parent workshops and mentoring programs. Monthly meetings are held with parents and community partners to discuss the state of student achievement, school culture and climate and the overall school standing. We look to maintain a level of strong partnering with community based organizations and grow our parent and family participation in the decision making process.

These organizations, as well as our church partners work closely to help to remove barriers so that our children can learn. Support includes tutoring, mentoring, connecting families to community agencies, coordinating resources for health care and basic needs. KPS has recently acquired a mobile health unit in partnership with CIS-K and the Family Health Center that regularly visits our high needs buildings to provide services to our students, families and staff.

We have begun to study "Epstein's Framework of Six Types of Involvement" model to increase parent involvement at Northeastern Elementary. The SIG required School/Family Liaison would be an essential role in helping to:

1. Offer parenting classes, workshops and connections to health, nutrition and other services.
2. Provide clear communication in parent friendly language, weekly.
3. Recruit and organize parent help and support.
4. Provide information and ideas to families about how to help students at home with homework and other curriculum-related activities, decisions, and planning.
5. Develop parents as leaders and positive school representatives.
6. Identify and integrate resources and services from the community to strengthen school programs, family practices, and student learning and development.

4a. Resource Profile - Describe how the district will leverage state and federal funds and coordinate resources to implement the selected intervention model.

Kalamazoo Public Schools is focused on aligning resources to meet the needs of our students. Ongoing conversations occur to identify priorities for the buildings and to provide support through alignment of state, federal and local funds including General Fund, 31a, Title I, Title II, Regional Assistance Grants, and the Early Literacy Grant. Specific examples include the provision of full day kindergarten (Title I approved), provision of coaches (General Fund, Title II and Regional Assistance Grants). This coordination helps to ensure the provision of resources needed by buildings as part of the ongoing District Improvement Process and is focused on addressing the challenge areas identified through a comprehensive needs assessment. Overlap of personnel from Title I, School Improvement, RAG, and overall district budgeting, helps to ensure coherence and helps to maximize impact. SIG funds will be used to expand and enhance initiatives that have begun through these other resources and provide the opportunity to provide support faster implementation of some of the identified initiatives. Table 5 below depicts how some of these funding sources will be aligned and leveraged to support the students at Northeastern Elementary. All initiatives are part of the overall program delineated in the school’s school improvement plan and prioritized by the Unpacking Tool’s “Big Ideas”.

Table 5. Funding Source Alignment

Current Initiative	Funding Source	SIG Supplement/Alignment
Full Day Kindergarten	General Fund/Title I	
Content Area Coaches	General Fund/District Title IIa/RAG	Expand to additional grade levels/content areas
Compass Mathematics	Title I purchased licenses	Expand access through acquisition of Chromebooks
Compass Reading	Early Literacy Grant purchased licenses	Expand access through acquisition of Chromebooks
Instructional Learning Cycle	RAG: Supports coaches for ILC coaching (Kalamazoo RESA)	Expand implementation and integration into the PLC model
Professional Learning Community	Getting ready to implement	Provide training and time to implement PLC/data dialogues and provide Data Coach
Positive Behavior & Learning System: Support for schoolwide positive behavior and learning support in Tier I	RAG: Provide training and ongoing job-embedded coaching in CHAMPS on-site	Provide Parent/Family Liaison Provide for contracted mental health services Support Training in Capturing Kids Hearts, HCRR, and/or Adaptive Schools Provide Coaching for Cultural Responsiveness
Academic MTSS: Tier I support and Tier II Interventions	General Fund, RAG, District Title IIa Grant and Title Ia Set-Aside: Academic coaches for ELA and Math Academic tutors (Title I) Read 180 support for 5 th grade (At-Risk Funds)	Additional Leveled Literacy Intervention kits and training for teachers Read 180 support for 4 th Grade Lexia Reading Add Academic Interventionists (<i>Future Plan</i>) Additional tutors
Extended Learning Time		Consider adding 4-5 days during summer of 2017.

Positions, required and optional, that are funded through the SIG V grant will help to support the implementation of the identified initiatives at Northeastern. Coordination and mentoring from similar positions within the district will be facilitated to ensure quick and effective implementation. Given that we have other SIG funded positions in other buildings, these individuals will be called upon to initially mentor the newly hired individuals in “like” positions in order to expand effective systems and processes. Ongoing coordination at the district level will be provided to facilitate this process and to ensure effective implementation.

4b. MDE Required Positions - Describe how these positions will be operationalized, how they will be funded, how the appropriate FTEs will be assigned at the school level, and how they will support the SIG. (Maximum length 2 pages)

This application and budget include all of the required SIG positions allocated utilizing the guidance provided in the technical assistance meetings. Northeastern's population is consistently between 300-325 students. This helped to inform the allocation of FTE for the desired positions.

SIG Coordinator: The SIG Coordinator position will be split with the Data Coach position (.5 FTE for each) at Northeastern. This individual will work closely with the building principal to manage and coordinate the implementation of the SIG project. Knowledge of ongoing initiatives and the funding source of each will be essential. This understanding will be developed as the building principal continues to work with district staff to align resources. In addition, this individual will work closely with district staff and support staff at the district level to ensure the timely and accurate completion of purchasing activities. They will be involved in monthly meetings at the district level with the district coordinator and business office staff. In addition, the SIG Coordinator will work closely with the state SIG Monitor to provide requested information and documentation and to communicate building activities and assist with scheduling of visits and access to classrooms and staff when requested. Completion of SIG monitoring and compliance reports will also be the responsibility of the SIG Coordinator working in collaboration with the principal and other SIG positions. The SIG Coordinator will act as the liaison with the External Service Provider and ensure that implementation and evaluation documentation is provided by these individuals and maintained at the building level. Ongoing communication, monitoring and evaluation of SIG activities will be the focus of this position. Working with the state level SIG Monitor to ensure compliance with federal guidelines will be a significant responsibility of this position. Attendance at state level networking meetings will also be a requirement of this position.

Data Coach: The Data Coach will be split with the SIG Coordinator position at the building level (.5 FTE). The Data Coach will collect and maintain data as evidence of implementation and impact of the initiatives delineated in this SIG application. This person will be involved in the Instructional Learning Cycle work to monitor and collect evidence of implementation and to assist staff in interpreting the data gathered through this process. The Data Coach will also be trained in the new district data warehouse, Illuminate, in order to assist the principal and teachers with access to and interpretation of data sources. Training in the use of MAP reports will also be provided to ensure the ability to support staff in the use of this information. District staff will provide this training to ensure consistency with ongoing district initiatives in the area of using data, data walls, and growth measures. Helping to ensure a common protocol of practice in Professional Learning Communities (PLCs) will become a focus for this position.

Parent/Family Liaison: The Parent/Family Liaison will be funded at .5 FTE or near this equivalency through an hourly position. This position will focus on continuing to develop positive relationships with the parents of our building. This person will work closely with existing partners in order to coordinate services with these groups within the building. These include: Communities in Schools of Kalamazoo, Department of Health and Human Services, Boys' and Girls' Club, Community Mental Health, and Kalamazoo Center for Youth and Community. Collaboration with building staff to plan bimonthly parent focused events, e.g., Love and Logic Seminars, parent instructional strategy support topics, leadership training, instructional technology support at home, and other topics as determined by the parents will also be a focus of this position. The liaison will work to facilitate outreach to parents to build community connections with the school. These activities will be coordinated with ongoing parent involvement activities through Title I to avoid duplication of efforts and to create a coherent program for parents. Ongoing planning and coordination will occur at the building level through the school improvement process in order to leverage all resources to support the students and address challenge areas. In addition, the liaison will be trained in the five keys of parent engagement (Epstein Model) by the district's Title I Family Involvement Specialist to support the work and ensure alignment with evidence-based practices.

4c. The district may choose to employ staff or contract for mental health services to support SIG receiving schools. If providing these services, indicate if the services will be provided by a staff member, or if the district will contract for the services.

Currently, KPS partners with Community Mental Health to provide a liaison at Northeastern Elementary to support our students. In addition, professional counseling is provided through CIS-K. It is felt that additional support for our students is still very much needed at this time.

Given our focus on the development of appropriate social skills for our students, it is the decision of the building leadership team to provide mental health services for our student population through contracted services. We have many students who require extensive support behaviorally in order to maintain access to the classroom. In concert with the overall schoolwide focus on a positive behavior support system, select students are in need of more extensive support to help them to develop the skills needed to manage their emotions and consequently, their behavior. It is the intent of this grant to provide this support through SIG funded contracted services that focus on working with individual students and/or groups of students to address social-emotional needs. As a district we have been unable to fund these services for each of our high needs buildings. Through SIG funding we would be able to contract with qualified agencies to assist our staff and students in addressing the emotional needs identified. The contracted agency would work with other staff and partners in the building to align resources for our students through community agencies and other school district resources. They would also work with the parents of the students requiring the most intensive support to assist in the development of positive parenting skills.

4d. Professional development must be provided throughout the school year (late start, early releases, school days without students, etc.) at least 8 hours per month for all professionals in the building including the administrators and support staff. All professional development cannot occur during the summer. Professional development should be job-embedded and tied to demonstrated need.

Describe how student data will be used to identify content of professional learning and how the school will deliver the required professional development throughout the year. Provide a draft professional development calendar for year 1 of the grant (Attachment C)

Building professional development will be coordinated with district provided professional development. The current calendar at KPS has identified dedicated time for professional development throughout the school year. This PD is provided in 1.5-2 hour increments and is required for all staff as part of the negotiated agreement. In addition to these times, back-to-school professional development is provided. The back-to-school topics focus on changes in curriculum that have occurred during curriculum review over the summer, utilization of the new district data warehouse (Illuminate) to monitor student progress, and culturally-relevant instructional practices. Follow up professional development on each of these topics will be provided to individual buildings throughout the year by district and external staff.

In addition to this "pull- out" professional development, we are moving toward a job embedded model of professional development that provides on-site observation and coaching for classroom staff throughout the year. This coaching is provided by a combination of KRESA coaches and district coaches in ELA and mathematics. Teachers are observed and feedback is given in a one-to-one setting in order to specifically address the needs of the individual teachers. This model has been well accepted at Northeastern, as implementation was begun last year utilizing the Regional Assistance Grant funds for the on-site coaching. KRESA coaches worked closely with staff in the area of Positive Behavior Support and mathematics and it is anticipated that they will continue to do so throughout the duration of this grant. Given the success of this model, the district has made the decision to fund additional coaches through Title IIa in the upcoming school year to increase the support we are able to provide our high needs buildings, including Northeastern. We will continue to train additional staff in the Cognitive Coaching model to build expertise in effective coaching strategies. A calendar of the distribution of the professional development opportunities and topics is included in Attachment C.

Student achievement data and behavioral data are reviewed by the building principal, leadership team, the academic coaches and behavioral coaches to determine the focus of each of the coaching sessions. For example, if a teacher/grade level has scores that are lower in mathematics, they would be identified to receive math coaching. As benchmark assessments and progress monitoring takes place, changes in the focus of the coaching may occur. These adjustments will also occur as a result of the ILC conversations. In addition to this focused, individualized professional learning, district opportunities will be provided in content area topics such as close reading, effective use of mathematics blocks, use of district MAP assessment data, utilization of Illuminate to inform instruction, and the use of intervention tools. These sessions are offered as voluntary opportunities for staff and can be counted as "flex" PD hours to supplement scheduled PD sessions.

5. External Service Provider Selection (maximum length 2 pages) Describe the process the building and district has used or will use to screen and select external service providers or Whole School Reform Model Developer from the MDE approved ESP list.

External Service Providers (ESPs) will be selected by the building Leadership Team working in collaboration with district staff. This will help to ensure coordination of services and efficiency of scale if other buildings within the district are pursuing similar initiatives. Coordination between buildings with SIG funds and or other buildings using other funding sources will be strongly encouraged and coordinated throughout the district.

Given this, only service providers listed on the MDE misigregistry.org will be used. Review of information on that site will be conducted prior to final determination. We will also evaluate past experiences with the ESP. During the past several years, we have created a strong working partnership with KRESA, utilizing their content area coaches throughout the district. These coaches, many of whom have worked in the district in the past, are familiar with district curricula and initiatives. This helps to strengthen our relationship and ensure alignment of services. In addition, KRESA coaches have been invited, and do attend, professional development provided at Kalamazoo Public Schools in the initiatives that we would like them to integrate into their coaching with our staff. For example, we specifically requested that MDE provide training to the content area coaches at KRESA in order to integrate the coaches into the ILC process at the priority buildings. This has resulted in a common language across initiatives and integration of initiatives. These coaches also work closely with our district content areas coaches and will meet with them monthly in order to "cross train" both sets of coaches. This will create a common vision across all coaches and consistency of messaging within the buildings.

Vetting of other ESPs outside of the RESA will be done through "scouting" their work in previous districts or at other buildings within the district. We have ongoing relationships with providers of training in some of the initiatives identified in this SIG application and we have found positive results. For common initiatives for which we have identified and utilized an effective provider, such as Capturing Kids' Hearts, we will continue with the current provider to maintain consistency throughout the district. Northeastern staff have visited and talked with buildings currently implementing and are in agreement with this recommendation. Should the team determine that there is not a match with an existing provider, an alternative provider will be selected.

For unfamiliar ESPs, misigregistry.org will be consulted and references checked before entering into a contract with a service provider. The Deputy Superintendent for Business reviews and signs off on all contracts for ESPs.

6. Increased Learning Time (maximum length 1 page)

a. Describe how increased learning time will be scheduled.

For the past 3 years, KPS has added days and/or minutes to the instructional calendar. The 2016-2017 calendar has not yet been approved but will maintain or increase the 2015-16 instructional time for students. Northeastern Elementary has selected SIG Option 1. This option will provide the opportunity for one full year of planning. Given this, increased learning time is not required during the 2016-2017 school year. However, the leadership team has chosen to work to provide increased learning time within the current 2016-2017 school year by integrating additional interventions within the existing school day. This will be done in several ways as a result of SIG funded resources. These strategies to increase time/intensity of instruction will not require a union agreement or Memorandum of Understanding. The district's six week Summer Extended Learning Program is also offered to identified students and is housed at Northeastern for the summer of 2016.

b. Describe how increased learning time will be spent engaging students in learning.

With the acquisition of additional Chromebooks beyond what is possible through district funding, students at Northeastern will be able to access Compass Learning at an increased level throughout the school day/year. Increased access and use of Compass during 2015-2016 in our buildings has correlated with increased student achievement. More Chromebooks will allow the use of Compass within Tier I to differentiate instruction through centers. In addition, more Chromebooks will allow the opportunity for the use of Compass by classroom tutors and community partners such as Communities in Schools and Boys and Girls Club volunteers during and outside of the school day in after school programs. This model was piloted this year in the district with training provided to the volunteers and it has been successful in aligning the work of tutors and the afterschool programs with the academic needs of the students by focusing on the students' identified learning paths as defined student performance on the MAP assessments and created in Compass Learning.

In addition, given that Compass Learning is a web-based program, students have learned to access the program from any computer. During the summer months, the district has set up a "generic" login for students to be able to continue to access and complete learning paths throughout the summer months in order to mitigate summer learning loss. District staff is in the process of meeting with various community groups throughout the city to encourage staff there to utilize this resource with our students. These groups include: Kalamazoo Public Library branches, Boys' and Girls' Club sites, Douglass Community Center, Big Brothers/Big Sisters sites, and several church sites.

Provision of additional academic tutors through SIG funds will increase the number of students that will be able to access more interventions throughout the school year as well as the intensity of the interventions. These impacted students will be identified using data from benchmark assessments as well as ongoing assessment using district growth and progress monitoring data. This additional staffing will help us to provide additional time in small groups or one to one tutoring for identified students that would not be possible without SIG funds. Tutors will be trained at monthly meetings convened at the district level to focus on mathematics and ELA strategies, as well as the use of Compass Learning. As specific intervention tools are identified and purchased (i.e. LLI kits, LEXIA) training will be provided by district staff or intervention specific staff to support implementation with fidelity.

c. Indicate whether or not an agreement with the union will be required.

Previous SIG buildings provided an additional 4-5 days of instruction during the summer in the week immediately following the school year. This model proved to be effective and staff reported high attendance and engagement of the students. Curriculum was created that was theme-based, supported by field experiences either via a field trip and/or by on-site experiences. Focus was placed on Science standards and problems based experiences focusing on science. This concept has been discussed with staff and will be discussed more in detail for Year 2 of the grant.

Additional days being added to the school calendar will require a union agreement, which was successfully obtained for the previous SIG projects. This additional time option will be discussed and planned throughout the 2016-2017 school year.

7. Timeline

X Completed and included as **Attachment D.**

8a. Annual Goals

X Completed and included as **Attachment E.**

8b. Describe how data will be used for continuous improvement, and how often it will be analyzed. (Maximum length 1 page)

During the 2015-2016 school year, Kalamazoo Public Schools undertook an extensive project to retrain school improvement teams to deeply understand the continuous improvement process. Building teams, including the Northeastern team, participated in 4 full days of training in the stages and steps of school improvement. Specific emphasis was placed on the use of data to inform the full process. Given that we had implemented the administration of MAP three times this year, the use of the fall, winter, and spring data within this training was paramount. The teams learned to create data walls and to conduct a root cause analysis of the challenge areas identified in the data. This root cause helped the team to identify specific evidence-based strategies to implement to address the challenge areas. Given this foundational understanding, Northeastern has supplemented this training by having district staff come to the building to provide additional training in data interpretation and use to inform instruction. This initiative, combined with the implementation of the Instructional Learning Cycle and the use of classroom data to inform each of those cycles, has helped to build a positive culture around data. Given the coaching that occurs to support staff, teachers have become engaged with their own student achievement data and are focused on working to improve student outcomes. District staff have trained principals and staff to make use of the Conditional Growth Percentile on MAP in order to determine each student's "pace" of learning compared to academic peers. This measure gives an indication of growth for each child.

The ongoing analysis of student outcome data will occur at the building level in several venues. The school improvement team will continue to monitor and evaluate student outcomes at each of the monthly school improvement meetings. This analysis will also occur at the district level three times a year at school improvement sessions that will occur after each benchmark assessment with MAP. Data from other reading assessments, including F&P and Reading Street weekly assessments, will continue to be part of the ongoing conversation about effectiveness of the instructional programs. In mathematics, we have implemented fluency benchmark assessments that will be included in this conversation. Unit assessments and mid-unit assessments also used to inform the work in the area of mathematics.

In addition, grade level meetings and conversations with the academic coaches will be focused on student data and growth. Given that the coaches are trained in the ILC process, they will assist teachers at keeping data in the forefront of all conversations in order to modify instruction and/or identify specific students in need of additional support. The building is planning to implement Professional Learning Communities as a component of this project and will provide training in a proper protocol of practice to be used within these conversations to further support the use of data. The Director of Elementary Education is also including student achievement progress in conversations with building principals.

In addition, the school improvement team has been trained in the importance of using "implementation" data as part of this analysis and will work with the building principal to determine critical process data to collect and analyze to determine fidelity of implementation. In the PBLs arena, this data is collected in concert with district Student Services staff using the TFI. Instructional strategy implementation will be monitored and evaluated through administrator and coach walk-throughs and observations. The building will make use of strategy implementation guides that delineate the critical components of implementation to support this work. District and building staff have been trained to access usage data for the online tool being utilized, Compass Learning.

9. Sustaining Reforms (Maximum 2 pages)

Sustainability and capacity building are being considered throughout the development of this project. The initiatives delineated in this grant are part of an ongoing focus at the building and throughout the district. Funding from this project will help to significantly enhance the capacity of Northeastern to implement identified initiatives at a faster pace, while still maintaining its focus on the improvement goals already identified through the unpacking tool: enhancing instruction in Tier 1, implementing a multi-tiered system of support for behavior and academics to improve culture and climate, and the implementation of professional learning communities focused on the use of data to inform instruction.

An emphasis on increasing the expertise of our staff in each of these areas will enhance their capacity to serve our students long after the conclusion of the grant. Extensive professional development and coaching to improve the quality of Tier 1 instruction is a major focus in order to meet the needs of all of our children. Provision of online supplemental tools such as Compass Learning and LEXIA, will be enhanced by the increased access to Chromebooks planned for throughout the project. The district continues to increase technology access through bond funds and will continue to do so to sustain implementation of the online tools. Title I resources are currently being allocated and used to renew the licenses of Compass, as well as to help support the acquisition of some of the interventions that will be implemented as part of building the multi-tiered system of support. Technology integration of Compass and data support is provided at the district level through general fund and/or Title II and is planned to continue. LLI kits have been purchased through Title I and training will be provided by district coaches that have been trained. This support will be available after the grant ends. The implementation of a schoolwide positive behavior culture will be supported by staff in the Student Services department. Psychologists and social workers that are hired by the district and assigned to individual buildings are available to provide support for implementation and take part on student assistance teams to provide leadership and direction to meet our students' needs.

This project represents a true alignment between the building's needs and coherence of both building and district resources in order to most effectively and efficiently provide the identified program. This ongoing collaboration and cooperation will continue as part of an aligned, cohesive school/district improvement system. This work will be ongoing collaboration between the building and district teams. Working collaboratively with central office, resources are, and will continue to be aligned, to provide the tools necessary for ongoing implementation through various funding streams that may include general fund, Title I, and Title II. In addition, ongoing partnerships with our community agencies will continue and contribute a great deal to sustaining ongoing support for our students.

As shown in Table 4, SIG funds are being utilized to enhance and supplement ongoing initiatives in order to support faster turnaround. At the conclusion of the grant, capacity that has been developed throughout the project will sustain the implementation of the practices that prove to be the most effective in supporting our students.

10. Budget Narrative and Preliminary Budget Overview

10a. Description of appropriate staffing and activities to the support the intervention model at the school level for the full five years of the grant.

The building has selected the Transformation Model as the intervention model and budget Option 1. Given this, the first year will require the selection and hiring of the required SIG positions in order to put in place the organizational structure for successful implementation throughout the grant project. Successful implementation of previous SIG grants in the district have been used as a model to allocate and organize these positions for Northeastern Elementary. Support and mentoring for the new positions will be provided by our existing staff in the same positions in other buildings.

SIG Coordinator/Data Coach

These two roles will be combined for the duration of the grant project at .5 FTE each. Other SIG buildings in KPS have found this model and structure to be successful and helpful in coordinating resources to address the needs identified through data analysis. This person will be assisted by district staff, including the Director of School Improvement, Title I and Assessments, the Assistant Superintendent of Teaching and Learning Services, Grants Manager in the Business Office and a central office support staff person. Additional central office staff will also be involved in order to build additional capacity at the district level. Monthly meetings and ongoing contact via e-mail helps to facilitate communication and support compliance and implementation. Budgets are monitored by building and district staff and all expenditures verified at the district level to support the SIG Coordinator and ensure accuracy.

The Data Coach portion of the position is also supported by district staff. The district Coordinator of Assessment provides support in the use of the NWEA/MAP software to run and interpret reports for the building. In addition, this Coordinator will be providing training and support in the implementation of the new data warehouse, Illuminate, to be implemented this fall. Training by district staff will be provided to build capacity at the building level to continue with the work throughout and beyond the grant project.

Family and Parent Liaison

The Family and Parent Liaison position will be a part time position of .5 FTE or an equivalent hourly position. It is possible that this position will be combined with the role of Licensed Counselor/Social Worker, another SIG proposed position in this project, resulting in a 1.0 FTE equivalent. Separate job descriptions have been written and the job duties delineated for the two roles. The Family and Parent Liaison position will work particularly on family engagement activities, while the Licensed Counselor/Social Worker will focus on more intense intervention and social-emotional support for identified students.

Academic Tutors

Additional academic tutors will be provided during Year 1 of the grant to increase the intensity and duration of academic support for our identified students.

10b. How the school's yearly budgets and activities will differ over the five year period of the grant. Indicate at the beginning of the narrative the school will use option 1 detailed below. (Maximum length 2 pages)

Pre-Implementation/2016-2017

During the 2015-2016 school year, Northeastern staff was worked diligently to implement initiatives that were identified in the unpacking tool as part of the Reform/Redesign plan. They have focused intensely on improving the behavior of their students an improving the culture and climate of the building. Regional Assistance Grant funds were used to provide intense training and coaching to set the stage for a positive school year. As the year progressed, the staff began to focus also on the improvement of student achievement, again using academic coaches from KRESA and KPS district level coaches, and integrating this work into the Instructional Learning Cycle. It is from this successful foundation that this grant is being developed in order to expand upon this work and to enhance ongoing initiatives to further support our students' achievement.

During the 2016-2017 school year, this project will put into place additional positions to help to organize and coordinate initiatives throughout the building. Alignment of resources, including Title I, RAG and SIG, will be critical and is an ongoing focus at the building and district level. In addition to the positions and focus areas noted above, the following are major areas of focus for year 1.

Chromebook Acquisition

The Year 1 budget will begin to increase the number of Chromebooks available to each classroom. This initiative, combined with district provided Chromebooks, will help to move the building to a 1:1 ratio for devices. This will increase student access to online tools (Compass Learning and LEXIA, when it is acquired)

Implementation of PLCs

Funds will be allocated to support the implementation of professional learning communities. Year 1 will include training in PLC's and the use of data and will provide stipends and/or substitutes to allow teachers the time to meet in grade level groups for the purpose of looking at student data in order to inform changes in instruction and/or identify students for intervention.

Professional Learning

Professional learning opportunities, in addition to the ongoing coaching, will be provided to staff in topics that align with the Reform/Redesign plan and are delineated in the unpacking tool. (Attachment C). Specific topics will include: Improving core instruction, Capturing Kids Hearts, Honesty, Caring, Respect and Responsibility (YMCA Sherman Lake model) or Adaptive Schools (currently being evaluated), LLI kit implementation, Compass Learning, professional learning communities and conducting data analysis.

Years 2-4

Entering into years 2-4 of the grant, the building will build upon the work that was begun since being initially identified as a Priority building. With a focus on continuing to build a positive culture and climate and enhancing the academic support provided to our students, SIG funds will be utilized to obtain that objective.

As the grant progresses beyond the first year, the positions above will be continued, as will the acquisition of additional Chromebooks. Funds will then be allocated to acquire LEXIA, an online reading intervention program and to provide training in this program. Refinement of the use of the various interventions to align with the needs of the students will continue to be a focus of ongoing professional development and coaching. Provision of time for additional staff to fully implement Professional Learning Communities and participate in the Instructional Learning Cycles will be supported through the use of stipends and/or substitute coverage for dialogues that occur during the school day. Adoption of an overarching model to support PBLs will be determined and implemented.

Coaching

During Year 1 coaching in the academic and behavioral areas will continue. This will be expanded during years 2-4 in order to increase the number of individuals that are coached and the frequency of coaching. This will be done through the addition of coaches at the building level in the areas that continue to be seen as challenge areas based on student outcome data and discipline data.

Interventions

Additional staffing in the form of an interventionist will be added to support classroom teachers for our most needy children. The goal of this additional position will be to provide direct service to students and to also increase support classroom teachers to identify and intervene with students within the classroom setting by modeling various techniques in small groups in both reading and mathematics. These positions would be assigned to specific grade bands to provide focus and increase access for the students and the teachers for support. Additional support will be added to the 4th grade utilizing Read 180, currently being provided to 5th graders through Title I. Mathematics interventions will be evaluated during the pre-implementation year for consideration for implementation in subsequent years of the grant. The district will be piloting a new math curriculum during 2016-2017 and a decision in this area will be needed before moving forward in mathematics for interventions beyond Compass Learning.

Professional Development

This will occur in new initiatives in order to support successful implementation, for example, LEXIA and ongoing support with the data warehouse as well as a model to support PBLs. This Professional Learning will be determined by student data and input from the leadership team. Topics may include instructional strategies, LEXIA, Capturing Kids Hearts, Adaptive Schools, HCRR and others. New staff will also be trained in ongoing initiatives in order to maintain consistency throughout the building.

Year 5

Year five will see the continuation of activities, but focus on the gradual release of staff from the coaching model. This will help to sustain the work. In addition, a transition will be made to utilize district coaches, as needed, with the intent to monitor ongoing implementation of the skills that have been learned in the previous years. Additional training may need to be provided to new staff utilizing internal coaches and/or building staff that have acquired the skills needed to mentor/coach incoming staff. Training in coaching strategies such as Cognitive Coaching has begun to be provided by the district and will continue to be provided through other district funds as this initiative is developed. We are expanding a cadre of building and district staff trained in Cognitive Coaching by Carolyn McKanders and plan to continue this work. District coaches will continue to work with building staff, as will school improvement and data support personnel.

10c. Complete the preliminary building level budget overview for all five years of the grant (Attachment F.2)

X Completed and included as **Attachment F.2.**

Attachment A: Baseline Data

Completed and uploaded into MEGS+.

Attachment B: Intervention Model

1. Replace the Principal

Mr. William (Mitch) Hawkins was appointed as principal of Northeastern Elementary beginning with the 2015-2016 school year, consequently he is exempt from the replacement requirement.

2. Include student data in teacher/leader evaluation and

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

- a. Be used for continual improvement of instruction;
- b. Meaningfully differentiate performance using at least three performance levels;
- c. Use multiple valid measures in determining performance levels, including as a significant factor data on student growth for all students, and other measures of professional practice
- d. Evaluate teachers and principals on a regular basis;
- e. Provide clear, timely, and useful feedback, including feedback that identifies needs and guides professional development; and
- f. Be used to inform personnel decisions.

During the 2010-2011 school year, the District, Kalamazoo Education Association (KEA) and the UAW (Administrator union) collaborated extensively to create a new three-tiered Annual Teacher Evaluation Model that is performance based and structured around the Framework for Teaching developed by Charlotte Danielson's model which assesses 4 domains of professional practice. This was done through regular meetings between KEA members and central office staff and is reviewed annually. Monthly meetings are convened throughout the year with the Superintendent, or designee, and the Union, as required by the contract, to discuss matters related to the agreement or any other collective bargaining subject. The adopted evaluation model includes the original 4 domains that are part of the Danielson Framework; planning and preparation, classroom environment, classroom instruction, and professional responsibility. KPS added a 5th domain, student growth, to ensure compliance with state guidelines. Growth is measured through the selection of specific assessment measures from a pre-determined list including state, national and local assessments. Teachers must designate which measures will be used each year to determine the growth component of the individual's evaluation. All parties have agreed that results from these evaluations will be used to inform promotion, tenure and professional growth decisions throughout the district. In its fifth year of implementation, the district model is fine-tuned annually based on feedback from teachers and administrators. Formal observations and walk-through observations are conducted throughout the year to gather evidence of practice for each of the domains as part of the evaluation process. Student achievement and observation data is analyzed and one of four performance levels is assigned – Highly Effective, Effective, Minimally Effective, or Ineffective. Teachers may choose to share student work sample portfolios as part of their evidence.

Teachers and administrators collaborate to create annual goals based on raising student achievement as part of the continuous school improvement process. These goals are reviewed annually with each teacher and progress toward meeting these improvement goals are considered during the evaluation process. Professional learning and/or job embedded coaching may be identified for staff based upon outcomes of the teacher evaluation and observations conducted throughout the year.

Administrator feedback is provided as part of the observation/evaluation process. In addition, feedback from instructional coaches that are working with the teachers is used to inform the selection of ongoing professional development for staff throughout the year.

In addition, evaluation results are utilized in staffing decisions each year. Efforts are made continually to match teacher skills with the needs of the buildings. Transfer requests accepted each year and evaluated by Human Resources working in collaboration with the Directors of Elementary and Secondary Education as well as the Assistant Superintendent of Teaching and Learning Services. All decisions are approved by the Superintendent. As a district, building administrators work closely with Human Relations if a teacher is experiencing difficulties (see next section for more detail). Support is provided and, if necessary, action steps are implemented for removal.

As members of the UAW, the KPS administrators also worked collaboratively with District staff to create the Administrator Performance Review. This evaluation is a criterion-referenced tool that rates administrators on nine key categories of effective leadership. Within these nine categories are specific categories relating to student achievement and knowledge of instructional programming. Each category is weighted, with growth receiving its own rating. These calculations are aligned with the percentages determined by the state legislature. This agreement is voted on by the union members and Board approved.

Student growth weighting for teachers and administrators at Kalamazoo Public Schools for each school year is determined based upon the current state law percentages. KPS will make changes, as needed, to comply with state guidelines.

4. Remove leaders/staff that have not increased achievement

The district and buildings use assessment data to monitor student growth. The assessments used will include the NWEA/MAP Benchmark Assessments, district assessments, course-based assessments, and/or grade-level common assessments as identified by the evaluation process matrix. At KPS, a specific process has been developed to address teacher performance based on the approved teacher evaluation process. This process is utilized for identifying educators who are not increasing student achievement. This process is based on the Charlotte Danielson model and addresses the four quadrants of her model. In addition, a fifth component has been added which is student growth. For the growth components, staff is required to determine specific student growth measures and this information is factored into overall teacher effectiveness ratings. Timelines have been developed and action steps delineated for this evaluation process to guide principals. Human Resources personnel frequently attend monthly principal meetings to facilitate this process and to offer support to building level staff. Principals are required to notify HR immediately when they feel they may have a teacher that is experiencing difficulty and this initiates the process as outlined. Upon initiation of the process, supports are determined for both the teacher and the principal. Personnel in the HR department closely monitor implementation and are involved throughout the process to advise principals, as needed. A very specific timeline is followed which ensures timely actions are taken throughout the school year to support and address teacher performance. Activities within the process include formal observations, walk-throughs, anecdotal evidence, teacher response, post observation conference and a summative evaluation conference.

The overall process consists of a three-track evaluation system. Each track of the process increases interventions and supports for the identified staff and is differentiated for Probationary or Tenured teachers. Based upon the results of these supports and interventions, a final determination is made as to whether or not a teacher's employment will be continued.

A similar process is followed for administrative staff that uses student achievement and growth data as part of the overall effectiveness score.

5. Provide on-going job embedded staff development

During the 2015-2016 school year, Kalamazoo Public Schools expanded our partnership with the KRESA in order to increase our ability to provide job-embedded coaching opportunities to our staff. This was done in addition to existing district coaches that had been on staff to support our buildings. The KRESA partnership was coordinated between the building and KRESA by the IS/DIF position and provided in alignment with the priority areas identified in the unpacking tool. The SIF helped the building to secure coaches from KRESA with the knowledge and skills needed to support teachers to address the identified challenge areas. In Northeastern, the first priority was the restart of the PBLs system. This was followed by coaching in mathematics in some grades and ELA in other grades, as identified by student achievement data. Fiscal resources included Title I and the Regional Assistance grant are coordinated in order to address each of the challenge areas most efficiently. In order to create a common language and process, the KRESA coaches were trained in the Instructional Learning Cycle by MDE staff so that the process could be supported as part of the coaching model. More specifically, coaches worked with the teachers to identify the specific learning targets for an upcoming instructional period and identified or created the assessment to use to assess pre-post. Coaching to ensure instructional alignment and rigor with the standards was provided during the instructional period. At the conclusion, the coach met again with the staff to discuss results and to provide additional feedback and determine "next steps". This process was completed three times with identified teachers throughout the school year with identified teachers. The goal is to expand to include additional teachers and content areas during the next school year.

In addition, given the focus on PBLs, behavior coaches from KRESA were provided to the building through RAG funds. Support here began with the restart of schoolwide positive behavior processes supported by ongoing coaching. As the year progressed, specific classrooms were identified and intensive support provided in order to meet the needs of the students in those rooms. This focus is part of the ongoing goal to create a positive and collaborative learning environment. It is the vision of the school to move into the implementation of Capturing Kids Hearts, HCRR or Adaptive Schools to enhance the PBLs initiative. This will require training and ongoing coaching to implement with fidelity.

Given the staff's willingness to participate in coaching opportunities, it is the vision of the building and the district to increase these opportunities for staff at Northeastern to include additional content areas and more extensive support for all teachers.

Attachment C: Professional Development Calendar

The district calendar is currently being determined for 2016-2017 and may impact this proposed calendar.

2016-2017 PD Calendar									
Month	Week 1	Hrs	Week 2	Hrs	Week 3	Hrs	Week 4/5	Hrs	Total
Aug							Core Instruction PLC	12 3	15
Sept			Cultural Respons.	1.5	Coaching	2	HCRR	1.5	5
Oct	ELA Core/ District Topic	2	Cultural Respons.	1.5	Coaching	1.5	Illuminate Data Coaching Debrief	1.5 .5	7
Nov	Math Core	2	Cultural Respons.	1.5	Coaching	2	Coaching Debrief	.5	6
Dec	ELA Core	2	Cultural Respons.	1.5	Coaching	2	Coaching Debrief	.5	6
Jan	Math Core	2	Cultural Respons.	1.5	Coaching	1.5	HCRR Coaching Debrief	1.5 .5	7
Feb	ELA Core	2	HCRR	1.5	Coaching	1.5	Illuminate Data Coaching Debrief	1.5 .5	7
Mar	Math Core/ District Topic	2	HCRR	1.5	Coaching	1.5	Illuminate Data Coaching Debrief	1.5 .5	7
Apr	ELA Core	2	HCRR	1.5	Coaching	2	Coaching Debrief	.5	6
May	Math Core	2	Cultural Respons.	1.5	Coaching	1.5	Illuminate Data Coaching Debrief	1.5 .5	7
June	Final Data Analysis	2							2
FLEX	Teacher-selected professional development provided by the district, KRESA, or other approved provider (<i>aligned with teacher goals</i>)								5
Total PD Hours for 2016-17									80

Attachment D: Timeline

SIG V 5 Year Timeline (Option 1)

Action Step	Person Responsible	Year 1	Year 2-5	Evaluation Metric
Notify staff of award and Orientation	Principal	Within 2 weeks of notice of grant award	Upon notification of renewal	Grant award letter, e-mail, staff meeting agendas
Post and Hire SIG positions- Hourly and Salary	Principal Human Resources	Within 3 weeks of notice of grant award	Evaluation of current positions & post any open or additional positions	All positions filled and evaluations completed.
Align grant timelines w/building initiatives	Principal Leadership Team	Within 3 weeks of notice of grant award	Annually	Timeline and completed activities Grant expenditures
Finalize PD to align with district calendar	Principal Leadership Team	Within 3 weeks of notice of grant award	Annually	Timeline and completed activities Grant expenditures
School-wide SIG orientation (Staff and Families)	Principal SIG Coordinator Family Liaison Contracted Mental Health personnel	Within 4 weeks of notice of grant award	Annually	Agenda Exit Ticket
Community Partners' Input/Feedback	Principal SIG Coordinator Family Liaison Community Partners	Within 4 weeks of notice of grant award	Three times a year Oct./Feb./May	Agenda Survey
Purchase SIG Technology	Principal SIG Coordinator District staff Business Office Technology Staff	Within 6 weeks of notice of grant award	Annually in October	Purchase Approvals, Grant Expenditures, Inventory

Attachment E: Annual Goals

	Proficiency Target 2014-15	Goal for 2015-16	Goal for 2016-17	Goal for 2017-18	Goal for 2018-19	Goal for 2019-20	Goal for 2020-21
Reading (ELA)	18.06	25.54	32.94	40.34	47.81	55.25	62.69
Math	15.00	22.79	30.56	38.33	46.11	53.89	61.67

Targets are based upon the Michigan Department of Education draft proficiency targets calculated to achieve 85% proficiency by the conclusion of the 2023-2024 school year.

Attachment F.2: Preliminary building level budget

SCHOOL IMPROVEMENT GRANT PRELIMINARY BUDGET FORM

OPTION 1

Pre-implementation/planning in Year 1, full implementation in Years 2 - 4, and Sustaining Reforms in Year 5.

INSTRUCTIONS: Please complete a School Improvement Grant Preliminary Budget Overview for **EACH building**. Annual budgets are submitted in MEGS+ for final review and approval by MDE.

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

Legal Name of District Applicant: Kalamazoo Public Schools

District Code: 39010

Budget Summary for: Northeastern Elementary

Building Code: 02753

5 Year School Preliminary Budget Overview

GRANT YEAR	MAXIMUM	SALARIES	BENEFITS	PURCHASED SERVICES	SUPPLIES & MATERIALS	OTHER EXPENDITURES	TOTAL EXPENDITURES
1	\$500,000	\$123,730	\$71,036	\$181,696	\$108,928	\$14,610	\$500,000
2	\$750,000	\$168,994	\$100,772	\$349,391	\$108,928	\$21,915	\$750,000
3	\$750,000	\$168,994	\$100,772	\$349,391	\$108,928	\$21,915	\$750,000
4	\$750,000	\$168,994	\$100,772	\$349,391	\$108,928	\$21,915	\$750,000
5	\$500,000	\$123,730	\$71,036	\$181,696	\$108,928	\$14,610	\$500,000
GRAND TOTAL	\$3,250,000	\$754,442	\$444,388	\$1,411,565	\$544,640	\$94,965	\$3,250,000

Attachment G: ASSURANCES AND CERTIFICATIONS

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

SPECIFIC PROGRAM ASSURANCES

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

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

CERTIFICATION REGARDING LOBBYING FOR GRANTS AND COOPERATIVE AGREEMENTS

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

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

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

ASSURANCE WITH P.L. 111-117 OF THE U.S. DEPARTMENT OF EDUCATION OMNIBUS

APROPRIATION ACT OF 2010

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

ASSURANCE CONCERNING MATERIALS DEVELOPED WITH FUNDS AWARDED UNDER THIS GRANT

The grantee assures that the following statement will be included on any publication or project materials developed with funds awarded under this program, including reports, films, brochures, and flyers:

"These materials were developed under a grant awarded by the Michigan Department of Education."

CERTIFICATION REGARDING NONDISCRIMINATION UNDER FEDERALLY AND STATE ASSISTED PROGRAMS

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

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

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

7905, 34 CFR part 108.

PARTICIPATION OF NONPUBLIC SCHOOLS

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

ASSURANCE REGARDING ACCESS TO RECORDS AND FINANCIAL STATEMENTS

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

ASSURANCE REGARDING COMPLIANCE WITH GRANT PROGRAM REQUIREMENTS

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

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

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

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

The Americans with Disabilities Act (ADA) provides comprehensive civil rights protections for individuals with disabilities. Title III of the ADA covers public accommodations (private entities that affect commerce, such as museums, libraries, private schools and day care centers) and only addresses existing facilities and readily achievable barrier removal. In accordance with Title III provisions, the

applicant has taken the necessary action to ensure that individuals with a disability are provided full and equal access to the goods, services, facilities, privileges, advantages, or accommodations offered by the applicant. In addition, a Title III entity, upon receiving a grant from the Michigan Department of Education, is required to meet the higher standards (i.e., program accessibility standards) as set forth in Title III of the ADA for the program or service for which they receive a grant.

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

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

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

AUDIT REQUIREMENTS

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

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

ASSURANCE AGAINST TRAFFICKING IN PERSONS

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

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

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

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

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

CERTIFICATION REGARDING UNIVERSAL IDENTIFIER REQUIREMENTS

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

ASSURANCE REGARDING REPORTING SUBAWARD DATA FOR SUBRECIPIENTS

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

IN ADDITION:

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