

GRANT SUMMARY

District Name: Kalamazoo Public Schools

District Code: 39010

ISD/RESA Name: Kalamazoo RESA

ISD Code: 39000

FY 2010

School Improvement Grant – Section 1003(g)

District Proposal Abstract

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

Close/Consolidate Model: Closing the school and enrolling the students who attended the school in other, higher-performing schools in the district.

2 Transformation Model: Develops teacher and leader effectiveness, implements comprehensive instructional programs using student achievement data, provides extended learning time and creates community-oriented schools.

Turnaround Model: Replace principal and at least 50 of the staff, adopt new governance, and implement a new or revised instructional. This model should incorporate interventions that take into account the recruitment, placement and development of staff to ensure they meet student needs; schedules that increase time for both students and staff; and appropriate social-emotional and community-oriented services/supports.

Restart Model: Close the school and restart it under the management of a charter school operator, a charter management organization (CMO) or an educational management organization (EMO). A restart school must admit, within the grades it serves, any former student who wishes to attend.

PART II: LEA REQUIREMENTS

LEA APPLICATION REQUIREMENTS

A. SCHOOLS TO BE SERVED: An LEA must include the following information with respect to the schools it will serve with a School Improvement Grant. The LEA grant scoring rubric is included as Attachment II.A.2.

From the list of eligible schools (Attachment I.A.1), an LEA must identify each Tier I, Tier II, and Tier III school the LEA commits to serve and identify the model that the LEA will use in each Tier I and Tier II school. Detailed descriptions of the requirements for each intervention are in Attachment II.B.1.

<u>SCHOOL NAME</u>	<u>NCES ID #</u>	<u>TIER I</u>	<u>TIER II</u>	<u>TIER III</u>	<u>INTERVENTION (TIER I AND II ONLY)</u>			
					<u>turnaround</u>	<u>restart</u>	<u>closure</u>	<u>transformation</u>
<u>Milwood Magnet School</u>	02575		X					X
<u>Maple Street School for the Arts</u>	03518		X					X

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

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

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

1. For each Tier I and Tier II school that the LEA commits to serve, the LEA must:

- Describe the process the LEA has used to analyze the needs of each school and how the intervention was selected for each school. Detailed descriptions of the requirements for each intervention are in Attachment II.B.1. The LEA must analyze the needs of each Tier I, II or III School using complete and consistent data. Attachment II.B.2 provides a model for that analysis.

The Director of School Improvement, Assessments and Magnet Schools in the KPS Department of Teaching and Learning Services, conducted a review of the data with the leadership teams, school improvement teams and general staff at each school. The leadership teams and school improvement teams consist of teacher representatives from all grade levels and content areas in each school along with parent volunteers. Additionally, parents actively participated on each team as a full and engaged member in the decision making process. The following data were reviewed: Comprehensive Needs Assessment (CNA), MEAP, Scantron assessments, grades, student attendance, student behavior, and parent/staff surveys to analyze the needs of the school. Based on the data from the past three years, it is evident that while Milwood Magnet School and Maple Street Magnet School for the Arts have made progress toward making AYP and assuring that all students leave prepared for success at the high school level. While both schools are meeting achievement targets in Reading and Mathematics, there is a need to improve attendance in order to meet the AYP targets overall.

Each intervention model was discussed by the staff at each school, the Kalamazoo Education Association (KEA), parent groups, open public meetings at the school, and among school board members at their regularly scheduled meetings. Based on all of these discussions and a review of the data, it was agreed that the TRANSFORMATION model would meet the needs of these middle schools to bring about the desired school reform, enhanced teacher effectiveness and increased student achievement. This model will allow staff to develop necessary skills through embedded professional development aligned to the specific needs of staff and students in each school.

Data analysis to drive instructional and programmatic improvement will be continued and improved. In an effort to improve student achievement and increase teacher and leader effectiveness, the principals and staff will frequently monitor classroom instruction, monitor the fidelity of implementation of the selected classroom instructional strategies and the success of attendance interventions. Necessary instructional modifications and adjustments can be made following peer observations, a review of benchmark achievement and attendance data and classroom walkthroughs. Additionally, professional development will be provided to improve student academic performance and the fidelity of instructional interventions and strategies. In-classroom modeling of research based instructional strategies will occur based on the analysis of the data collected.

▪ **A review of the school's Comprehensive Needs Assessment revealed a need for improvement in the following areas:**

- A. The primary area for improvement revealed in the analysis of the data was attendance at both middle schools.
- B. While achievement was noted in reading and math, these areas continue to be targeted for improvement by the school district.
- C. Science and social studies scores lag, however the data is inconclusive because the schools

are working from the GLCE's and the MEAP assessment has yet to focus on those standards instead of the old Michigan Framework.

- D. Writing continues to be a district focus, unfortunately, this area does not have current state data because writing was not assessed during the 2009-10 school year on the MEAP.
- Describe how the LEA has the capacity to use school improvement funds to provide adequate resources and related support to each Tier I and Tier II School identified in the LEA's application in order to implement, fully and effectively, the required activities of the school intervention model it has selected. (Data and process analysis to assist the LEA with this application may be found in the School Improvement Plan (Attachment II.B.2) for each school and in the District Improvement Plan (Attachment II.B.3). In the School and District Plan rubrics, local challenges are indicated by the categories "getting started" or "partially implemented."

The district has dedicated a central office administrator to be assigned directly to school improvement. The newly hired Director of School Improvement, Assessments and Magnet Schools, has extensive experience working with a variety of data management and analysis tools, including Data 4 Student Success. He has a demonstrated track record for facilitating conversations around data, data management and analysis, implementation of research-based instructional strategies, and monitoring the implementation of school improvement plans.

A schedule has been developed for the monthly monitoring of progress at both middle schools. This monitoring will include analysis of data, meeting with instructional teams along with the building Leadership Teams, classroom walk-throughs and observations in individual classrooms as necessary. The services of outside facilitators from Saginaw ISD (Dr. Richard Wood and Helen L. Burz) will be used to provide training in walk-through protocols.

These schools will develop common benchmark assessments with the assistance of outside facilitators from the Saginaw ISD (Dr. Richard Wood and Helen L. Burz). These assessments will be administered using available technology and the data will be analyzed shortly after administration so that changes in instructional practices can be implemented immediately. Staff development will occur on a regularly scheduled basis with a focus on the implementation of research-based teaching and learning strategies in the areas of literacy, numeracy, attendance and relationship building.

2. If the LEA is not applying to serve each Tier I school, explain why it lacks capacity to serve each Tier I school.

This section does not apply as Kalamazoo Public Schools does not have any identified schools in Tier I

3. For each Tier I and II school in this application the LEA must describe actions taken, or those that will be taken, to—
- Design and implement interventions consistent with the final requirements

Information on the Michigan Legislation regarding Persistently Low Achieving (PLA) schools was shared with the Board of Education, individual school staff, parents, the KEA, and building administrators. After a careful analysis of the data collected from all of these groups, a determination was made to implement the Transformation Model.

During the course of the development of this Transformation Plan, staff was involved in the review of pertinent research on effective interventions to improve student achievement and attendance. This research is cited in the Action Plan Grids for each school in the appendix.

The Transformation Plan was developed by sub-groups of parents (3-5) and staff (8-20) with KEA representation at each building who met to provide input and guidance to a district Transformation Plan and SIG writing committee. As the plan was being developed, several meetings were held with these subgroups to provide additional input and guidance in the drafting of the plan. As the draft plan reached a final stage it was presented to all staff and interested parents at each school for further refinement before a final draft was adopted. A signed letter of commitment from each school is attached to this plan.

- Select external providers from the state’s list of preferred providers;

The available provider's list was reviewed and several providers were selected for interviews by the grant writing committee. A priority was placed on providers with proven track records of performance and with the ability to deliver the services identified as needed evidenced by the CNA and the input and advice of the building level subgroups. The providers selected for interviews called and the information analyzed for cost, ability to provide the desired services and record of service to other schools. The services providers selected are:

Technical Assistance Source	Contact Name	Purpose
Saginaw ISD	Rod Rock	Development and Support of PLCs; Professional development in research-based instructional practices; curriculum development; assessment and monitoring procedures
Center for Excellence in Education at Central Michigan University	Pat Benson	Numeracy and Literacy coaching support and training

- Align other resources with the interventions;

General Fund, Title IIa, Title III, Section 31a, and Special Education funds will be coordinated to assure that the attached applications are implemented as written. Should one or more of these funding streams be compromised, the district will adjust the plans in order to effectively meet the goals of these applications to the best of its abilities.

In the process of making this application, the district sought to coordinate existing school improvement plans, Title program goals (where applicable), magnet school operational goals and accreditation goals. This application represents a comprehensive integration of

all these initiatives, for each school served.

- Modify its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively (Attachment II.B.4 is a rubric for possible policy and practice changes); and

Representatives of Kalamazoo Public Schools (KPS), the teacher's union (KEA), and the principal's union (UAW) have met to design a performance-based evaluation system that complies with the Michigan Teachers' Tenure Act and Sections 380.1249 and 380.1250 of the Michigan School Code. The plan for this system is outlined, along with process and timelines, in the executed addendum and associated documents found in Appendix D. Implementation of this plan will begin, for all PLA schools, in the Fall of 2011.

Growth in student achievement, for the purposes of these evaluations, will be determined through a portfolio of the following assessments:

- MEAP/Mi-Access
- Locally-developed Benchmark Assessments for each course
- Nationally norm-referenced data from Scantron Performance Series assessments.

Growth relative to both individual students and groups of students, and for both individual teachers and interdisciplinary teams, will be considered to inform this component of the evaluation system.

The process to develop this evaluation system was informed, in part, by the joint document A Framework For Michigan Educator Evaluations, promulgated by the school leadership consortium of MASSP, MEA, AFT and MEMSPA. This document can be found at http://gomiem.org/staging/tmc/mee10/panel_discussion.pdf. Additionally this process was informed by collaborative work completed by KEA, UAW and KPS and shelved prior to the most recent contract. This work was based on the Framework for Teaching by Charlotte Danielson.

The following table outlines the Policy and Practices Change Analysis that was conducted for this application, in order to implement the SIG Final Requirements:

Policies/ Practices	In Place	Under Consideration	Not Needed
Improve Leadership Effectiveness			
Leadership Councils - Composition	X		
Principal Authority/responsibility			X
Duties - teacher			X
Duties - principal			X
Tenure			X

Flexibility regarding professional development activities	X		
Flexibility regarding our school schedule (day and year)	X		
Policies/ Practices	In Place	Under Consideration	Not Needed
Waivers from district policies to try new approaches	X		
Flexibility regarding staffing decisions	X		
Flexibility on school funding			X
Job-Embedded Professional Development			
Topic requirements			X
Content			X
Schedule	X		
Length	X		
Financing			X
Instructors			X
Evaluation	X		
Mentoring	X		
Budgeting			
School funding allocations to major spending categories			
School staff input on allocation			X
Approval of allocation			X
Change of allocation midyear			X
Major contracts for goods and services			
Approval process streamlined			X
Restrictions (e.g., amounts, vendors)			X

Legal clarifications			X
Process			X
Stipulations (e.g., targeted vs. unrestricted spending)			X
Policies/ Practices	In Place	Under Consideration	Not Needed
Timeline			X
Points of contact			X
Auditing of school financial practices Process			X
Consequences			X

- Sustain the reforms after the funding period ends.

KPS is committed to the success of this transformation plan through focusing on the development of human capital, distributed leadership, and financial and operational flexibility through a building level decision making process.

A financial commitment is in place to provide a basic level of financial and career incentives. Additionally, the district has committed funding from both the General Fund along with Title IIA and Section 31a funds to provide a basic level of consulting services to assist in the implementation of this plan.

The development of a distributed/building level decision making process along with the training of building level leadership teams, school improvement teams and Professional Learning Communities a systemic, sustainable approach to the improved achievement for all students will be developed. The focus will be on the development of skills among all staff to be able to actively participate in the collection and analysis of data, critical thinking and problem solving, along with adaptable creation of systems and solutions that will result in building internal leadership among the staff.

This commitment to providing flexibility in the allocation of financial and human resources based at the school and classroom level will empower staff to evaluate the effectiveness of the reform strategies along with the creation and implementation of new strategies as needed based on achievement data.

Many of the extended learning opportunities outlined in this plan are either self-funded, funded through the general fund or are community based.

Therefore, the district will be able to sustain the reforms as stated in this plan through reallocation of existing funds and focusing on the development of its human capital through effective professional develop and a distributed leadership model.

4. Include a timeline delineating the steps to be taken to implement the selected intervention in each Tier I and Tier II school identified in the LEA's application. (Attachment II.B.5 provides a sample rubric for principal selection if the LEA chooses an intervention that requires replacement of the principal.)

See Appendix A of this document - starting at page 26.

5. Describe the annual goals for student achievement on the State's assessments in both reading/language arts and mathematics that it has established in order to monitor Tier I and Tier II schools that receive school improvement funds.

- Goal 1: All students at Milwood Magnet School will be proficient in the ELA Grade Level Content Expectations as measured by the MEAP. They will show at least 10% annual increase on the ELA portion of the MEAP.
- Goal 2: All students at Maple Street School for the Arts will be proficient in the ELA Grade Level Content Expectations as measured by the MEAP. They will show at least 10% annual increase on the ELA portion of the MEAP.
- Goal 3: All students at Milwood Magnet School will be proficient in the math Grade Level Content Expectations as measured by the MEAP. They will show at least 10% annual increase on the math portion of the MEAP.
- Goal 4: All students at Maple Street School for the Arts will be proficient in the math Grade Level Content Expectations as measured by the MEAP. They will show at least 10% annual increase on the math portion of the MEAP.
- Goal 5: Milwood Magnet School will achieve at least a 90% average attendance rate annually.
- Goal 6: Maple Street Magnet School will achieve at least a 90% average attendance rate annually.

6. For each Tier III school the LEA commits to serve, identify the services the school will receive or the activities the school will implement.

This section does not apply as Kalamazoo Public Schools does not have identified schools in Tier III

7. Describe the goals established (subject to approval by the SEA) in order to hold accountable its Tier III schools that receive school improvement funds.

This section does not apply as Kalamazoo Public Schools does not have identified schools in Tier III

8. As appropriate, the LEA must consult with relevant stakeholders regarding the LEA's application and implementation of school improvement models in its Tier I and Tier II schools.

- Describe how this process was conducted within the LEA.

During August of 2010, meetings were held with the principals of Milwood Magnet School and Maple Street Magnet School for the Arts to discuss the list of Persistently Low Achieving Schools in the State of Michigan (PLA) and what this would mean for Kalamazoo Public Schools.

During September and October of 2010 the Superintendent and his executive staff met with the entire staff of the affected schools to discuss the legislation and the possible models for reform and to solicit input on the selection of an improvement model. The principals at each school met with parent organizations and shared the models with them and sought their input. At the same time, the school board was informed of the situation and the input gathered from the building and community meetings was presented for consideration. The Transformation Model was chosen.

Teams of teachers (8-20), parents (3-5) and support staff (3-5) were assembled in each school and provided input to a team charged with drafting this Transformation Plan. Throughout the drafting process, the plan was brought back to the building teams for review and revision. The completed draft was then presented to the entire staff and interested parents for review and revision before submission to MDE.

While this was occurring, discussions were held with the KEA (Teacher's Union) President and the UAW (Principal's Union) President about the process for complying with the provisions for value added evaluations, financial or career incentives, and extended learning opportunities. The proposed documents and processes were discussed by the respective Union Executive Board and were revised based upon their input.

C. BUDGET: An LEA must include a budget that indicates the amount of school improvement funds the LEA will use each year in each Tier I, Tier II, and Tier III school it commits to serve.

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

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

An LEA’s budget for each year may not exceed the number of Tier I, Tier II, and Tier III schools it commits to serve multiplied by \$500,000.

AUTHORITY:

COMPLETION: Voluntary. (Consideration for funding will not be possible if form is not filed.)

SCHOOL IMPROVEMENT GRANT BUDGET

APPLICANT INFORMATION

TYPE OR PRINT:

APPLICANT	Legal Name of District Kalamazoo Public Schools		District Code 39010
	Address of District 1220 Howard Street		
	City and Zip Code Kalamazoo		Name of County Kalamazoo
CONTACT PERSON	Name of Contact Person Phillip Seager	Title Director of School improvement, Assessments and Magnet Schools	Telephone (Area Code) (269) 337 - 1576
	Address 1220 Howard Street	City Kalamazoo	Zip Code 49008
	E-Mail Address seagerpe@kalamazoo.k12.mi.us	Facsimile (A.C./No.) (269) 337 - 1553	

GRANT FUNDS REQUESTED: \$ _____

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

DATE _____ SUPERINTENDENT OR AUTHORIZED OFFICIAL _____
SIGNATURE
 TYPED NAME/TITLE _____

MAILING INSTRUCTIONS: Return this form to the Michigan Department of Education at the address shown above. The application with original signatures and five copies for a total of six must be postmarked **no later than 90 days after the grant announcement. Late applications will be considered non-compliant.**

NOTE: Applications may no longer be hand delivered. Late applications will NOT be considered.

ASSURANCES AND CERTIFICATIONS

STATE PROGRAMS

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

CERTIFICATION REGARDING LOBBYING FOR GRANTS AND COOPERATIVE AGREEMENTS

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

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

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

ASSURANCE WITH SECTION 511 OF THE U.S. DEPARTMENT OF EDUCATION APROPRIATION ACT OF 1990

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

ASSURANCE CONCERNING MATERIALS DEVELOPED WITH FUNDS AWARDED UNDER THIS GRANT

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

CERTIFICATION REGARDING NONDISCRIMINATION UNDER FEDERALLY AND STATE ASSISTED PROGRAMS

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

CERTIFICATION REGARDING BOY SCOUTS OF AMERICA EQUAL ACCESS ACT, 20 U.S.C.

7905, 34 CFR PART 108.

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

PARTICIPATION OF NONPUBLIC SCHOOLS

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

ASSURANCE REGARDING ACCESS TO RECORDS AND FINANCIAL STATEMENTS

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

ASSURANCE REGARDING COMPLIANCE WITH GRANT PROGRAM REQUIREMENTS

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

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

The Americans with Disabilities Act (ADA) provides comprehensive civil rights protections for individuals with disabilities. Title II of the ADA covers programs, activities, and services of public entities. Title II requires that, "No qualified individual with a disability shall, by reason of such disability be excluded from participation in or be denied the benefits of the services, programs, or activities of a public entity,

or be subjected to discrimination by such entity.” In accordance with Title II ADA provisions, the applicant has conducted a review of its employment and program/service delivery processes and has developed solutions to correcting barriers identified in the review.

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

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

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

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

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

AUDIT REQUIREMENTS

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

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

IN ADDITION:

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

SPECIFIC PROGRAM ASSURANCES

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

1. Grant award is approved and is not assignable to a third party without specific approval.
2. Funds shall be expended in conformity with the budget. Line item changes and other deviations from the budget as attached to this grant agreement must have prior approval from the Grants Coordination and School Support unit of the Michigan Department of Education.
3. The Michigan Department of Education is not liable for any costs incurred by the grantee prior to the issuance of the grant award.
4. Payments made under the provision of this grant are subject to audit by the grantor.
5. This grant is to be used to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements.
6. The recipient must establish annual goals for student achievement on the State’s assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II 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.
- 7.If the recipient implements a restart model in a Tier I or Tier II school, it must include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements.
8. The recipient must report to the SEA the school-level data required under section III of the final requirements.

SIGNATURES ON NEXT PAGE

SIGNATURE OF SUPERINTENDENT OR AUTHORIZED OFFICIAL

DATE

SIGNATURE OF LEA BOARD PRESIDENT

DATE

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. 101-338, 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 921 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 to upon the request of the Michigan Department of Education.

IN ADDITION:

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

SPECIFIC PROGRAM ASSURANCES

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

1. Grant award is approved and is not assignable to a third party without specific approval
2. Funds shall be expended in conformity with the budget. Line item changes and other deviations from the budget as attached to this grant agreement must have prior approval from the Office of Education Innovation and Improvement unit of the Michigan Department of Education.
3. The Michigan Department of Education is not liable for any costs incurred by the grantee prior to the issuance of the grant award.
4. Payments made under the provision of this grant are subject to audit by the grantor.
5. This grant is to be used to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements.
6. The recipient must establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds.
7. If the recipient implements a restart model in a Tier I or Tier II school, it must include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements
8. The recipient must report to the SEA the school-level data required under section III of the final requirements.

SIGNATURE OF SUPERINTENDENT OR AUTHORIZED OFFICIAL



Date

4/15/10

SIGNATURE OF LEA BOARD PRESIDENT



Date

11/15/10

SCHOOL BUILDINGS FOR WHICH YOU ARE APPLYING

Districts and ISDs may apply for School Improvement grants for individual school buildings within their jurisdiction (please use duplicate pages as necessary). For the purposes of this grant, eligible school buildings are those identified as a Tier I or Tier II school. Signature by the authorized representative indicates that the authorized representative of the school building will work cooperatively with the administrative and fiscal agent for this project. List the names of the school building(s) for which you are applying below.

SCHOOL BUILDING

Legal Name of School Building Maple Street Magnet School for the Arts	Building Code 3518	Name and Title of Authorized Representative Kevin Doerfler	
Mailing Address (Street) 922 W. Maple Street		Signature	
City Kalamazoo	Zip Code 49008	Telephone (Area Code/Local Number) (269) 337 - 730	Date Signed (m/d/yyyy) 11/16/2010
Name and Title of Contact Person Phillip Seager, Director of School Improvement		Mailing Address (If different from agency address) 1220 Howard Street, Kalamazoo, MI 49008	

SCHOOL BUILDING

Legal Name of School Building Milwood Magnet School: A Center for Science and Technology	Building Code 2575	Name and Title of Authorized Representative Kevin Campbell	
Mailing Address (Street) 2916 Konkle Street		Signature	
City Kalamazoo	Zip Code 49006	Telephone (Area Code/Local Number) (269) 337 - 670	Date Signed (m/d/yyyy) 11/16/2010
Name and Title of Contact Person Phillip Seager, Director of School Improvement		Mailing Address (If different from agency address) 1220 Howard Street, Kalamazoo, MI 49008	

SCHOOL BUILDING

Legal Name of School Building	Building Code	Name and Title of Authorized Representative	
Mailing Address (Street)		Signature	
City	Zip Code	Telephone (Area Code/Local Number) () -	Date Signed (m/d/yyyy)
Name and Title of Contact Person		Mailing Address (If different from agency address)	

SCHOOL IMPROVEMENT GRANT BUDGET APPROVAL FORM

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

1. BUDGET SUMMARY FOR: Please Insert Building Name

LEGAL NAME OF APPLICANT:				District Code			
MDE USE ONLY	Grant No.	Project No.	Project Type	Ending Date	FY of Approved Activity		
					2009		

BUDGET OBJECTS:

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

232	Executive Administration							
240	School Administration							
250	Support Services Business							
257	Internal Services							
266	Operation and Maintenance							
280	Central Support Services							
281	Planning, Research, Development, and Evaluation							
283	Staff/Personnel Services							
300	Community Services							
311	Community Services Direction							
331	Community Activities							
	SUBTOTAL							
	Indirect Costs _____ % Restricted Rate							
	TOTAL							

2. BUDGET DETAIL

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

Date **BUSINESS OFFICE REPRESENTATIVE SIGNATURE**

Date **SUPERINTENDENT/DIRECTOR SIGNATURE**

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

See the Assurances and Certifications section of the LEA Application for a complete list of assurances. LEA leadership signatures, including superintendent or director and board president, assure that the LEA will comply with all School Improvement Grant final requirements.

E. WAIVERS: The MDE has requested all of the following waivers of requirements applicable to the LEA's School Improvement Grant. Please indicate which of the waivers the LEA intends to implement.

The LEA must check each waiver that the LEA will implement. If the LEA does not intend to implement the waiver with respect to each applicable school, the LEA must indicate for which schools it will implement the waiver.

- Extending the period of availability of school improvement funds.

Note: If an SEA has requested and received a waiver of the period of availability of school improvement funds, that waiver automatically applies to all LEAs in the State.

- "Starting over" in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model.
- Implementing a schoolwide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold.

Baseline Data Requirements

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

Metric	
School Data: Maple Street Magnet School for the Arts	
Which intervention was selected (turnaround, restart, closure or transformation)?	Transformation
Number of minutes in the school year?	83,700
Student Data	
Dropout rate	N/A
Student attendance rate	90.9%
For high schools: Number and percentage of students completing advanced coursework for each category below	N/A
Advanced Placement	N/A
International Baccalaureate	N/A
Early college/college credit	N/A
Dual enrollment	N/A
Number and percentage enrolled in college from most recent graduating class	N/A
Student Connection/School Climate	
Number of disciplinary incidents (Suspension and expulsions)	386
Number of students involved in disciplinary incidents (Suspension and expulsions)	157
Number of truant students	20
Teacher Data	
Number of teachers at each performance level category below	
Highly effective	7
Effective	20
Moderately effective	7
Ineffective	5
Teacher attendance rate	95%

Metric	
School Data: Milwood Magnet School for Math, Science and Technology	
Which intervention was selected (turnaround, restart, closure or transformation)?	Transformation
Number of minutes in the school year?	83,700
Student Data	
Dropout rate	N/A
Student attendance rate	86.5%
For high schools: Number and percentage of students completing advanced coursework for each category below	N/A
Advanced Placement	N/A
International Baccalaureate	N/A
Early college/college credit	N/A
Dual enrollment	N/A
Number and percentage enrolled in college from most recent graduating class	N/A
Student Connection/School Climate	
Number of disciplinary incidents (Suspension and expulsions)	766
Number of students involved in disciplinary incidents (Suspensions and expulsions)	284
Number of truant students	21
Teacher Data	
Number of teachers at each performance level category below	
Highly effective	13
Effective	16
Moderately effective	7
Ineffective	3
Teacher attendance rate	95%

Appendix A
Timeline for Implementation

Year 1 2010-2011	Action
June – August 2010	<ul style="list-style-type: none"> • Meet with building principals to review AYP status and the MDE process for selection of Persistently Low Achieving (PLA) schools • Notification of replacement of principal • Notification to staff of intent to replace principal
September 2010	<ul style="list-style-type: none"> • Meet with Staff at both schools to share information on the selection process of PLA schools in Michigan • Meet with parents and school board members to discuss requirements of the school improvement plan and grant for PLA schools • Board of Education selects Transformation Model after review of all input • Begin development of Transformation Plan and School Improvement Grant (SIG) application • Identify teams of teachers to serve as writers of the Transformation Plan and SIG • Attend School Improvement Technical Assistance Meeting in Lansing • Draft Transformation Plan and SIG application
October 2010	<ul style="list-style-type: none"> • Draft Transformation Plan and SIG application presented to middle school staffs for discussion, input, review and approval • Meeting with KEA (Teacher's Union) and UAW (Principal's Union) to begin conversations around the development the required Executed Addendum. • Selection of service provider(s) • Determine professional development topics to support school reform effort and practices • Submit draft application to MDE
November 2010	<ul style="list-style-type: none"> • Review SSRO recommendations and modify Transformation Plan based on feedback • Submit final Transformation plan to MDE for approval • Completion of letter of agreement and Executed Addendum between KEA and KPS, with UAW input.
December 2010	<ul style="list-style-type: none"> • Establish a joint committee of teachers and administrators to develop the teacher and principal evaluation tools and protocols. • Finalize contracts with MDE Approved Provider(s)
January 2011	<ul style="list-style-type: none"> • Review and revise all family and community engagement programs and practices
February 2011	<ul style="list-style-type: none"> • Create Leadership team at Maple Street School • Training of Leadership Teams in Transformational Change • Train staff in the collection and analysis of data • Meeting with staff at Maple Street School and Milwood Magnet School to review and analyze MEAP and other pertinent achievement data • Development of evaluation plan and reporting protocols, by Central Office staff, to monitor implementation of plan

Year 1 2010-2011	Action
March 2011	<ul style="list-style-type: none"> • Establish a committee for the development of extended learning opportunities • Development of master schedule to accommodate Professional Learning Communities, advisories and extended learning opportunities • Establish committee from KPS, KEA and UAW to research and develop a program for implementing financial incentives or career growth • Posting of principal position at Milwood Magnet School for Science, Mathematics and Technology (Maple Street School for the Arts will continue with existing principal) • Select and train coaches in literacy and numeracy • Research and select literacy and numeracy strategies for implementation by all teachers • Development of data walls • Joint committee on new evaluation process prepares report • Selection of principal interview teams and development of questions
April 2011	<ul style="list-style-type: none"> • Development of Professional Development Calendars at both middle schools • Design develop protocols for evaluation of all extended learning opportunities • Development of master schedule for 2011-12 school year to include the adjustment of the clock schedule to increase instructional time in core content areas, add supplemental instruction courses and increase in student attendance time in school • Joint committee on evaluations develop and submit proposal • Implementation of protocols and monitoring plan by central office staff • Screen candidates for principal positions • Conduct interview for principal positions • Select principal for Milwood Magnet School
May 2011	<ul style="list-style-type: none"> • Development of consultant/coaches calendar for 2011-12 school year • Revise and analyze the school data profile (CNA) • Adoption of agreement between KEA and KPS and UAW regarding teacher and principal evaluations. • Continue training for literacy and numeracy • Implementation of protocols and monitoring plan by central office staff

Year 2 2011-2012	Actions
August 2011	<ul style="list-style-type: none"> • Leadership team participates in training on Transformational Change • Training of staff in Professional Learning Communities structures and behaviors • Implement plan for extended learning opportunities (adjusted clock schedule, additional supplemental instruction courses in literacy and numeracy, after school activities, Homework-hub, CIS of K, and increased time in the school day. Implement permissible activities such as 6th Grade PASS program and 7th and 8th Grade Camp programs) • Training on new evaluation model

Year 2 2011-2012	Actions
September 2011	<ul style="list-style-type: none"> • Re-assess master schedule for effectiveness of providing common planning time and alter as necessary • Adjust individual teaching assignments as necessary • Design systematic approach to data collection • Adjust individual teaching assignments based on student need • Develop and implement Tiered Intervention Strategies at Maple Street • Continue training for literacy and numeracy coaches • Implementation of protocols and monitoring plan by central office staff • Recommendations from committee to research and develop a program for implementing financial incentives or career growth
November 2011	<ul style="list-style-type: none"> • Collection of student performance data and data on level of implementation of strategies • Implementation of protocols and monitoring plan by central office staff
January 2012	<ul style="list-style-type: none"> • Collection of data on the level of implementation of professional development at both middle schools • Training of staff at both schools on the use of protocols to examine student work (ie. Slice, Tuning, Consultancy) • Review and revise all family and community engagement programs and practices • Implementation of protocols and monitoring plan by central office staff
February 2012	<ul style="list-style-type: none"> • Collection of student performance data and data on level of implementation of strategies • Development of master schedule to accommodate Professional Learning Communities, advisories and extended learning opportunities • Implementation of protocols and monitoring plan by central office staff
March 2012	<ul style="list-style-type: none"> • Development of summer program offerings for students • Implementation of protocols and monitoring plan by central office staff
April 2012	<ul style="list-style-type: none"> • Development of summer professional develop program • Re-evaluate master schedule for effectiveness and begin designing schedule for 2012-13 school year • Review and revise Tiered Intervention Strategies at both middle schools • • Development of master schedule to accommodate Professional Learning Communities and advisories • Implementation of protocols and monitoring plan by central office staff
May 2012	<ul style="list-style-type: none"> • Development of consultant/coaches calendar for 2012-13 school year • Collection of student performance data and data on level of implementation of strategies

Year 2 2011-2012	Actions
June 2012	<ul style="list-style-type: none"> • Revise and analyze the school data profile (CNA) • Evaluate and revise value added evaluation process • Continue training for literacy and numeracy coaches • Implementation of protocols and monitoring plan by central office staff • Evaluate and revise process for awarding financial or career incentives • Begin to award financial or career incentives <ul style="list-style-type: none"> • Implementation of protocols and monitoring plan by central office staff

Year 3 2012-2013	Actions
August 2012	<ul style="list-style-type: none"> • Leadership team participates in training on Transformational Change • Training of staff in Professional Learning Communities structures and behaviors • Implement plan for extended learning opportunities (adjusted clock schedule, additional supplemental instruction courses in literacy and numeracy, after school activities, Homework-hub, CIS of K, and increased time in the school day. Implement permissible activities such as 6th Grade PASS program and 7th and 8th Grade Camp programs)
September 2012	<ul style="list-style-type: none"> • Continue training for literacy and numeracy coaches • Implementation of protocols and monitoring plan by central office staff
October 2012	<ul style="list-style-type: none"> • Implementation of protocols and monitoring plan by central office staff
November 2012	<ul style="list-style-type: none"> • Implementation of protocols and monitoring plan by central office staff
January 2013	<ul style="list-style-type: none"> • Review and revise all family and community engagement programs and practices • Implementation of protocols and monitoring plan by central office staff
February 2013	<ul style="list-style-type: none"> • Development of master schedule to accommodate Professional Learning Communities, advisories and extended learning opportunities • Implementation of protocols and monitoring plan by central office staff
March 2013	<ul style="list-style-type: none"> • Implementation of protocols and monitoring plan by central office staff
April 2013	<ul style="list-style-type: none"> • Review and revise Tiered Intervention Strategies at both middle schools • Development of master schedule to accommodate Professional Learning Communities and advisories • Implementation of protocols and monitoring plan by central office staff

LEA ATTACHMENTS INDEX

Refer to Attachment I.A.1 in SEA application

II.A.2 Rubric to Evaluate LEA Applications

II.B.1 Final Requirements for School Improvement Grant

II.B.2(1) LEA Application for Maple Street School

II.B.2(2) LEA Application for Milwood Magnet School

ATTACHMENT II.A.2

Rubric for Scoring LEA application

	Getting Started	Partially Implemented	Implemented	Exemplary
Analysis of student achievement	<ul style="list-style-type: none"> ○ The district gathers and reports achievement data required by the state and federal government. It is left up to the individual school to analyze this data. 	<ul style="list-style-type: none"> ○ In addition to the data the district is required to collect, schools collect and analyze their own data. The district provides support with professional development as requested in the form of on-site training. ○ The district annually reviews policies and procedures to determine whether any revisions are required. 	<ul style="list-style-type: none"> ○ Each year, the district provides the school an analysis of multiple measures of data. ○ School teams meet to review their school's longitudinal data patterns and these analyses are shared across the district to set the direction of instruction. ○ An annual data-based evaluation of the district's performance is conducted, with an emphasis on district internal operations. Changes are made based upon the results. 	<ul style="list-style-type: none"> ○ The district has in place a system-wide framework for using disaggregated data from multiple measures to inform the schools' efforts in closing achievement gaps. ○ Data is gathered annually and longitudinally to assess student achievement and program effectiveness targets. The district systematically reviews success on the achievement of the targets to provide feedback to the schools for instructional decision-making and to monitor student learning. ○ District leaders, with input from major stakeholders, annually conduct a comprehensive, internal, data-based evaluation of the district's performance and make changes based upon the results.
Analysis of teacher, principal data	<ul style="list-style-type: none"> ○ It is the responsibility of the school principal to monitor instruction and provide feedback regarding achievement test results. ○ The district expects individual schools to use achievement test scores as the basis for the design of initiatives to improve instruction. ○ There is awareness in the district of the importance of 	<ul style="list-style-type: none"> ○ The district expects yearly improvement on achievement test scores and holds principals accountable for student success. Achievement test results at each school serve as the basis for the provision of feedback on instructional practices. District personnel pay particular attention to schools not meeting achievement standards. 	<ul style="list-style-type: none"> ○ The district has clear expectations for instructional practices designed to improve student outcomes. All instructional staff and administrators are held accountable for student success. District personnel support, monitor and provide feedback to all schools, with particular attention paid to schools not meeting achievement expectations. ○ The district provides 	<ul style="list-style-type: none"> ○ The district has clear expectations for instruction and monitors schools to assure improved outcomes for students. All certified staff members in the system are held accountable for student success. The superintendent expects excellence by all, monitors performance, and provides feedback to district personnel. District

	<p>implementing rigorous instructional practices. The results of this initiative are beginning to occur at the school level.</p> <ul style="list-style-type: none"> ○ The district expects each school to review and modify its equitable practices. 	<ul style="list-style-type: none"> ○ The district provides guidance and information to schools on strategies to improve instructional practices and measures their success by an improvement in achievement test scores. ○ In order to improve student achievement, the district provides guidance in the design of support systems for students needing additional academic support. ○ The district is focusing on the implementation of rigorous instructional practices at each school. The extent to which this effort has been successful is evaluated by school leaders. ○ There is a common understanding in the district of the importance of equity in everyday schooling. Although some equitable practices are occurring at the schools, the district expects further implementation. 	<p>support for the improvement of instruction through district-wide initiatives with a common focus. The school board is provided feedback regarding school achievement and the success of district-wide initiatives.</p> <ul style="list-style-type: none"> ○ In order to close the achievement gap, the district devotes time and resources to assist the schools in providing support systems to address all students' needs including academic, social and cultural. Results are measured through improved achievement results at each school. ○ The district is providing leadership and resources in the full implementation of rigorous instructional practices at each school. The extent to which this effort has been successful is evaluated jointly by district personnel and school leaders. ○ Equity is a core value in the district. The district has assisted each school to take responsibility and they are implementing equitable practices for all students. 	<p>personnel, in turn, support, monitor and provide feedback to all schools with particular attention paid to schools not meeting achievement expectations.</p> <ul style="list-style-type: none"> ○ District leaders are involved in the improvement of instruction, highly visible in the schools, and educate and engage the school board on powerful instruction. ➤ In order to close the achievement gap, the district partners with each school to develop extensive support systems to address all students' needs including academic, social and cultural. Results are visible at the district, school and classroom level. Rigorous instructional practices for all students and a common understanding among teaching staff of what constitutes quality student work are in place at each school. The district monitors the extent of implementation at each individual school.
Inclusion of perception data	<ul style="list-style-type: none"> ○ No evidence of the use of perception data exists. 	<ul style="list-style-type: none"> ○ Some data is evident that staff perception surveys were used. 	<ul style="list-style-type: none"> ○ Data showed that staff and parent perception data was used to inform decision making. 	<ul style="list-style-type: none"> ○ There is evidence that perception data is collected from staff, parents, students and other stakeholders in the district.
Assessment of system processes	<ul style="list-style-type: none"> ○ Staff members are represented on some school improvement committees. They have been recruited by the administration. ○ Instructional decisions are made by the administration with input from the committee 	<ul style="list-style-type: none"> ○ There is an effort by the administration to have staff members represented on many of the school improvement committees. ○ Input for decisions about curriculum and instruction is gathered primarily from the instructional staff. 	<ul style="list-style-type: none"> ○ School leaders provide a structure in which major decisions affecting planning, monitoring, and evaluation for school improvement are made collaboratively. ○ School leaders provide opportunities for sharing of collaborative decisions with all 	<ul style="list-style-type: none"> ○ School leaders assure that all major decisions for planning, monitoring, and evaluation for school improvement are made collaboratively with any staff member impacted by the decision included in the process.

	members.	<ul style="list-style-type: none"> o A limited amount of communication occurs with stakeholders regarding school level policies. 	staff.	<ul style="list-style-type: none"> o The district annually reviews policies and procedures to determine whether any revisions are required.
Use of data analysis to select turnaround model	<ul style="list-style-type: none"> o The district is in the process of establishing an assessment system. The priority is that the assessment system is aligned with student performance measures. o The district provides disaggregated data to the schools for their use in understanding student performance. 	<ul style="list-style-type: none"> o The district has established a comprehensive assessment system, aligned with clearly defined performance measures. In order to improve the quality of the system, the district is assessing whether or not the information obtained from the system is reliable, valid and bias free. o The district is in the process of implementing a system-wide framework for using disaggregated data to inform strategies to close the achievement gap. This system yields timely and accurate information that is meaningful and useful to district and school leaders and teachers in understanding student performance, district and school effectiveness. 	<ul style="list-style-type: none"> o The district has established and is implementing a comprehensive assessment system, providing longitudinal and annual data, aligned with clearly defined student performance measures, evaluated periodically and yielding information which is reliable, valid and bias free. o The district has implemented a system-wide framework for using disaggregated data to inform strategies to close the achievement gap. This system yields timely and accurate information that is meaningful and useful to district and school leaders and teachers in understanding student performance, district and school effectiveness. 	<ul style="list-style-type: none"> o The district has established, and is implementing, a comprehensive assessment system, providing longitudinal and current data, aligned with clearly defined student performance measures, evaluated annually, and yielding information which is reliable, valid and bias free. Prior to its establishment, a variety of stakeholders have been involved in a dialog about the purpose, users and uses of the system o The district has implemented a system-wide framework for using multiple sources of disaggregated data to inform strategies to close the achievement gap. This system yields timely and accurate information that is meaningful and useful to district and school leaders, teachers and other stakeholders in understanding student performance, district and school effectiveness, and the impact of improvement efforts on student achievement.
Inclusion of external partner for turnaround model	<ul style="list-style-type: none"> o External partner was not identified 	<ul style="list-style-type: none"> o District is in the process of identifying external partners who would be able to assist the buildings with the implementation of the turnaround model. 	<ul style="list-style-type: none"> o District created a list of possible external partners that would be available to assist buildings with implementing a turnaround model 	<ul style="list-style-type: none"> o The district is working with the schools to select external partners to assist with the turnaround model selected

Attachment II.B.1

Final Requirements for School Improvement Grants, as Amended in January 2010

I. SEA Priorities in Awarding School Improvement Grants:

A. Defining key terms. To award School Improvement Grants to its LEAs, consistent with section 1003(g)(6) of the ESEA, an SEA must define three tiers of schools, in accordance with the requirements in paragraph 1, to enable the SEA to select those LEAs with the greatest need for such funds. From among the LEAs in greatest need, the SEA must select, in accordance with paragraph 2, those LEAs that demonstrate the strongest commitment to ensuring that the funds are used to provide adequate resources to enable the lowest-achieving schools to meet the accountability requirements in this notice.

Accordingly, an SEA must use the following definitions to define key terms:

1. Greatest need. An LEA with the greatest need for a School Improvement Grant must have one or more schools in at least one of the following tiers:

(a) Tier I schools: (i) A Tier I school is a Title I school in improvement, corrective action, or restructuring that is identified by the SEA under paragraph (a)(1) of the definition of “persistently lowest-achieving schools.”

(ii) At its option, an SEA may also identify as a Tier I school an elementary school that is eligible for Title I, Part A funds that--

(A)(1) Has not made adequate yearly progress for at least two consecutive years; or

(2) Is in the State’s lowest quintile of performance based on proficiency rates on the State’s assessments under section 1111(b)(3) of the ESEA in reading/language arts and mathematics combined; and

(B) Is no higher achieving than the highest-achieving school identified by the SEA under paragraph (a)(1)(i) of the definition of “persistently lowest-achieving schools.”

(b) Tier II schools: (i) A Tier II school is a secondary school that is eligible for, but does not receive, Title I, Part A funds and is identified by the SEA under paragraph (a)(2) of the definition of “persistently lowest-achieving schools.”

(ii) At its option, an SEA may also identify as a Tier II school a secondary school that is eligible for Title I, Part A funds that--

(A)(1) Has not made adequate yearly progress for at least two consecutive years; or

(2) Is in the State’s lowest quintile of performance based on proficiency rates on the State’s assessments under section 1111(b)(3) of the ESEA in reading/language arts and mathematics combined; and

(B)(1) Is no higher achieving than the highest-achieving school identified by the SEA under paragraph (a)(2)(i) of the definition of “persistently lowest-achieving schools;” or

(2) Is a high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent over a number of years.

(c) Tier III schools: (i) A Tier III school is a Title I school in improvement, corrective action, or restructuring that is not a Tier I school.

(ii) At its option, an SEA may also identify as a Tier III school a school that is eligible for Title I, Part A funds that--

(A)(1) Has not made adequate yearly progress for at least two years; or

(2) Is in the State’s lowest quintile of performance based on proficiency rates on the State’s assessments under section 1111(b)(3) of the ESEA in reading/language arts and mathematics combined; and

(B) Does not meet the requirements to be a Tier I or Tier II school.

(iii) An SEA may establish additional criteria to use in setting priorities among LEA applications for funding and to encourage LEAs to differentiate among Tier III schools in their use of school improvement funds.

2. Strongest Commitment. An LEA with the strongest commitment is an LEA that agrees to implement, and demonstrates the capacity to implement fully and effectively, one of the following rigorous interventions in each Tier I and Tier II school that the LEA commits to serve:

(a) Turnaround model: (1) A turnaround model is one in which an LEA must--

(i) Replace the principal and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates;

(ii) Using locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students,

(A) Screen all existing staff and rehire no more than 50 percent; and

(B) Select new staff;

(iii) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school;

(iv) Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;

(v) Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new "turnaround office" in the LEA or SEA, hire a "turnaround leader" who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability;

(vi) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards;

(vii) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students;

(viii) Establish schedules and implement strategies that provide increased learning time (as defined in this notice); and

(ix) Provide appropriate social-emotional and community-oriented services and supports for students.

(2) A turnaround model may also implement other strategies such as--

(i) Any of the required and permissible activities under the transformation model; or

(ii) A new school model (e.g., themed, dual language academy).

(b) Restart model: A restart model is one in which an LEA converts a school or closes and reopens a school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process. (A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides "whole-school operation" services to an LEA.) A restart model must enroll, within the grades it serves, any former student who wishes to attend the school.

(c) School closure: School closure occurs when an LEA closes a school and enrolls the students who attended that school in other schools in the LEA that are higher achieving. These other schools should be within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.

(d) Transformation model: A transformation model is one in which an LEA implements each of the following strategies:

(1) Developing and increasing teacher and school leader effectiveness.

(i) Required activities. The LEA must--

(A) Replace the principal who led the school prior to commencement of the transformation model;

(B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that--

(1) Take into account data on student growth (as defined in this notice) as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates; and

(2) Are designed and developed with teacher and principal involvement;

(C) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;

(D) Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and

(E) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to

recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.

(ii) Permissible activities. An LEA may also implement other strategies to develop teachers' and school leaders' effectiveness, such as--

(A) Providing additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school;

(B) Instituting a system for measuring changes in instructional practices resulting from professional development; or

(C) Ensuring that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority.

(2) Comprehensive instructional reform strategies.

(i) Required activities. The LEA must--

(A) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and

(B) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.

(ii) Permissible activities. An LEA may also implement comprehensive instructional reform strategies, such as--

(A) Conducting periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective;

(B) Implementing a schoolwide "response-to-intervention" model;

(C) Providing additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least

restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content;

(D) Using and integrating technology-based supports and interventions as part of the instructional program; and

(E) In secondary schools--

(1) Increasing rigor by offering opportunities for students to enroll in advanced coursework (such as Advanced Placement; International Baccalaureate; or science, technology, engineering, and mathematics courses, especially those that incorporate rigorous and relevant project-, inquiry-, or design-based contextual learning opportunities), early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework;

(2) Improving student transition from middle to high school through summer transition programs or freshman academies;

(3) Increasing graduation rates through, for example, credit-recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills; or

(4) Establishing early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate.

(3) Increasing learning time and creating community-oriented schools.

(i) Required activities. The LEA must--

(A) Establish schedules and strategies that provide increased learning time (as defined in this notice); and

(B) Provide ongoing mechanisms for family and community engagement.

(ii) Permissible activities. An LEA may also implement other strategies that extend learning time and create community-oriented schools, such as--

(A) Partnering with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs;

(B) Extending or restructuring the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff;

(C) Implementing approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment; or

(D) Expanding the school program to offer full-day kindergarten or pre-kindergarten.

(4) Providing operational flexibility and sustained support.

(i) Required activities. The LEA must--

(A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and

(B) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).

(ii) Permissible activities. The LEA may also implement other strategies for providing operational flexibility and intensive support, such as--

(A) Allowing the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA; or

(B) Implementing a per-pupil school-based budget formula that is weighted based on student needs.

3. Definitions.

Increased learning time means using a longer school day, week, or year schedule to significantly increase the total number of school hours to include additional time for (a) instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography; (b) instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work-based learning opportunities that are provided by partnering, as appropriate, with other organizations; and (c) teachers to collaborate, plan, and engage in professional development within and across grades and subjects.¹

Persistently lowest-achieving schools means, as determined by the State--

(a)(1) Any Title I school in improvement, corrective action, or restructuring that--

(i) Is among the lowest-achieving five percent of Title I schools in improvement, corrective action, or restructuring or the lowest-achieving five Title I schools in

improvement, corrective action, or restructuring in the State, whichever number of schools is greater; or

(ii) Is a high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent over a number of years; and

(2) Any secondary school that is eligible for, but does not receive, Title I funds that--

(i) Is among the lowest-achieving five percent of secondary schools or the lowest-

achieving five secondary schools in the State that are eligible for, but do not receive, Title

I funds, whichever number of schools is greater; or

¹ Research supports the effectiveness of well-designed programs that expand learning time by a minimum of 300 hours per school year. (See Frazier, Julie A.; Morrison, Frederick J. "The Influence of Extended-year Schooling on Growth of Achievement and Perceived Competence in Early Elementary School." *Child Development*. Vol. 69 (2), April 1998, pp.495-497 and research done by Mass2020.) Extending learning into before- and after-school hours can be difficult to implement effectively, but is permissible under this definition with encouragement to closely integrate and coordinate academic work between in school and out of school. (See James-Burdumy, Susanne; Dynarski, Mark; Deke, John. "When Elementary Schools Stay Open Late: Results from The National Evaluation of the 21st Century Community Learning Centers Program." *Educational Evaluation and Policy Analysis*, Vol. 29 (4), December 2007, Document No. PP07-121.) <http://www.mathematica-mpr.com/publications/redirect_PubsDB.asp?strSite=http://epa.sagepub.com/cgi/content/abstract/29/4/296>

(ii) Is a high school that has had a graduation rate as defined in 34 CFR 200.19(a) that is less than 60 percent over a number of years.

(b) To identify the lowest-achieving schools, a State must take into account both--

(i) The academic achievement of the "all students" group in a school in terms of proficiency on the State's assessments under section 1111(b)(3) of the ESEA in reading/language arts and mathematics combined; and

(ii) The school's lack of progress on those assessments over a number of years in the "all students" group.

Student growth means the change in achievement for an individual student between two or more points in time. For grades in which the State administers summative assessments in reading/language arts and mathematics, student growth data must be based on a student's score on the State's assessment under section 1111(b)(3) of the ESEA. A State may also include other measures that are rigorous and comparable across classrooms.

4. Evidence of strongest commitment. (a) In determining the strength of an LEA's commitment to ensuring that school improvement funds are used to provide adequate resources to enable Tier I and Tier II schools to improve student achievement substantially, an SEA must consider, at a minimum, the extent to which the LEA's application demonstrates that the LEA has taken, or will take, action to--

(i) Analyze the needs of its schools and select an intervention for each school;

(ii) Design and implement interventions consistent with these requirements;

(iii) Recruit, screen, and select external providers, if applicable, to ensure their quality;

(iv) Align other resources with the interventions;

(v) Modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively; and

(vi) Sustain the reforms after the funding period ends.

(b) The SEA must consider the LEA's capacity to implement the interventions and may approve the LEA to serve only those Tier I and Tier II schools for which the SEA determines that the LEA can implement fully and effectively one of the interventions.

B. Providing flexibility.

1. An SEA may award school improvement funds to an LEA for a Tier I or Tier II school that has implemented, in whole or in part, an intervention that meets the requirements under section I.A.2(a), 2(b), or 2(d) of these requirements within the last two years so that the LEA and school can continue or complete the intervention being implemented in that school.

2. An SEA may seek a waiver from the Secretary of the requirements in section 1116(b) of the ESEA in order to permit a Tier I or Tier II Title I participating school implementing an intervention that meets the requirements under section I.A.2(a) or 2(b) of these requirements in an LEA that receives a School Improvement Grant to "start over" in the school improvement timeline. Even though a school implementing the waiver would no longer be in improvement, corrective action, or restructuring, it may receive school improvement funds.

3. An SEA may seek a waiver from the Secretary to enable a Tier I or Tier II Title I participating school that is ineligible to operate a Title I schoolwide program and is operating a Title I targeted assistance program to operate a schoolwide program in order to implement an intervention that meets the requirements under section I.A.2(a), 2(b), or 2(d) of these requirements.

4. An SEA may seek a waiver from the Secretary to extend the period of availability of school improvement funds beyond September 30, 2011 so as to make those funds available to the SEA and its LEAs for up to three years.

5. If an SEA does not seek a waiver under section I.B.2, 3, or 4, an LEA may seek a waiver.

II. Awarding School Improvement Grants to LEAs:

A. LEA requirements.

1. An LEA may apply for a School Improvement Grant if it receives Title I, Part A funds and has one or more schools that qualify under the State's definition of a Tier I, Tier II, or Tier III school.
2. In its application, in addition to other information that the SEA may require--
 - (a) The LEA must--
 - (i) Identify the Tier I, Tier II, and Tier III schools it commits to serve;
 - (ii) Identify the intervention it will implement in each Tier I and Tier II school it commits to serve;
 - (iii) Demonstrate that it has the capacity to use the school improvement funds to provide adequate resources and related support to each Tier I and Tier II school it commits to serve in order to implement fully and effectively one of the four interventions identified in section I.A.2 of these requirements;
 - (iv) Provide evidence of its strong commitment to use school improvement funds to implement the four interventions by addressing the factors in section I.A.4(a) of these requirements;
 - (v) Include a timeline delineating the steps the LEA will take to implement the selected intervention in each Tier I and Tier II school identified in the LEA's application; and
 - (vi) Include a budget indicating how it will allocate school improvement funds among the Tier I, Tier II, and Tier III schools it commits to serve.
 - (b) If an LEA has nine or more Tier I and Tier II schools, the LEA may not implement the transformation model in more than 50 percent of those schools.
3. The LEA must serve each Tier I school unless the LEA demonstrates that it lacks sufficient capacity (which may be due, in part, to serving Tier II schools) to undertake one of these rigorous interventions in each Tier I school, in which case the LEA must indicate

the Tier I schools that it can effectively serve. An LEA may not serve with school improvement funds awarded under section 1003(g) of the ESEA a Tier I or Tier II school in which it does not implement one of the four interventions identified in section I.A.2 of these requirements.

4. The LEA's budget for each Tier I and Tier II school it commits to serve must be of sufficient size and scope to ensure that the LEA can implement one of the rigorous interventions identified in section I.A.2 of these requirements. The LEA's budget must cover the period of availability of the school improvement funds, taking into account any waivers extending the period of availability received by the SEA or LEA.

5. The LEA's budget for each Tier III school it commits to serve must include the services it will provide the school, particularly if the school meets additional criteria established by the SEA.

6. An LEA that commits to serve one or more Tier I, Tier II, or Tier III schools that do not receive Title I, Part A funds must ensure that each such school it serves receives all of the State and local funds it would have received in the absence of the school improvement funds.

7. An LEA in which one or more Tier I schools are located and that does not apply to serve at least one of these schools may not apply for a grant to serve only Tier III schools.

8. (a) To monitor each Tier I and Tier II school that receives school improvement funds, an LEA must--

(i) Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics; and

(ii) Measure progress on the leading indicators in section III of these requirements.

(b) The LEA must also meet the requirements with respect to adequate yearly progress in section 1111(b)(2) of the ESEA.

9. If an LEA implements a restart model, it must hold the charter school operator, CMO, or EMO accountable for meeting the final requirements.

ATTACHMENT II.B.2(1)

SCHOOL APPLICATION/ANALYSIS OF SCHOOL NEEDS

SCHOOL IMPROVEMENT GRANT – 1003(g)

FY 2010 – 2011

The LEA must provide evidence of a comprehensive needs assessment, such as the process in this model, for each school it will be including in its grant application

School Name and code **Maple Street Magnet School** District Name and Code **Kalamazoo Public Schools (39010) for the Arts (03518)**

Model for change to be implemented: **Transformation**

School Mailing Address:

922 W. Maple Street

Kalamazoo, MI 49008

Contact for the School Improvement Grant:

Name: Phillip Seager

Position: Director of School Improvement, Assessments and Magnet Schools

Contact's Mailing Address: 1220 Howard St Kalamazoo, Mi 49008

Telephone: 269-337-1576

Fax: 269-337-1553

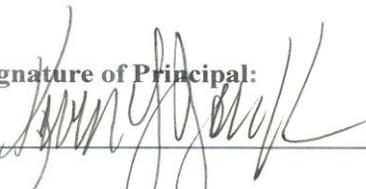
Email address: seagerpe@kalamazoo.k12.mi.us

Principal (Printed Name): Kevin Doerfler

Telephone: 269-337-0730

Signature of Principal:

Date: 11/15/2010

X  _____

The School, through its authorized representatives, 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 District/School receives through this application.

SECTION I: NEED

1. Explain how subgroups within the school are performing and possible areas to target for improvement. (The following charts contain information available in the school Data Profile and Analysis).

Data Tables

Demographic Data – Student Counts

Year	Native American		African American		Asian		Hispanic		White		Males		Females		F/R Lunch		Paid Lunch		Total Population
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
06-07	9	1.3	325	46.8	8	1.2	104	15	248	35.7	342	49.3	352	50.7	496*	73.0*	185*	27.0*	694
07-08	8	1.4	275	47.7	5	0.9	85	14.8	203	35.2	281	48.8	295	51.2	409*	69.9*	176*	30.1*	576
08-09	6	1.0	288	46.2	9	1.4	106	17.0	214	34.3	300	48.2	323	51.8	451	72.0	177	28.0	623
09-10	7	1	236	34.3	14	2	127	18.4	305	44.3	335	49	354	51	493	69	224	31	689

Reading

READING													
Grade Level	ALL	Gender		Ethnicity			Economically Disadvantaged		English Language Learners		Special Education		
		Male	Female	African American	Hispanic	White	Yes	No	Yes	No	Yes	No	
6th Grade													
09-10 Building	80	80	80	70	74	89	74	93	68	82	64	81	
District	76	75	77	67	72	87	70	92	68	77	44	78	
7th Grade													
07-08 Building	48	45	51	30	44	75	35	78	46	48	27	51	
District	53	49	57	36	48	75	38	80	48	53	21	57	
08-09 Building	68	66	69	54	60	88	59	88	57	70	36	71	
District	62	58	66	47	61	80	51	84	55	62	29	65	
09-10 Building	74	74	74	59	62	91	65	93	54	78	TF	75	
District	70	70	71	57	67	86	61	91	55	72	23	73	
8th Grade													
07-08 Building	56	47	66	45	36	77	44	82	26	60	15	62	
District	59	52	66	46	46	75	47	78	43	60	17	63	
08-09 Building	55	56	54	42	50	78	45	85	50	56	12	60	
District	59	55	62	45	49	79	45	83	50	59	15	63	
09-10 Building	74	68	80	63	65	86	66	88	53	77	28	77	
District	68	60	75	58	62	82	59	87	55	69	31	71	

Writing

WRITING												
Grade Level	ALL	Gender		Ethnicity			Economically Disadvantaged		English Language Learners		Special Education	
		Male	Female	African American	Hispanic	White	Yes	No	Yes	No	Yes	No
7th Grade												
06-07 Building	48	37	58	39	37	60	42	58	34	49	15	59
District	44	37	52	37	33	53	35	59	32	45	11	47
07-08 Building	52	46	57	39	51	70	44	70	49	53	19	56
District	52	45	60	41	47	67	41	74	42	53	13	57
08-09 Building	65	57	73	57	49	81	55	86	47	68	26	68
District	61	53	69	53	49	75	51	81	43	63	20	65
8th Grade												
06-07 Building	41	32	49	28	39	62	36	51	31	43	8	44
District	44	34	53	32	38	63	34	59	27	45	7	58
07-08 Building	40	30	51	26	29	62	26	69	15	44	3	45
District	43	36	50	28	39	61	30	66	31	44	10	47
08-09 Building	57	55	58	45	48	80	47	88	50	58	15	61
District	57	51	63	44	51	75	44	79	48	57	17	61

Mathematics

MATH												
Grade Level	ALL	Gender		Ethnicity			Economically Disadvantaged		English Language Learners		Special Education	
		Male	Female	African American	Hispanic	White	Yes	No	Yes	No	Yes	No
6th Grade												
09-10 Building	76	71	81	63	63	91	70	90	55	80	62	77
District	66	65	67	54	61	83	59	84	53	67	33	68
7th Grade												
07-08 Building	45	46	44	31	37	68	35	68	44	45	9	50
District	51	51	51	38	43	71	36	81	42	52	10	57
08-09 Building	70	72	68	58	72	83	63	85	69	70	37	73
District	65	64	66	54	67	79	57	83	61	66	31	69
09-10 Building	74	74	74	54	65	94	66	92	61	77	TF	75
District	69	70	67	51	66	88	59	90	59	69	33	70
8th Grade												
07-08 Building	52	48	56	41	40	69	42	72	31	55	24	55
District	51	52	51	38	36	70	40	72	35	53	24	55
08-09 Building	53	55	51	42	49	73	43	84	47	54	26	56
District	56	59	53	45	46	75	44	78	41	58	31	59
09-10 Building	59	59	59	32	61	79	46	82	50	60	17	62
District	51	51	51	34	53	74	41	75	45	52	16	54

Sub Group Non-Academic Analysis

Behavior

of suspension events

Ethnicity	06-07			07-08			08-09			09-10		
	Boy	Girl	Total									
Native American	1	0	1	2	2	4	0	0	0	0	1	1
African American	238	163	401	242	180	422	162	127	289	170	88	258
Asian	0	0	0	0	0	0	1	0	1	1	1	2
Hispanic	26	27	53	19	17	36	12	26	38	50	22	72
White	56	24	80	56	14	70	39	13	52	41	12	53
Total	321	214	535	319	213	532	214	166	380	262	124	386
District	1581	637	2218	1660	811	2471	1054	588	1642	1427	700	2127

of students suspended

Ethnicity	06-07			07-08			08-09			09-10		
	Boy	Girl	Total									
Native American	1	0	1	2	2	4	0	0	0	0	1	1
African American	92	63	155	82	59	141	67	53	120	51	40	91
Asian	0	0	0	0	0	0	1	0	1	1	1	2
Hispanic	16	14	30	7	9	16	10	17	27	22	10	32
White	22	15	37	23	10	33	21	10	31	22	9	31
Total	131	92	223	114	80	194	99	80	179	96	61	157
District	432	252	684	397	249	646	365	214	579	511	311	822

Attendance

Average Daily Attendance Rate

Year	Native American	African American	Asian	Hispanic	White	Total
07-08	86.6	87.0	98.5	92.6	91.6	89.5
08-09	92.3	87.4	96.9	92.3	91.7	89.9
09-10	94.0	90.9	96.7	94.5	94.2	93.1

Average Daily Attendance Rate

Year	Gender		Meal Status			Disabilities		LEP		Total %
	M	F	Free	Reduced	Paid	YES	NO	YES	NO	
07-08	89.4	89.4	87.2	93.2	92.8	79.8	90.6	92.5	88.9	89.5
08-09	90.3	89.6	88.7	93.4	91.8	85.8	90.4	92.7	90.2	89.9
09-10	92.5	93.7	91.8	95.2	95.3	88.6	93.6	94.4	92.9	93.1

Average Daily Attendance Rate

Year	6 th Grade	7 th Grade	8 th Grade	Total %
07-08	N/A	90.0	90.1	89.5
08-09	N/A	93.4	89.3	89.9
09-10	92.5	93.0	92.0	93.1

Retention and Promotion Data – 2009-10

Group	# Students	# of Expulsions	# of Retentions	# Promoted to next grade	Mobility	
					Entering	Leaving
Economically Disadvantaged	475	0	6	469		
Non-economically Disadvantaged	214	0	1	213		
Race/Ethnicity						
Native American	7	0	0	7		
African American	236	0	3	233		
Asian	14	0	1	13		
Hispanic	127	0	3	124		
White	305	0	0	305		
Disabilities	73	0	1	72		
LEP	106	0	1	105		
Homeless	25	0	0	25		
Migrant	2	0	0	2		
Gender						
Male	335	0	3	332		
Female	354	0	4	350		
Total # of Students	689	0	7	682	105*	87*

* = Data based on 2008-09 School Year which is most recent data available. Subgroup breakdown of Mobility data not yet available for Maple Street School for 2009-10.

Enrollment and Grade Acceleration Data – All Students – 2009-2010

Grade	# of Students	# Students in course/grade acceleration	# Enrolled in Advanced Placement Classes	# Students in ATYP (Academically Talented Youth Program)
6	227	67	N/A	0
7	207	96	N/A	0
8	276	96	N/A	11

EDYes! Tables:

MAPLE STREET MAGNET SCHOOL FOR THE ARTS

[Explain AYP](#)
Mr. Kevin Doerfler
Principal
doerflerkl@kalamazoo.k12.mi.us
<http://www.kalamazoo.k12.mi.us>

922 W Maple St
Kalamazoo, MI 49008-1842
(269) 337-0730



School Report Card - Grades Tested 6 - 8

This report card provides an assessment of several measures of the school's performance.

	Status Score 2009-2010	Adjusted Score 2009-2010	Ed Yes! Grade 2009-2010
Student Achievement			
Reading	64.4	64.4	D
Mathematics	79.3	79.3	C
Science	63.8	63.8	D
Social Studies	59.7	59.7	D
Achievement Subtotal	66.8	66.8	D
Indicators of School Performance		100	A
Preliminary Grade		78	C
AYP Status (Adequate Yearly Progress)		Did Not Make AYP	
Composite Grade		C	

School Report Card History

School Year	Ed Yes! Composite Grade	AYP Status			NCLB Phase		
		AYP for Reading	AYP for Math	AYP Overall	Phase Reading	Phase Math	NCLB Phase
2001-02	-	Yes	Yes	Yes	2	1	2
2002-03	C	No	No	No	3	2	3
2003-04	C	No	No	No	4	3	4
2004-05	C	Yes	Yes	Yes	4	3	4
2005-06	C	Yes	No	No	0	4	4
2006-07	C	Yes	Yes	Yes	0	4	4
2007-08	C	No	No	No	0	5	5
2008-09	C	No	No	No	1	6	6
2009-10	C	No	No	No	2	7	7

AYP Attendance Objective in Reading - Grades Tested 6 - 8

This table indicates the level of attendance for each student demographic and whether that met the state's objectives.

Student Group	Student Attendance 2009-2010	Met Attendance Objective (90.0%)
All Students	90.9%	Yes
Ethnicity		
Black or African American	88.7%	No
American Indian or Alaska Native	-	-
Asian American Native Hawaiian or other Pacific Islander	-	-
Hispanic or Latino	92.8%	Yes
White	92.7%	Yes
Multiracial	-	-
Limited English Proficient	92.8%	Yes
Students with Disabilities	86.7%	No
Economically Disadvantaged	91%	Yes

AYP Attendance Objective in Mathematics - Grades Tested 6 - 8

This table indicates the level of attendance for each student demographic and whether that met the state's objectives.

Student Group	Student Attendance 2009-2010	Met Attendance Objective (90.0%)
All Students	90.9%	Yes
Ethnicity		
Black or African American	88.7%	No
American Indian or Alaska Native	-	-
Asian American Native Hawaiian or other Pacific Islander	-	-
Hispanic or Latino	92.8%	Yes
White	92.7%	Yes
Multiracial	-	-
Limited English Proficient	92.8%	Yes
Students with Disabilities	86.7%	No
Economically Disadvantaged	91%	Yes

2. Identify the resources provided to the school (in particular, other state and federal funds) to support the implementation of the turnaround model.

School Resource Profile

<input checked="" type="checkbox"/> General Funds <input type="checkbox"/> Title I Part A <input type="checkbox"/> Title I Schoolwide <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I Part D	<input type="checkbox"/> Title I School Improvement (ISI)	<input checked="" type="checkbox"/> Title II Part A <input type="checkbox"/> Title II Part D <input type="checkbox"/> USAC - Technology	<input checked="" type="checkbox"/> Title III
<input type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V Parts A-C	<input checked="" type="checkbox"/> Section 31 a <input type="checkbox"/> Section 32 e <input type="checkbox"/> Section 41	<input type="checkbox"/> Head Start <input type="checkbox"/> Even Start <input type="checkbox"/> Early Reading First	<input checked="" type="checkbox"/> Special Education
<p>Other: (Examples include: Smaller Learning Communities, Magnet Schools. A complete listing of all grants that are a part of NCLB is available at www.michigan.gov/schoolimprovement.</p> <ul style="list-style-type: none"> • 21st Century Community Learning Centers 			

Narrative:

Maple Street School uses some funds from Section 31a to support programming for students, along with General Funds and a small amount of Title III funds for Bilingual Education services.

Maple Street Magnet School for the Arts had used funds from the federal Magnet School Assistance Program to start up, train staff, and support their Arts themed magnet school. This grant expired several years ago and the school continues to operate as a magnet school. No magnet school funds are available to commit to this project.

Title I funds are not committed to secondary schools in the Kalamazoo Public School district. Title II funds are primarily used to support district professional development efforts. A small amount (\$200,000) of General Funds, Section 31a, Title II and Title III dollars will be committed to activities outlined in this proposal over the project cycle.

SECTION II: COMMITMENT

Evidence of a strong commitment should be demonstrated through the district's ability and willingness to implement the selected turnaround model for rapid improvement in student achievement and proposed use of scientific and evidence based research, collaboration, and parental involvement.

Using information gathered using the MDE Comprehensive Needs Assessment - CNA, provide the following information:

1. Describe the school staff's support of the school improvement application and their support of the proposed efforts to effect change in the school. Include as an attachment a letter from the school principal that is signed by at least 80 percent of the school's staff supporting the proposed changes to be made under the grant. Additional evidence of support, as applicable, may also be included in the Appendix.

Maple Street Magnet School for the Arts is accredited under EdYES! and has earned accreditation each year since 2002-03, but is currently a Priority III school. While the school has met the state Achievement Objective in Mathematics and Reading in recent years, it has struggled meeting the state Attendance Objective - hence the Priority III status. Staff members participate in the school improvement process during regularly scheduled SIT meetings, professional development opportunities where goal setting activities take place, and during formal staff meeting times. Maple Street School staffs adhere to the AdvancEd Standards and Policies consistently. The staff is also involved through formal and informal meetings with cross-curricular teams on a semi-monthly basis. All staff are involved in the review, collaboration and final adoption of the plan. Every member of the instructional staff (100%) approved the design and implementation of this plan. The staff signed a commitment statement for the implementation of this Transformation Model plan, which can be found in Appendix D.

2. Explain the school's ability to support systemic change required by the Transformation Model.

The principal is given sufficient operational flexibility to provide the mechanisms needed for all staff to be effective. The staffs at Maple Street Magnet School for the Arts are highly qualified and knowledgeable in their content areas and are continually gaining knowledge and expertise in the areas of teaching, learning, assessment, data and collaboration.

The staffs are committed to developing a distributed leadership model that incorporates Professional Learning Communities, collaborative decision-making and data-driven school improvement. As evidenced in this school improvement plan, the focus in the building is on improving student literacy, numeracy in all content areas, and improving attendance for subgroups that are failing to meet school and state expectations.

Despite two principal changes, redistricting of the attendance area, and many other changes, the staffs at Maple Street School have dramatically moved academic achievement forward in the past few years. They continue to operate in a collegial, professional and collaborative manner, focused always on improved academic outcomes for students.

3. Describe the school's academic in reading and mathematics for the past three years as determined by the state's assessments (MEAP/ MME/Mi-Access).

Group/Grade	Reading			Writing			Math			Average Daily Attendance		
	Year1 2007- 08	Year2 2008- 09	Year3 2009- 10	Year1 2007- 08	Year2 2008- 09	Year3 2009- 10	Year1 2007- 08	Year2 2008- 09	Year3 2009- 10	Year1 2007- 08	Year2 2008- 09	Year3 2009- 10
6	N/A	N/A	80%	N/A	N/A	N/A	N/A	N/A	76%	N/A	N/A	93%
7	48%	68%	74%	52%	65%	N/A	45%	70%	74%	93%	89%	93%
8	56%	55%	74%	41%	57%	N/A	52%	53%	59%	90%	90%	92%

NOTE: 6th Grade data is only available for the 2009-10 school year. Before this time, 6th grade was still in the feeder school. Writing data was not reported out to the district for any grade in 2009-10.

Reading: The aggregate data for grades 7 and 8 appears to show a significant increase in achievement over the past four years. The percent proficient exceeds the district average and the state target for AYP. At 6th grade, in the 2009-10 data, among all subgroups, the most dramatic gap exists between ethnicity and economic status. Non-economically disadvantaged students performed 20% points higher than economically disadvantaged students. There is a 28% point gap between white students and their Hispanic and African American counterparts in the 2009-10 data. At 7th grade there is a 26% point gap in the economic status data with a 40% point gap between white students and African American students. White students at this same grade level outperform Hispanic students by 29% points. At the 8th grade level, white students outperform African American students by 47% points. Hispanic students outperform African American students by 29% points with an 18% point gap between Hispanic and white students. Further, the data suggests that we can predict improved academic performance for African American students in the future as they move through the system. The data at 6th grade for this group of students is 63% proficient, at 7th grade 54% proficient and at 8th grade 32% proficient.

Writing: Data in writing performance shows growth over three years with 7th grade growing from 48% to 65% and 8th grade growing from 41% to 57%. A difference exists in the gender data of a 16% point difference at Grade 7 for 08-09 and a minimal difference of 3% points at 8th grade. A more profound gap exists in ethnicity which shows a gap of 30% points between Hispanic students and white students and 24% point difference between African American students and white students. At 8th grade there is an insignificant gap between African American students and Hispanic students but a profound gap of 35% points between those two groups and the white students. Non-economically disadvantaged students outperformed the economically disadvantaged students at both grades with a gap of 31% points at grade 7 and a 41% point difference at grade 8 in the 2008-09 data.

Mathematics: The aggregate data for grades 7 and 8 reveal significant growth over the past three years. Grade 7 grew from 46% proficient to 74% proficient while grade 8 grew from 48% proficient to 59% proficient. The data suggests there is no difference in achievement on a gender analysis with 74% proficient for both genders for Grade 7 and 59% proficient for both genders for grade 8 in the 09-10 results. Subgroup gaps exist however, for different ethnic populations. The analysis suggests that white students dramatically outperform their non-white cohort at both Grade 7 and Grade 8. The Grade 7 data for 09-10 suggests a 40% point difference between African American students and the white students in the school. At grade 8 the data reveal a 47% point difference between these two groups. Another dramatic gap exists in the data on economically disadvantaged students. For Grade 7 a gap of 26% points exists between the economically and non-economically disadvantaged students in the 09-10 data. An even greater gap exists in the Grade 8 data where the difference is 36%.

Non-Academic Data: Student behavior shows a drop in overall suspension events over the past three years, from 532 events in 2007-08 to 386 events during the 2009-10 school year. At the same time, there is a commensurate drop in the number of students suspended going from 194 to 157. This is happening while our student population has risen from 576 students to 689. This would indicate there is a reduction in both the percentage of total events and a reduction in the percent of students suspended.

The average daily attendance has risen over the same time period from 89.5% to 93.1%. This increase has been seen in all sub-groups. A review of our school report card and AYP data states that while we have met our AYP achievement targets in reading and math we have failed to meet the attendance target in two sub-groups, African American students and our students with disabilities, however the school overall made the target of 90% with a total student attendance rate of 90.9%.

Ed YES! / AYP Data: The AYP State Objective Status reports in reading (89.2%) and mathematics (90.5%) both far exceed state AYP targets. The indexed scores indicate the greatest gains in reading were made by African American students and those that are economically disadvantaged. The indexed scores in mathematics from the three year index to the single year index indicate an upward trend for all students and for all sub-groups. Unfortunately, the school did not meet the attendance objective of 90%. The AYP Status Report indicates failure to meet this objective for the African American (88.7%) and Students With Disabilities (86.7%) subgroups. Despite the attendance issues, both these groups exceeded the AYP achievement targets in both Reading and Mathematics, and have done so for several years.

In recent years, Maple Street School has completed the School Process Rubrics required under the EdYES! accreditation model. Significant improvement has been made in Strand I: Standard 2 - Instruction, through school efforts to plan, refine and modify our curriculum - especially as it relates to our magnet school theme - and to increase student engagement. As well, the school has seen significant improvement under Strand III: Standard 2 - Professional Learning. We need to address issues related to Strand II: Standard 2 - Shared Leadership, particularly as it relates to Benchmark A - Collaborative Inquiry and Decision-making, Strand IV: Standard 1 - Parent/Family Involvement, and Strand V: Standard 1 and Standard 2 - Data Generation and Analysis. Plans for improving these areas are built into this application.

4. Describe the commitment of the school to using data and scientifically based research to guide tiered instruction for all students to learn.

Team leaders and curricula chairs use various data warehouses to gather, analyze and disseminate relevant data, among cross-curricular teams and grade level teams. During the review of the data staff/teams will identify the appropriate research-based interventions on multiple tiers to meet the needs of students at various levels. School achievement data is used as a part of the annual review and Comprehensive Needs Analysis. This data informs goals established in the building School Improvement Plan.

Starting with the 2010-11 school year, Maple Street School is implementing supplemental reading and mathematics courses titled Strategic Reading and Strategic Mathematics. These courses are taken by students who score below proficiency in reading or mathematics, in addition to their grade level ELA and mathematics courses. Strategic Reading is delivered using Read 180 and System 44, while Strategic Mathematics is delivered through a sequence of targeted lessons based on the deficiencies of the students in the classes.

We highlight our Tiered Instruction and Intervention model both as it exists today, and as we propose to modify it, in Appendix E. The tables include proposed activities for improvement under this school improvement plan. The red text represents proposed changes to our existing model as outlined in this school improvement plan, while the black text represents activities currently in place. Further explanation of this Tiered Instruction and Intervention model occurs below under Section III: Transformation Area #2.

5. Discuss how the school will provide time for collaboration and develop a schedule that promotes collaboration.

The district provides common planning time daily for teachers use. Two designated meetings a month exist which provide common planning time for cross-curricular team meetings. Time is provided monthly for grade level curriculum meetings. Meetings are provided monthly for staff to collaborate on issues of common concern regarding student achievement. Among the topics discussed are data analysis, curriculum, instructional improvement and assessment data.

Through the proposed restructuring plan, additional time will be provided for the training and development of Professional Learning Communities to enhance and formalize this collaborative effort, with the following expectations:

- In the master schedule, teams of teachers will be provided common planning time with the expectation of meeting for collaboration on at least a bi-weekly basis.
- Staff will be trained in a Professional Learning Communities approach which maximizes the use of collaborative time. Additional support and training will be provided so that all teams operate as Professional Learning Communities.
- The Building Leadership Team will establish a calendar for its meetings and to facilitate professional development, implementation, and monitoring of collaborative activities.
- The school will contract with an approved service agent to provide training for the continued development of Professional Learning Communities within the school

- The school will develop a distributed leadership model by training staffs, developing leadership teams and implementing a collaborative decision-making model.

6. Describe the school's collaborative efforts, including the involvement of parents, the community, and outside experts.

The Maple Street Magnet School for the Arts partners with many entities to collaborate for student success. Among these partnerships are:

- Parent volunteers in classrooms
- Parent and community involvement in School Improvement Plan development process
- Parent/Teacher/Student Organization
- Big Brothers Big Sisters Mentoring programs involving community members/parents
- Maple Street School maintains a Community in Schools of Kalamazoo (CIS of K) leader - a paid position which supports and facilitates community involvement with student academic achievement.
- Collaboration with Kalamazoo College Keeping the Doors Open Program
- Western Michigan University: Kalamazoo Promise College Awareness programs
- Kalamazoo College: Keeping the Doors Open
- A-TYP (Academic Talented Youth Program) at Western Michigan University
- The school maintains many partnerships with community-based organizations who support the school's magnet theme of Arts-based education. Including: Kalamazoo RESA Education for the Art; Aesthetic Education Program; Kalamazoo Arts Council; and others.
- Girls on the Run / Girls on Track

Efforts to collaborate on the Transformation Model have been extended to and include:

- PTSO
- Communities in Schools of Kalamazoo (CIS of K)
- Kalamazoo Education Association (KEA)
- School Improvement Team

External consultants and community partners are frequently used to advise and critique systems, programs and curricula.

SECTION III: PROPOSED ACTIVITIES

Using information contained in the Buildings School Improvement Plan, provide the following information.

1. Describe the proposed activities that address the required US Department of Education (USED) school turnaround interventions that the school will use as a focus for its School Improvement Plan (Attach a copy of the buildings School Improvement Plan).

A Table of Contents can be found in Appendix F that shows the pages where each Required and Permissible Element can be found.

Transformation Area #1: Develop and Increase School Leadership Effectiveness (pages 38 - 39 of Appendix A)

Maple Street School will retain Principal Kevin Doerfler to continue work on a school improvement plan that was put in place, starting with the 2007-08 school year, to improve poor academic achievement and a problematic school culture. Mr. Doerfler was hired as principal of Maple Street School in the fall of 2009 to continue and improve upon a reform plan that was started by his predecessor and himself.

Prior to the 2007-08 school year academic achievement - particularly in the areas of reading and mathematics - was low and stagnant. As noted on the table in Appendix B and in the Report Card History data (Page 7 above), Maple Street School had reading and mathematics scores below the state and district averages which had not improved significantly for several years. The school failed to make AYP on many factors, including achievement and attendance. In addition, the school climate and culture were such that annually there were dozens of due-process hearings for expulsion. Enrollment was affected as the school's reputation became increasingly tarnished.

In the 2007-08 school year, a new administrative team was hired to turn the school around. While the school improvement model chosen was not one of the four required under Section 1280c for Persistently Low Achieving Schools, a plan was developed and implemented to improve climate and culture, as well as academic achievement. Mr. Doerfler joined Mr. Craig McCane as the administrators hired to improve the school.

Since then, academic achievement (as measured on the MEAP, along with other data points) has grown significantly; faster than all other middle schools in KPS and faster than the state average in all areas except 8th Grade mathematics. Over the past two school years, the percentage of students scoring proficient on the 6th grade reading MEAP has grown 33%, while the percentage scoring proficient in mathematics has more than doubled. The percentage of students scoring at the proficient level in 7th Grade reading is up over 50%, while the percentage scoring proficient in 7th Grade mathematics is up over 67%. The percentage of 8th Grade students scoring proficient in reading has increased nearly 40% while 8th grade mathematics percent proficient has increased 13%.

Moreover, as indicated in the tables on Page 5 above and behavior data compiled by Maple Street School, the number of suspension events - since beginning the reform plan in the 2007-08 school year - along with the number of students suspended, are each down nearly 30%. While attendance continues to be a concern - being the sole reason for the school's failure to make AYP each of the last three school years - attendance has improved for all subgroups. In addition, enrollment has increased at Maple Street School, as the reputation of the school continues to improve.

The improvements made at Maple Street School over the past three school years are due, in significant portion, to the change in leadership that occurred prior to the start of the 2007-08 school year, of which Mr. Doerfler was a member. Prior to the start of the 2009-10 school year, Mr. McCane became the principal of Linden Grove Middle School, and Mr. Doerfler was selected to continue the school improvement process. While Mr. Doerfler has been principal at the building for only one year, these improvements have continued and accelerated.

Representatives of Kalamazoo Public Schools (KPS), the teacher's union (KEA), and the principal's union (UAW) have met to design a performance-based evaluation system that complies with the Michigan Teachers' Tenure Act and Sections 380.1249 and 380.1250 of the Michigan School Code. The plan for this system is outlined, along with process and timelines, in the Executed Addendum and associated documents found in Appendix C. Implementation of this plan will begin, for all PLA schools, in the fall of 2011.

Growth in student achievement, for the purposes of these evaluations, will be determined through a portfolio of the following assessments:

- MEAP/Mi-Access
- Locally-developed Benchmark Assessments for each course
- Nationally norm-referenced data from Scantron Performance Series assessments.

Growth relative to both individual students and groups of students, and for both individual teachers and interdisciplinary teams, will be considered to inform this component of the evaluation system.

The process to develop this evaluation system was informed, in part, by the joint document *A Framework for Michigan Educator Evaluations*, promulgated by the school leadership consortium of MASSP, MEA, AFT and MEMSPA. This document can be found at http://gomem.org/staging/tmc/mee10/panel_discussion.pdf. Additionally this process was informed by collaborative work completed by KEA, UAW and KPS and shelved prior to the most recent contract. This work was based on the *Framework for Teaching* by Charlotte Danielson.

A program for rewarding staff that increase student achievement and participate in extra-duty activities to advance the mission of the school will be implemented through this plan. The criteria for determining expected growth will be established through collaboration between teachers, the principal and the interdisciplinary teams. Goals will be set for achievement growth for individual teachers, interdisciplinary teams, and the school.

The following activities will be monitored for the purpose of rewarding staff that perform in an exceptional manner:

- Exceeding goals for aggregate achievement growth by individual teachers, interdisciplinary teams, and/or overall school as defined in the previous paragraph,
- Exceeding expectations for the implementation of professional development provided by the district and the building under this school improvement plan,
- Participation in leadership opportunities not otherwise compensated.

Staffs who exceed expectations in all these areas will share in a fixed amount of compensation (not less than \$5,000) that can be used for rewards that will be established by the Building Leadership Team prior to the start of each school year.

In the abdicable event that an educator would fall substantially below their achievement growth goals, intensive monitoring of the educator's practices will be undertaken, through the formal evaluation process, by the building principal. Individual goals will be established and the existing observation and evaluation protocols will be followed, including the expectation of improved academic achievement results. Educators, who do not improve professional practices and outcomes after intensive intervention, and after support through a formal teacher improvement plan, will be subject to sanctions up to and including removal.

Maple Street currently uses a hiring process, under their magnet school rules, that provides significant staff input in the hiring process, and disallows seniority as a primary reason for placement. This process provides cultural stability, adherence to the school's magnet theme and assures that teachers placed in the building understand the expectations the staff and building leadership have.

Based on a review of the literature, one of the most effective ways to increase and improve student achievement is through building staff capacity for distributed leadership. Our plan seeks to build capacity and increase the effectiveness of all leaders in the building. Maple Street Magnet School seeks to develop and implement a distributed leadership model that features building-level teams that steer professional development activities, school improvement processes and instructional program improvement. We seek to develop and implement robust Professional Learning Communities that use student achievement data to guide instructional improvement. We also seek to expand the scope of these instructional teams to include stakeholders outside the building; including parents, support personnel, and community-based partners (Strand IV: Standard 1 of SPRs).

Grade-level interdisciplinary teams will be formed around common student populations. Each team will have as a main characteristic, to the highest degree possible, that they serve a common group of students. These teams will be given common planning time during each school day. These teams will formally meet twice monthly and function as Professional Learning Communities. They will focus exclusively on student achievement, instructional improvement, implementation of best-practice strategies, implementation of professional development and identification of students for tiered intervention.

We will organize a building-level Leadership Team to coordinate the activities of the instructional teams and PLCs (Strand II: Standard 2 of SPRs). This Leadership Team will provide guidance for all building level Professional Learning Communities, assist with the collection and analysis of achievement data, develop and monitor professional development activities and assist with the leadership of the building. Elected leaders from each grade-level interdisciplinary teams are assigned to the Building Leadership Team. Other professional staffs are elected to the Building Leadership Team by the entire staff. Additional, ad-Hoc members, including our para-professionals, parents and members of the Communities in School of Kalamazoo, will also be included in this team.

This leadership team will meet monthly to review data, discuss team progress, plan professional development and monitor the progress of our magnet school and general educational programs. A subset of this team, along with parents and other school stakeholders, will be assigned to the building School Improvement Team, to further extend the stakeholders involved in this distributed leadership model. The School Improvement Team will also meet monthly and will focus on school-wide goals related to accreditation and academic achievement. The Building Leadership Team will develop agendas for interdisciplinary grade-level team meetings, problem-solve issues of educational importance, make decisions such as scheduling, organizational issues, programmatic improvement and advise the principal as part of his decision-making process (Strand II: Standard 2 of SPRs).

The Building Leadership Team will receive intensive and ongoing training as part of their service. The training will include a four-day annual summit before the start of the school year. Members will be trained in effective practices of Professional Learning Communities (PLCs) and on best practices in Literacy, Numeracy and Behavior instruction. They will diffuse this training through the rest of the staff via the formal interdisciplinary team meetings and scheduled professional development. The Building Leadership Team will also be trained in effective data analysis techniques and in using data analysis to steer professional development and improve instruction. (Strand V: Standard 1 & Standard 2 of SPRs). Training and support for the advancement of the distributed leadership model and Professional Learning Communities will be provided by the Saginaw Intermediate School District, through the consultants Dr. Rick Wood and Helen L. Burz.

To advance opportunities for this school to focus on their own school improvement goals, the school will be released from district professional development activities for the duration of this plan. The Building Leadership Team will use the Comprehensive Needs Analysis (CNA), School Improvement Plan (SIP) and staff input to determine professional development goals each semester. The goals will focus on the three key areas identified for improvement by this plan; Literacy, Numeracy and Attendance/Behavior. The team will identify research-based, high-yield, high-impact strategies on which the entire staff will be trained, for deployment in all content areas.

The Building Leadership Team will develop and promulgate a professional development calendar that is synchronized with the District PD calendar and which provides for the effective implementation of the building's professional development plan. Professional

development activities associated with this plan will be designed and developed or purchased based on both the goals and needs of this plan.

Literacy and numeracy coaches will be provided, through the district Teaching and Learning Services, to allow the school to refine and expand the work begun over the past three years in literacy and numeracy. These coaches will be trained in best-practice strategies both in their respective content areas and in coaching. These coaches will be deployed to assist all teaching staff through in-class modeling, conferencing, mentoring, co-planning and data support.

An Attendance Interventionist will be provided to support the goals of this school improvement plan. This person will be trained to work with staff in the development of a comprehensive attendance improvement plan aligned with the Tiered Instruction and Intervention model outlined in Appendix E, the collection and analysis of attendance and behavior data, and the implementation of strategies to improve attendance and behavior with the goal of improving student attendance and behavior (Strand IV: Standard 1 of SPRs).

A program for providing incentives for staff members who participate in otherwise uncompensated activities that advance this school improvement plan will be implemented under this transformational model. The Building Leadership Team will determine a list of incentives for staff that will include items like attendance at state or national conferences, tuition vouchers, flex time, among other items. Interdisciplinary Teams that exceed their achievement targets and individuals who provide exceptional effort and leadership will be provided vouchers that can be exchanged for these incentives. These incentives will be paid from a fixed allocation (not less than \$25,000). The Leadership Team will disseminate a list of such incentives and rules for how they can be earned.

Transformation Area #2: Comprehensive Instructional Reform Strategies

(Pages 43 - 45 of Appendix A)

Staffs have reviewed existing data and have determined there is a need to more effectively and efficiently collect and monitor student performance data for the purposes of instructional improvement and identifying students who need supplemental support (SPR Strand V: Standard 1 & 2). We need to develop closely-aligned assessments with previously developed curriculum guides, curriculum maps and Grade Level Content Expectations (SPR Strand I: Standard 3), and better utilize the norm-referenced assessments we already give. Additionally, the current analysis of data has indicated the need to focus on three general areas, literacy, numeracy and attendance.

We will leverage our grade-level interdisciplinary teams to focus on analyzing the academic work of their shared students. As discussed in Transformation Area #1 above, through their elected Team Leader, these interdisciplinary teams will be trained in effective PLC practices, the use of protocols, effective time/task management and data analysis. We will use the professional development components of Data 4SS to train these teams, and to support their collaborative work. Profiles of grade-level data will be drawn from previous administrations of Scantron Performance Series assessments, MEAP data, and locally-developed benchmarking assessments.

These teams will regularly examine and discuss student work and use the fruits of their discussions to determine intervention strategies and programs, modify existing practices, share practices that work, and determine strategies needed to better meet the needs of learners. Additionally, through professional conversations and data, the interdisciplinary teams will examine the alignment and the implementation of curricula. These conversations and analysis will occur during common planning time, professional development opportunities, and after-school and summer meetings. Acquisition of materials and resources to support this school improvement effort also will be directed by the fruits of these conversations.

The Department of Teaching and Learning Services will conduct summer training workshops in the design and development of effective benchmarking exams. Teachers from each course will develop a battery of benchmark assessments that will be used, in conjunction with MEAP/Mi-ACCESS and Scantron Performance Series, to assist the interdisciplinary teams in planning instruction and support for their team, and to determine which students will need early intervention and supplemental support.

The current data suggest a compelling need to focus on instructional strategies to improve comprehension and understanding of informational text. To address this need we will implement a school-wide Tiered Instruction and Intervention model to address literacy, comprehension and reading strategies across the curriculum. We will study and adopt school-wide strategies to engage all staff in modeling and supporting our literacy efforts. We will also leverage a district-provided Literacy Coach to model, train, assist and support all staff in these efforts. Additional information on the Tiered Instruction and Intervention model for literacy can be seen in the tables under Appendix E.

Additionally, data suggest that while the area of numeracy is improving, more needs to be done. It is evident, when we conduct strand analyses, that number sense and numeration, and algebraic concepts are high-priority strands. To address these needs we will implement a Tiered Instruction and Intervention model to address numeracy across the curriculum. We will study and adopt school-wide strategies to engage all staff in modeling and supporting our numeracy efforts. We will also leverage a district-provided Numeracy Coach to model, train, assist and support all staff in these efforts. Additional information on the Tiered Instruction and Intervention model for numeracy can be seen in the tables under Appendix E.

Attendance and behavior issues have been dramatically reduced over the past three years, however, they continue to occur at unacceptably high levels. Over the past three years, attendance alone has stood in the way of Milwood Magnet School making AYP. Through the improved use of our Attendance Interventionist, we will implement and support strategies to improve the climate and culture of Milwood Magnet School. We will continue and expand our school-wide Positive Behavior Intervention and Support (PBIS) program and we will use the interventionist to provide data and strategies for training and supporting staffs in their efforts to improve attendance. We will, additionally, design and implement a tiered instructional support program to improve these areas, as highlighted in Appendix E.

Transformation Area #3: Increased Learning Time and Creating Community Oriented Schools (pages 46 - 48 of Appendix A)

Our goals for increasing learning time and creating community oriented schools are to improve academic achievement, increase attendance, connect our Arts magnet theme to literacy and numeracy improvement, improve the link between our community organizations and forge a bond between school and home.

We will adjust our clock schedule so that all core-content courses meet for an additional 12 minutes each day. This effort will provide an additional 36 hours of instruction in each core-content area of instruction each year - 144 combined hours in the areas of Reading, Mathematics, Social Studies and Science - for all students in the school. Additionally, we will add supplemental instruction courses for Tier II and Tier III students (under our Tiered Instruction and Intervention model) in mathematics and reading. By replacing an elective course with this supplemental support class, we are providing an additional 180 hours each year of strategic and intensive support for all students who are identified as needing this support.

We will use certified staff to provide after-school tutoring two days per week, one hour each session, for 35 weeks, for any and all students who wish to attend. These activities will closely integrate academic instruction in reading and mathematics with magnet theme activities in Arts and Dance. Transportation for students will be provided for through our 21st Century Communities in Schools partner CIS of K, and via public transportation, should overflows occur. This program will make available an additional 70 hours of academic and magnet theme learning opportunities for all students at this school.

The school will provide an organized 'Zero-Hour' four days each week, 30 minutes per session, for 35 weeks. This will be run by up to 20% of the certified building staff members each session and will be available to all students. This activity is designed to provide support for students to learn to engage and manage homework effectively, and to get help with classes in which they are struggling. This program will make available an additional 35 hours of extended learning opportunities for all students.

We currently partner with Communities in Schools of Kalamazoo (CIS of K) to provide extended learning opportunities related to our 21st Century Communities in School grant. This program runs for 36 weeks, four days per week and three hours each session. Transportation is provided for all participants in this program, and this program also supports transportation for other after-school, extended-learning opportunities. Students served by this program are those identified as needing Tier II or Tier III support in our tiered intervention model. While it does not serve all students, it does provide over 400 hours of extended-learning opportunities to a significant portion of our at-risk population.

Maple Street School provides many opportunities for family and community engagement. We will continue and expand these efforts through this plan. The efforts we support include:

- Parent Advisory Council

This group meets monthly with the principal and key staff in the building to discuss issues within the school, and to provide parents information about ways they can support learning both at school and at home.

- Key Communicators

This group meets four times per year with the superintendent, central office staff, building administrators and school board members to provide feedback to the schools, coordinate community involvement, and gather input about our district-wide efforts to promote a college-going culture

- Kalamazoo Promise Awareness Program

This program, run in conjunction with Western Michigan University, provides on-campus and off-campus opportunities for former KPS students to interact with current middle school students and share with them information about college life, challenges, and opportunities that await those who persevere in a college-going culture.

- Parent-Teacher-Student Organization

PTSO provides tutoring services along with support, resources, fundraising and manpower for classrooms, teachers and school activities. This group meets monthly to find ways to support school improvement initiatives.

- Parent Involvement on the School Improvement Team

Parents are, and will continue to be, involved on Building Leadership and School Improvement teams. Six parents serve on teams directly involved with building leadership. They provide substantive and important counsel and feedback, and their voices are reflected in our school improvement plans. This practice will continue under this plan.

- Community Liaison Officer

Maple Street School employs a full-time Community Liaison Officer. This person coordinates service activities such as group sessions with Community Mental Health, Loaves and Fishes, Family Computing Program, and many others.

- Gryphon Place

Gryphon Place is a local service agency that we partner with to provide social services to students in need. Gryphon Place provides assistance with conflict resolution, peer mediation, the Gatekeeper Suicide Prevention program and coordinated services with our PTSO and CIS of K partners. Through this proposed

plan, we will implement a formal peer mediation program to help our students learn to resolve conflicts peacefully and responsibly.

CIS of K

Community in Schools of Kalamazoo (CIS of K) coordinates and operates activities associated with our 21st Century Community and Schools program. CIS of K provides a full-time, on-site officer to coordinate and align services with students and their needs. In close partnership with Maple Street School, CIS of K supports community service and outreach activities for the school, along with providing instructional and tutorial support for high-needs, struggling students, coordinating vision/dental services and providing winter clothes for poor students.

Parent Center

Utilizing the existing Parent Center at Maple Street School, we will further enhance home-school connections through weekly team newsletters, a monthly building newsletter, support for Pinnacle Parent Connection - a online gradebook program for parents to follow their child's class progress, and we will improve the effectiveness of school outreach efforts through improved partnerships with community-based student service organizations like the Hispanic Council, Boys/Girls Club, the YMCA and the Douglas Center.

Maple Street School, through our Community Liaison Officer, will invite and encourage community-based youth service organizations to use the school facilities for their meetings. We also plan to get local churches involved in our efforts by having them promulgate literature and hold meetings regarding school expectations for parental involvement. Through such outreach efforts, we hope to better establish strong and positive relationships with the people we serve.

Transformation Area #4: Providing Operational Flexibility and Sustained Support
(Pages 49 - 50 of Appendix A)

The Office of School Improvement has worked diligently and cooperatively with building leadership team members from Milwood Magnet School (including instructional staff and parents), the building principal, Human Resources, the KEA President and members of both the KEA Executive Board and the PLAS Bargaining Team, and other members of the Teaching and Learning Services staff to develop a plan that can help this school reach its true potential. Together, these individuals and stakeholder groups have worked tirelessly to resolve many issues, overcome many obstacles, build consensus from disparate interests, and forge what we believe to be a strong and promising school improvement plan.

Through this collaborative planning effort, Milwood Magnet School has been given substantial operational flexibility to implement and monitor this school improvement effort. Specific tenants of this collaborative effort are outlined in the Executed Addendum in Appendix D. In addition, the principal will be given the flexibility to operate the school as necessary to implement this school improvement plan and to substantially improve student academic outcomes. Areas of flexibility include, but are not, limited to: staffing, assignment of personnel to essential duties, managing the flow of site-based discretionary funds directing the staff Leadership team and managing all school improvement goals.

Additional operational flexibility will be provided with regard to instructional pacing guides to assure that teaching staff has the discretion to adjust activities to meet the needs of individual and groups of students in their charge, and to provide instructional support through the proposed RtI model. Any alterations will assure that all essential content is taught to mastery and require that required learning benchmarks are met.

The Director of School Improvement, Assessment and Magnet Schools, the Assistant Superintendent of Teaching and Learning Services and the Director of Secondary Education and Alternative Programs will have direct oversight of the processes and implementation of this plan. They will develop a calendar for the services of all designated partners or organizations, technical assistance providers, and other LEA support providers. These central office administrators will develop a system to monitor and evaluate the implementation of this plan along with the reporting and evaluation protocols for all service and technical assistance providers. Additionally, the effectiveness and fidelity of all intervention strategies will be evaluated and documented and a plan for sustaining and monitoring the effectiveness of this plan beyond the PLA cycle will be developed.

2. Explain how the school will use data to inform instruction, guide decision-making, and design professional development related to the proposed activities.
 - i. Discuss how the school will use data to develop and refine its improvement plan and goals based on AYP groups in need.

With the assistance of the Department of Teaching and Learning Services and external consultants, teams of teachers will develop common benchmark assessments for use in monitoring student progress toward mastery of the grade-level content expectations. Once the assessments have been developed and administered, the data will be collected and analyzed. This analysis will reveal areas for instructional focus, students for targeted assistance and tiered instruction, and will provide a focus for our ongoing professional development programs. Coaches will then work with individual teachers to develop and implement a program of tiered instructional support. The strategies and techniques will be closely monitored for fidelity of implementation and effectiveness in improving student performance.

Data will be gathered and analyzed regarding the effectiveness of the tiered-intervention programs. Utilizing standardized assessment tools such as Scholastic Reading/Math Inventory, Scantron's EdPerformance Series, and MEAP, along with performance data from the intervention programs themselves, triangulated data will be used to produce a profile of effectiveness. Adjustments will be made as necessary, to assure the program moves forward

- ii. Describe how the school will collect, analyze and share data with internal and external stakeholders. Include how the school will ensure that all administrators and teachers are able to access and monitor each student's progress and analyze the results.

A set of data analysis tools will be used that will help to better analyze existing performance data and help focus instructional improvement efforts. The data collected will be analyzed by all staff in their Professional Learning Community meetings along with a meta-analysis to be conducted by the School Leadership Team. The results of this data analysis will be shared with the Parent Advisory Council, Central Office staff and students. A display of achievement and attendance data will be created in the form of "Data Walls" to assist in conversations to analyze and monitor improvement.

- iii. Describe how the school plans to adjust instruction based on progress monitoring and data results collected. Describe and name any local or national assessments used to measure student progress at each grade level.

Tiered instructional decision will be made based on data results made in collaboration with literacy, numeracy and leadership coaches at the PLC and school leadership level. In order to accomplish this, an analysis of existing and needed data sources has begun. The following chart is a result of this analysis.

Assessment Battery for Program Monitoring

Data Source	Grade Level	Existing?	Local, State or National
MEAP	6, 7, 8	Yes	State
Scholastic Reading Inventory	6, 7, 8	Yes	National
Scholastic Math Inventory	6, 7, 8	No (to be purchased)	National
Scantron Performance Series	6, 7, 8	Yes	National
Common Benchmark Assessments in writing, math, science, social studies, reading	6, 7, 8	No (to be developed)	Local

Our plan calls for the local development of common assessments to measure student progress toward proficiency on the Grade Level Content Expectations (Strand I: Standard 3). There is an identified need for the creation of common benchmark assessments along with the hardware and software necessary for the use of these assessments.

Teachers, through their teams, will develop benchmarking assessments in all courses. Training will occur to assist teams in proper assessment development and item selection. These assessments will be used to inform instruction and to support the Educator Evaluation process, and the evaluation of this school improvement plan.

- iv. Discuss how the school has a clearly defined procedure in place for writing a professional development plan that aligns to the National Staff Development Council (NSDC) Standards for Staff Development (<http://www.nsd.org/standards/index.cfm>) that focuses on context standards, process standards and content standards. If the school or LEA does not have a professional development plan in place, describe the process and timeline for completing a professional development plan.

As part of this plan, working in Professional Learning Communities and a School Leadership team, staff has defined a clearly defined procedure for the creation, implementation and monitoring of a professional development plan which aligns with the NSDC/Learning Forward Standards for Staff Development.

- Collect and analyze student achievement, attendance and behavior data
- Review curriculum alignment to state standards and district goals
- Dissaggregate data to determine sub-group needs
- Review teacher recommendations from professional development surveys

- Review administrator recommendations from observations of instructional practices
- Review parent and student survey data
- Analyze all collected data
- Review and prioritize possible research-based instructional initiatives and strategies
- Develop a budget and timeline for professional development program
- Select professional development providers with demonstrated success in working with adult learners
- Submit for central office approval

3. List the individuals and job titles of the central office and school personnel who will oversee the school receiving School Improvement Grant – Section 1003(g) funds. Include the percentage of time dedicated to oversight of the school.

Name	Position	Percentage of Time
Michael Rice, Ph.D.	Superintendent of Schools, KPS	2%
Sheila Dorsey	Asst. Supt. for Human Resources	3%
Barbara Witzak	Assistant Superintendent for Teaching and Learning Services	10%
Timon Kendall	Director of Secondary and Alternative Education	10%
Dr. Terina Harvey	Director of Curriculum, Instruction and Professional Development	2%
Phillip Seager	Director of School Improvement, Assessments and Magnet Schools	25%
Kevin Doerfler	Principal, Maple Street Magnet School	100%
All Maple Street Magnet Staff	Teachers and Support Staff	100%

4. Explain specific school improvement technical assistance and evaluation responsibilities needed. Include personnel responsible for coordinating such services.

In order to fully implement this plan it will be necessary to seek technical and evaluation assistance. The school will contract with Saginaw ISD to provide technical assistance in the areas of leader development, Professional Learning Communities and the development of benchmark assessments. There is an identified need for data analysis coaching, leadership support and coaching along with instructional coaching in the areas of literacy, numeracy and behavior/attendance. State-approved External Service Providers have been selected to provide coaching training, advice and counsel, technical support and auditing services to assure that we are able to fulfill the requirements of this application. These service providers, and their purposes, are outlined in the table below.

Evaluation protocols will be developed by an oversight team made up of the Director of School Improvement, Assessments and Magnet Schools, the Director of Secondary Education and Alternative Education, the Assistant Superintendent for Teaching and Learning Services, the Director of Curriculum and Instruction the Building Principal and the building Leadership Team Chairperson. These protocols will use student achievement data as a significant factor in determining project success and will be used to evaluate the project on an annual basis.

State-Approved Technical Assistance Providers

Technical Assistance Source	Contact Name	Purpose
Center for Excellence in Education at Central Michigan University	Patricia Benson	Numeracy and Literacy Coaching Support and Training
Saginaw ISD	Rod Rock	Leadership Coaching Training; Development and Support of PLCs

Section IV: Fiscal Information

Transformation Model Required Activities

Requirement	Included	Fund Source	Cost Factors	Full Cycle Cost Estimates
Area 1: Develop & Increase School Leader & Teacher Effectiveness				
Replace the principal	Yes	LEA	<ol style="list-style-type: none"> 1. Convene Principal Search Team 2. Conduct Interviews of Principal Candidates 3. Recommend candidates to Dr. Rice 	<ol style="list-style-type: none"> 1. \$0 2. \$0 3. \$0
Use of evaluation systems that take into significant account data on student growth as well as other factors	Yes	LEA	<ol style="list-style-type: none"> 1. Develop Local Common Assessments that will be used for this process 2. Research, Develop and Deploy Protocols and Tools 3. Train Administrative Team in effective evaluation practices – purchased services 	<ol style="list-style-type: none"> 1. See Area 2 below 2. \$0 3. \$0
Evaluation systems are designed with teacher and principal involvement.	Yes	LEA	<ol style="list-style-type: none"> 1. Assure that principals and teachers are involved in the committee work from Action Steps 1 and 2 above 	<ol style="list-style-type: none"> 1. \$0
Identify and reward school leaders, teachers, and other staff who have increased student achievement AND remove leaders and staff who have been given multiple opportunities to improve professional practice and have not increased student achievement outcomes.	Yes	LEA	<ol style="list-style-type: none"> 1. Develop criteria for determining appropriate growth in student achievement 2. Determine criteria for how educators will be rewarded 3. Determine criteria for removal of ineffective educator 4. Costs associated with rewarding staff and leaders meeting or exceeding growth criteria 5. Schedule B pay for Leadership Team members 	<ol style="list-style-type: none"> 1. \$0 2. \$0 3. \$0 4. \$5,000 5. \$7,400
Provide staff with ongoing, high quality, job embedded professional development (subject specific pedagogy, differentiated instruction or a deeper understanding of the community served). Professional development is aligned and designed to insure that staff can facilitate effective teaching and learning and have the capacity of successfully implementing school reform strategies	Yes	LEA Title IIA	<ol style="list-style-type: none"> 1. Cost of stipends to KPS staff for developing and delivering embedded professional development 2. Purchased services for embedded professional development 3. Cost of stipends for Leadership Team Academy and on-site support 4. Purchased Services for Leadership Team Training 5. Restructure use of District PD by PLA school, so they can focus on their specific PD plans 6. Purchased services for building-specific PD needs 7. Instructional Coaches for Literacy and Numeracy – leverage existing TLS staff 8. Restructure Content-level meetings to focus on Guaranteed and Viable curriculum that is vertically and horizontally articulated, implemented and assessed. – Leadership Team oversees 9. Personalized options based on teacher surveys 	<ol style="list-style-type: none"> 1. \$8,000 2. \$6,000 3. \$34,000 4. \$16,000 5. \$0 6. \$5,000 7. Title IIA allocation 8. \$0 9. \$0

Transformation Model Required Activities

Requirement	Included	Fund Source	Cost Factors	Full Cycle Cost Estimates
Implement strategies such as financial incentives, increased opportunities for promotion and career growth, and/or flexible working conditions designed to recruit and retain staff to meet the needs of students in a transformational school.	Yes	LEA	<ol style="list-style-type: none"> 1. Determine list of incentives the PLA school can use to recruit effective staff to work in the building <ol style="list-style-type: none"> a. Conference attendance b. Tuition vouchers c. PD credit d. Flex Time e. Aspiring Administrators 2. Allocation for implementing these incentives – Maple =Points; Milwood = Service Credits 	<ol style="list-style-type: none"> 1. \$0 2. \$25,000
Area 2: Comprehensive Instructional Reform Strategies				
Use data to identify and implement an instructional research based program that is vertically aligned from one grade to the next, as well as aligned to state standards.	Yes	LEA Title IIA	<ol style="list-style-type: none"> 1. Develop interdisciplinary grade-level teams 2. PLC's – Train teams in effective PLC practices, use of protocols, and effective task/time management 3. Modify EdPerformance 4. Data 4SS Training 	<ol style="list-style-type: none"> 1. \$0 2. \$10,000 3. TLS – Office of Assessment 4. TLS – Office of Assessment
Promote the continuous use of individual student data (formative, interim, and summative) to inform and differentiate instruction to meet individual student needs.	Yes	LEA Title IIA 31a	<ol style="list-style-type: none"> 1. Train staff on effective benchmark assessment design and development – purchased services 2. Design and develop common and benchmarking assessments in all courses – stipend pay and resources 3. Rtl Model – Resources 4. Rtl Model Training – Purchased Services 5. Train staff on effective data analysis techniques – purchased services 	<ol style="list-style-type: none"> 1. \$6,000 2. \$50,600 3. \$7,000 4. \$5,000 5. \$5,000
Area 3: Increasing Learning Time and Mechanisms for Community-Oriented Schools				
Establish schedules and strategies that provide increased time for all students to learn core academic content by expanding the school day, week or year. Provide increased instructional time for core subjects during the school day.	Yes	LEA MSAP 31a 21 st Century CIS Grant	<ol style="list-style-type: none"> 1. Adjust clock schedule from 7 periods to 6 2. Add supplemental courses 3. After-school activities (also before school for Maple Street) 4. CIS of K program 5. Stipends for after-school program 	<ol style="list-style-type: none"> 1. Gen Fund 2. Gen Fund 3. Gen Fund 4. 21st Century CIS Grant pays 5. Section 31a allocation

Transformation Model Required Activities

Requirement	Included	Fund Source	Cost Factors	Full Cycle Cost Estimates
Provide ongoing mechanisms for family and community engagement.	Yes	LEA	<ol style="list-style-type: none"> 1. Parent Advisory Council – Monthly 2. Key Communicators 3. Parent University 4. PTO/PTA 5. Parent Involvement on SIT 6. CIS of K 	No money here
Area 4: Providing Operational Flexibility and Sustained Support				
Provide the school operational flexibility (staffing, calendars, time, budgeting) to implement a comprehensive approach to substantially increase student achievement and increase graduation rates.	Yes	LEA	<ol style="list-style-type: none"> 1. Assure principal has flexibility to run the program 2. Flexibility with curriculum pacing to meet individual student needs 	<ol style="list-style-type: none"> 1. \$0 2. \$0
Ensure that the school receives ongoing, intensive Technical Assistance and related support for LEA, SEA or other designated external partner or organization.	Yes	LEA	<ol style="list-style-type: none"> 1. Program Monitoring and Evaluation – purchased services (required under this application) 2. Semi-annual status to BoE 3. OSI and Principals to develop and execute contracts 4. OSI and principal to develop a plan for sustainability 	<ol style="list-style-type: none"> 1. \$6,000 2. \$0 3. \$0 4. Included in 1. Above.

Transformation Model Permissible Activities

Permissible	Included	Approved	Cost Factors	Cost Estimates
Area 1: Development & Increase School Leader Effectiveness				
Institute system for measuring changes in instructional practices that result from professional development.	Yes		Program Monitoring and Evaluation – Area 4 above	
Ensure that school is not required to accept a teacher without mutual consent of teacher and Principal, regardless of seniority.	Yes		Part of the Magnet School rules. Built into the contract	
Area 2: Comprehensive Instructional Reform Strategies				
Conduct reviews to ensure that curriculum is implemented with fidelity and is impacting student achievement.	Yes		Program Monitoring and Evaluation – Area 4 above	
Implement a school wide Response to Intervention model.	Yes		Area 2 above	
Use and integrate technology-based supports and interventions.	Yes		Read 180 – System 44 – Scholastic Math Inventory	Additional resources and training included above
Area 3: Increase Learning Time and Creating Community-Oriented Schools				
Partnering with parents and other organizations to create safe school environments that meet students’ social, emotional, and health needs.	Yes		Area 3 above	
Extending or restructuring the school day to add time for strategies that build relationships between students, faculty, and other school staff.	Yes			
Implementing approaches to improve school climate and discipline.	Yes		PBiS Activities – resources	1. \$4,000
Area 4: Providing Operational Flexibility and Sustained Support				
Allow the school to be run under a new governance arrangement.	No			
Implement a per pupil school based budget formula weighted based on student needs.	No			

Estimated Cost for Program Cycle, Per Building: \$200,000

Appendix A

Action Plan Grids

Transformation Model Required Activities – Maple Street School

Requirement	Resources Needed	Timeline	Tasks for Each Requirement
Area 1: Develop & Increase School Leader & Teacher Effectiveness			
Replace the principal	Human Resources Department for management of process	<ol style="list-style-type: none"> Continue the employ of Mr. Kevin Doerfler as Principal of Maple Street School. 	<ol style="list-style-type: none"> Plan to retain the principal based on his being hired as a member of a leadership team that was brought in to bring about a change in student achievement. Hired as principal less than two years ago. Student achievement has gone up faster than state average; significant change. Hired to continue a model that has shown significant gains in student achievement.
Use of evaluation systems that take into significant account data on student growth as well as other factors	<p>See Appendix C for:</p> <p><i>Tasks and Timelines for Developing Educator Evaluation Model and Executed Addendum</i></p>		
Evaluation systems are designed with teacher and principal involvement.			
Identify and reward school leaders, teachers, and other staff who have increased student achievement AND remove leaders and staff who have been given multiple opportunities to improve professional practice and have not increased student achievement outcomes.			
Provide staff with ongoing, high quality, job embedded professional development (subject specific pedagogy, differentiated instruction) or a deeper understanding of the community served). Professional development is aligned and designed to insure that staff can facilitate effective teaching and learning and have the capacity of successfully implementing school reform strategies	Common planning time Instructional strategy books and materials Content coaches and facilitators Appropriate compensation Facilitators and consultants	<ol style="list-style-type: none"> Identify External Consultants – December 2010 Meeting with staff to review pertinent data regarding student achievement – February 2011 Research and select literacy and numeracy strategies for implementation by all teachers – February and March 2011 Development of Professional Development Calendar – April 2011 Development of tools for monitoring implementation 	<ol style="list-style-type: none"> Name Building Leadership Team <ol style="list-style-type: none"> Interdisciplinary Team Leaders Others elected to total membership between 12 and 14 Principal Every reasonable effort to assure all content areas are represented Subset serves on building School Improvement Team Train Building Leadership Team – ongoing throughout project Grade-level, interdisciplinary teams are formed around common student populations. Each team serves a common group of students. Each team has common planning time built into each school day. Interdisciplinary teams meet twice per month and function as Professional Learning Communities; focusing on student achievement, instructional improvement, best-practice strategies and implementation of professional development. Obtain release from District PD Activities for 2011-12 and 2012-13 school years Building Leadership Team and Principal use CNA, SIP and staff input to determine PD goals for school for each semester; Full staff approves goals; Project Manager approves goals. Key focus areas: Literacy, Numeracy,

Transformation Model Required Activities – Maple Street School

Requirement	Resources Needed	Timeline	Tasks for Each Requirement
		of literacy and numeracy strategies – April and May 2011 6. Development of consultants/coaches calendar – May 2011 7. Training for School Leadership Teams – Summer 2011 and Summer 2012 8. Leverage District PD Calendar for all embedded PD. 9. Quarterly effectiveness review of implementation and student achievement data – Ongoing 2011-2014 school year	Attendance/Behavior 7. Research-based, high-impact, high-yield strategies, identified and deployed in all content areas. 8. Building Leadership Team develops and promulgates a PD calendar that is synchronized with District PD Calendar 9. Professional Development activities are designed, developed or purchased, based on goals and needs 10. Coaches are trained in best-practices both in content and coaching. 11. Coaches are deployed to assist teaching staff through modeling, conferencing, mentoring, co-planning and data support
Implement strategies such as financial incentives, increased opportunities for promotion and career growth, and/or flexible working conditions designed to recruit and retain staff to meet the needs of students in a transformational school.	See Appendix C for: <i>Tasks and Timelines for Developing Educator Evaluation Model and Executed Addendum</i>		
Area 2: Comprehensive Instructional Reform Strategies			
Use data to identify and implement an instructional research based program that is vertically aligned from one grade to the next, as well as aligned to state standards.	<ul style="list-style-type: none"> • Data warehouse • Data analysis hardware and software • Network printers • Printing supplies • Professional development stipends • Refreshments • Substitutes teachers 	1. Training in the collection and analysis of data – Starting February 2011 2. Development of data walls – March 2011 3. Design systematic approach to data collection, analysis and level of implementation - fall 2011 4. Utilize PLC processes in	1. Through the Master Schedule, develop PLC Teams that are focused on analyzing academic work of shared students. 2. PLCs – Training in effective PLC practices, use of protocols, and effective task/time management 3. Data 4SS – Use PD components to assist in training staff on effective data analysis practices 4. Ed Performance – To be given 3x annually, with first and last assessments given earlier and later in the year respectively

Transformation Model Required Activities – Maple Street School

Requirement	Resources Needed	Timeline	Tasks for Each Requirement
<p>Promote the continuous use of individual student data (formative, interim, and summative) to inform and differentiate instruction to meet individual student needs.</p>	<p>to enable extended team and departmental meetings</p> <ul style="list-style-type: none"> • Consultants for facilitation • Instructional coaches 	<p>interdisciplinary teams – ongoing throughout project</p>	<ol style="list-style-type: none"> 1. Train staff on effective benchmark assessment design and development 2. Design and develop common and benchmarking assessments in all courses (District activity) 3. Develop RtI models for Literacy, Numeracy and Attendance/Behavior 4. Train staff on differentiation within tiers of instruction 5. Train staff on data collection for informing RtI process 6. Train staff on effective data analysis techniques 7. Provide access to full complement of available data analysis tools 8. Use coaches to facilitate PLC meetings around data analysis and instructional improvement 9. Train staff on research-based grading practices that inform instruction and motivate students 10. Add Advisory Period back into Master Schedule – provides transparency for students – Facilitates development of Student Led Conferences. Student Led Conferences – assure all staff involved are trained, and have necessary resources
Area 3: Increasing Learning Time and Mechanisms for Community-Oriented Schools			
<p>Establish schedules and strategies that provide increased time for all students to learn core academic content by expanding the school day, week or year. Provide increased instructional time for core subjects during the school day.</p>	<p>Stipends for planning</p> <p>Stipend for delivery of programs</p> <p>Materials for implementation of programs</p>	<ol style="list-style-type: none"> 1. Organize schedules for extended learning opportunities 2. Schedule appropriate staffs 3. Acquire necessary materials and resources 4. Secure partnerships with community support agencies. 	<ol style="list-style-type: none"> 1. Adjust clock schedule so that all core courses meet for an additional 12 minutes each day, thus providing an additional 36 hours of instruction in each core area of instruction (144 hours additional core hours per student) for all students in the school each year. 2. Add supplemental instruction courses for Tier II and Tier III students, replacing an elective course, which allows for an addition 60 minutes each day in intensive instruction in the identified area of deficiency (reading or numeracy). This will add an additional 180 hours of focused and intensive instruction for students who are identified as needing these classes. 3. Partner with CIS of K to provide 21st Century Community in Schools programming. This program runs for 36 weeks, 4 days per week, for 3 hours each session. Students involved in this program are those identified as needing Tier II and Tier III support in Mathematics or Reading. (Total = 432 hours) 4. After-school Tutoring – 2 days per week – Staffed by building teachers (Total 72 hours). 5. Zero-hour – 4 days per week (30 minutes each session) – Staffed by building teachers (Total = 72 hours).
<p>Provide ongoing mechanisms for family and community engagement.</p>	<p>N/A</p>	<p>Ongoing</p>	<ol style="list-style-type: none"> 1. Parent Advisory Council – Monthly 2. Key Communicators – 4x/year 3. Kalamazoo Promise Awareness Program – with WMU 4. Parent-Teacher-Student Organization (PTSO) 5. Parent Involvement on SIT 6. CIS of K – On-site liaison coordinates 21st Century CIS Program, works with individual students and assists with

Transformation Model Required Activities – Maple Street School

Requirement	Resources Needed	Timeline	Tasks for Each Requirement
			coordination of wrap-around and after-school tutoring services. 7. Home-School Interventionist (31a funded) 8. Gryphon Place provides support and training for the existing Peer Mediation and Conflict Resolution 9. Utilize existing Parent Center to further enhance home-school connections through: <ul style="list-style-type: none"> a. Weekly Team Newsletters; Monthly building Newsletter b. Pinnacle Parent Connection (online gradebook access for parents) c. Utilizing Community-based organizations, like churches, Hispanic Council, Boys/Girls Club, YMCA and Douglas Center, to improve effectiveness of school outreach efforts. 10. Invite community-based youth service organizations to use school building for their meetings.
Area 4: Providing Operational Flexibility and Sustained Support			
Provide the school operational flexibility (staffing, calendars, time, budgeting) to implement a comprehensive approach to substantially increase student achievement and increase graduation rates.	N/A	Ongoing	1. Assure principal has flexibility to run project as written. 2. Principal will be given the flexibility to operate the school according to the proposed project, and as needed to substantially improve student academic outcomes. Areas of flexibility include: staffing, assignment of personnel to duties, managing the flow of all site-based discretionary funds, leading the staff Leadership Team, managing all school improvement plan goals, etc. 3. Flexibility will be provided with regard to Instructional Pacing Guides to assure that teaching staff has discretion to adjust activities to meet the needs of the students in their charge, and to provide instructional support through the RtI model described under Area 2 above. Any alterations must assure that the all essential content is taught to mastery and that required learning benchmarks are met.
Ensure that the school receives ongoing, intensive Technical Assistance and related support for LEA, SEA or other designated external partner or organization.	Consultant to assist in development of monitoring and evaluation systems	Ongoing	1. Develop plan for monitoring and evaluating the implementation of the project. Use consultants to help Office of School Improvement and building principal construct the evaluation rubrics, timelines for assessment, and plans for modifying the project as needed. 2. Provide a status report to the BoE twice each year for the life of the project. 3. Office of School Improvement and Principal will develop and execute contracts regarding the use of State-approved Technical Service Providers, as necessary. 4. Office of School Improvement and Principal, with assistance from state-approved technical assistance partners, will develop a plan for sustaining and monitoring the effectiveness of this restructuring plan beyond the PLA cycle.

Transformation Model Permissible Activities – Maple Street School

Permissible	Resources Needed	Timeline	Tasks for Each Requirement
Area 1: Development & Increase School Leader Effectiveness			
Institute system for measuring changes in instructional practices that result from professional development.	<p>Consultant for training in assessment development</p> <p>Literacy, numeracy, data and attendance/behavior coaches</p> <p>Technology infrastructure to build assessments, deliver them electronically, and analysis tools</p>	See Area 4 above	<p><u>Program Monitoring and Evaluation – Area 4 above</u></p> <ol style="list-style-type: none"> 1. Research, design and implement a system for measuring the effectiveness of instructional change as a result of Professional Development 2. Monitor and adjust Professional Development and coaching activities as a result of data analysis. 3. Design, implement and monitor a plan for the improvement of attendance
Ensure that school is not required to accept a teacher without mutual consent of teacher and Principal, regardless of seniority.	Article 12 Section 5 of existing CBA already allows for this practice		
Area 2: Comprehensive Instructional Reform Strategies			
Conduct reviews to ensure that curriculum is implemented with fidelity and is impacting student achievement.		<ol style="list-style-type: none"> 1. Selection and training of coaches for data, literacy, numeracy and attendance/behavior 2. Selection and training in the use of selected literacy and numeracy strategies – March and April 2011 3. Development and implementation of standards-based units – Summer and fall 2011 	<p><u>Program Monitoring and Evaluation – Area 4 above</u></p> <ol style="list-style-type: none"> 1. Development and implementation of Standards-based units 2. Implementation of research-based instructional strategies 3. Implementation of protocols for evaluating student work (i.e., slice protocol, tuning protocol) 4. Interview and select literacy, numeracy, attendance/behavior and data coaches 5. Train coaches for working with a model of embedded professional development
Implement a school wide Response to Intervention model.	<ol style="list-style-type: none"> 1. Training in the use of peer observation protocols 2. Training in the use of protocols to examine student work. 	Ongoing throughout project	<p><u>Area 2 above</u></p> <ol style="list-style-type: none"> 1. Development of tiered intervention program for literacy, numeracy and attendance 2. Design, implement and monitor a plan for the improvement of attendance 3. Development of tiered intervention strategies

Transformation Model Permissible Activities – Maple Street School

Permissible	Resources Needed	Timeline	Tasks for Each Requirement
Use and integrate technology-based supports and interventions.			Read 180 – System 44 – Scholastic Math Inventory. Used in Supplemental Reading and Mathematics classes
Establish early warning systems to identify students who may be at risk of failure.			See Rtl – Area 2 above
Area 3: Increase Learning Time and Creating Community-Oriented Schools			
Partnering with parents and other organizations to create safe school environments that meet students’ social, emotional, and health needs.	Yes		See Area 3 above
Implementing approaches to improve school climate and discipline.			Improve and enhance PBIS program. Deeply engrain in the culture of the school.

Appendix B
Data regarding Change in Leadership at
Maple Street School since 2007-08 School Year

Change in MEAP Scores over past 5-years - Maple Street School

		Reading						Mathematics					
		2005-06	2006-07	2007-08	2008-09	2009-10	Change	2005-06	2006-07	2007-08	2008-09	2009-10	Change
Grade	6	53	60	*	*	80	20	41	36	*	*	76	40
	7	58	59	48	68	74	26	42	46	45	70	74	29
	8	53	55	53	55	74	21	41	48	52	53	59	7

* = Students not tested at this site these years

2007-08 = New Administrative Team brought in to turn school around. Team included Mr. Doerfler.

Appendix C

Executed Addendum to Collective Bargaining Agreement For Issues Related to Compliance with Section 1280c

- Letter of Agreement regarding Section 1280c Compliance
 - Letters of Agreement #10, #11, and #12
 - Negotiating Team Rosters
- Tasks and Timelines for Developing Educator Evaluation Model

LETTER OF AGREEMENT
Between
KALAMAZOO EDUCATION ASSOCIATION
and
KALAMAZOO PUBLIC SCHOOLS

RE: Section 1280c School Improvement Plans: Maple Street Magnet School for the Arts and Milwood Magnet School: A Center for Math, Science and Technology

The Kalamazoo Education Association, known as the “Association”, and the Kalamazoo Public Schools, known as the “District”, hereby agree for the 2011-2012 and 2012-2013 school years to the following with respect to the implementation of school improvement plans under the directives of Section 1280c of the Michigan Revised School Code for two middle schools: Maple Street Magnet School for the Arts, known as “Maple Street” and Milwood Magnet School: A Center for Math, Science and Technology, known as “Milwood Magnet”.

I. COMMON PROVISIONS

A. The purpose of this Letter of Agreement is to fulfill Letter of Agreement #10 between the parties titled “Section 1280c Compliance” and to meet the requirements of Section 1280c of the Michigan Revised School Code.

B. Section 1249 and 1250 Compliance

1. “Letter of Agreement #11 - RE: Section 1249 Compliance” will be implemented during the 2010-2011 school year. For the 2011-2012 school year, the resulting evaluation system will be implemented for Maple Street and Milwood Magnet.
2. “Letter of Agreement #12 - RE: Section 1250 Compliance” will be addressed by the same committee during the 2010-2011 school year for Maple Street and Milwood Magnet for implementation in the 2011-2012 school year.
3. The Association and the District will negotiate the final teacher evaluation form, procedures and contractual provisions. The tasks and timelines for developing the educator evaluation model are in Appendix C of the PLAS application. These will be expressed in writing and subject to ratification and approval according to normal established procedures.

C. Leadership Team

1. The leadership team, not to exceed fifteen (15) members, will be comprised of the building principal, all elected building team leaders, and elected at-large representatives. Said KEA members shall be compensated one percent (1%) of BA base.
2. At-large representative positions shall be posted by the principal to the building staff no later than May 1, 2011, and will include information regarding duties and compensation.

3. The at-large representatives for each school building will be elected annually, by secret ballot, no later than May 31 by all of the building's KEA members. Reasonable efforts shall be made to include representatives of each content area and grade level among the fourteen (14) elected KEA members.
4. All members of the leadership team shall be required to participate in a four-day leadership team training scheduled prior to the start of each school year, but not earlier than August 15. Said training will be held from 8:00 A.M. to 3:00 P.M., with a one hour lunch. KEA members who participate will be paid seven (7) hours per day at curriculum rate.
5. There shall be no more than one (1) mandatory leadership team meeting per month and such meeting shall not exceed two (2) hours.
6. A subset, no more than five (5) KEA members of the leadership team selected by said team, shall be required to attend no more than one (1) School Improvement Team (SIT) meeting per month. Such members who participate in the SIT meeting are obligated to share information from the SIT meeting with the entirety of the leadership team.

C. Staffing

1. Article 12, Section T of the Collective Bargaining Agreement shall continue to prescribe the method of posting and staffing for Maple Street and Milwood Magnet KEA positions.
 2. Members who are selected for positions at Maple Street and Milwood Magnet will not be subject to the three-year rule described in Article 12, Section T, and Paragraph 5 of the Collective Bargaining Agreement.
 3. The individual building's committee (see Article 12, Section T, Paragraph 3) will be used to select teachers for any and all extra-duty positions that are directly associated with the respective Section 1280c school improvement plan. Such positions shall be posted by internet and building posting within the school year. Notification of selection for such extra-duty positions shall be made within two weeks of the closing of the posting or May 1 as is applicable.
 4. Any and all extra-duty position openings, directly associated with the respective Section 1280c school improvement plan, occurring during summer break will be posted using U.S. mail to all KEA members. Such postings shall use reasonable timelines for posting, selection and notification of said selection to all applicants.
- D.** The District calendar for professional development and the contractual provisions for summer training for Annual Yearly Progress (AYP) shall be followed at both Maple Street and Milwood Magnet. However, the content of such professional development and summer training shall be determined by each respective building leadership team in alignment with the School Improvement Plan.

E. Mandatory and Voluntary Meetings

1. In accordance with the Collective Bargaining Agreement there shall be no more than two (2) mandatory team meetings per month for which attendance, agendas and minutes will be provided. Such meetings may be monitored by the respective principal. Such meetings will comply with the "Letter of Agreement #1 RE: Middle School Schedule..." and the District Calendar and shall be no longer than one class period in length.

2. No more than two (2) voluntary team meetings, which shall not exceed the length of a class period, shall be scheduled per month. Attendance shall not be taken nor shall binding decisions be made at these voluntary meetings.
 3. Each team will establish and publish a calendar of mandatory and voluntary team meetings for the first semester prior to the third week of school and for the second semester, prior to winter break.
- F. All KEA members at Milwood Magnet and Maple Street shall receive one additional personal day per year. Such compensation shall be prorated on the basis of the percent of time assigned at either school, and length of work year.

II. MAPLE STREET MIDDLE SCHOOL

A. Tutoring Program

1. In order to enhance student success, a tutoring program shall be made available for all students when school is in session, beginning with the first full week of school. Staff members will encourage students to participate in tutoring to improve skills and work habits.
2. Before school tutoring shall be from 7:00 A.M. to 7:30 A.M. on student attendance days Monday through Thursday, and after school tutoring shall be from 2:30 P.M. to 3:30 P.M. on Tuesdays and Thursdays, except on half days and days before a holiday or on non-student days. KEA members shall be paid the contractual curriculum rate per hour for tutoring.
3. No later than the first student day, each KEA building member shall indicate in writing his/her availability and preferences for tutoring, i.e. morning and/or after school, as well as, days of the week. The leadership team shall review all applicants and determine the schedule of those selected to provide tutoring by the time and day of the week. No member shall be required to provide service at a ratio greater than twenty (20) to one (1). At least two (2) weeks prior to the end of the trimester, each KEA member shall indicate his/her interest and availability for the following trimester.
4. All KEA members reporting for the 7:00 A.M. tutoring shall be compensated. If students do not attend after-school tutoring, staff members may leave at 2:30 P.M. and shall not be compensated.

B. Point System Incentives

1. The Leadership Team will devise a point system designed to reward KEA members for member participation in activities that are in addition to the members' regular responsibilities. Activities may include, but shall not be limited to, voluntary meetings, tutorial services, after-school programs, clubs, professional development participation, training, attendance at state or national conferences, and similar activities. The Point System shall be designed to distribute a fixed allocation of funds (not less than \$25,000) for each school year. The Point System shall not apply to extra-duty activities for which other compensation is provided. The leadership teams will disseminate a list of such incentives and rules for how incentives can be earned.
2. The point system, including incentives and rules, is subject to the approval of the Association and the District prior to implementation.

III. MILWOOD MAGNET SCHOOL

- A. The leadership team at Milwood Magnet will consist of the same fifteen (15) members specified in the Common Provisions of this letter of agreement. In addition, ad hoc team members such as paraprofessionals and parents may be included on the leadership team. Such ad hoc team members shall be determined by the leadership team and will not have a vote regarding instructional matters or the incentive system.

B. Daily Schedule - Advisory

1. Reporting times detailed in the Collective Bargaining Agreement shall be modified to provide additional time with students to conduct Advisory as follows:
 1. Teacher report time 7:25 A.M.
 2. Student instruction time 7:30 A.M.
 3. Student dismissal 2:21 P.M.
 4. Teacher day ends 2:30 P.M.
2. In addition, one (1) minute shall be taken from each of the class periods for a total of six (6) minutes.
3. These changes result in a total of sixty (60) minutes per five-day week. Two (2) twenty-six (26) minute advisory classes will be built into the schedule including the necessary two (2) additional four (4) minute passing times. Prior to the start of the school year, these advisory classes will be built in to the schedule for the entire school year, taking into consideration mandated testing, MEAPS, Ed Performance, parent-teacher conferences, marking periods, half-days, etc. This schedule will be provided to all KEA members no later than the first regular teacher work day for the school year.
4. All KEA members will teach advisory classes except those teachers who have four (4) or more preparations (preps) and itinerant special education staff members. Teachers with four (4) or more preps will serve as proctors/supervisors and will be assigned to classes being taught by an administrator or a KEA member to whom classes are not assigned, such as librarians and counselors. If all such assignments are covered, teachers with four (4) or more preps will be assigned to classes being taught by another KEA member. The role of teachers with four (4) or more preps will be to assist with managing student behavior and/or other tasks that do not involve planning or leading the teaching of the lesson.
5. Advisory will be listed on the building Master Schedule and will be included in class size information. Class size shall not exceed twenty (20) per advisory class. Advisory class students will not be counted toward daily maximums and/or marking period maximums. Each KEA member shall be provided with his/her advisory group class list with the regular class lists.
6. Advisory class shall consist of a prepared curriculum. Advisory teachers shall not be expected to do additional planning outside of the prepared curriculum materials. Classroom materials shall be provided to each advisory teacher. Attendance must be reported to the building office, but no other records or grades shall be required

C. Incentives

1. A program for providing incentives for staff members who participate in otherwise uncompensated activities that advance this school improvement plan will be implemented under this transformational

model. The leadership team will determine a list of incentives for KEA members that will include items, such as attendance at state or national conferences, tuition vouchers, and flex time. These incentives will be paid from a fixed allocation (not less than \$25,000 per school year). The leadership teams will disseminate a list of such incentives and rules for how incentives can be earned.

2. The incentive program is subject to the approval of the Association and the District prior to implementation.

II. GENERAL

- A. The parties recognize that the implementation of these school improvement plans over two (2) school years may require adjustments and modifications. Also, the district-wide committee work associated with teacher evaluations and pay-for-performance may need to be considered for implementation for these schools. Moreover, if additional funds become available to support such school improvement plans, the parties will meet to determine the allocation of said funds.
- B. Either party may initiate discussion of changes to this Letter of Agreement. Mutually agreed upon changes will be subject to the approval of the Association and the District.
- C. In the event federal and/or state laws or regulations change or are repealed in such a manner to affect the implementation of the provisions of this Letter of Agreement, the Association reserves the right to repeal any applicable aspects of this letter. If law or regulatory modifications are such that simply repealing aspects is not appropriate, the parties agree to meet in a timely manner and negotiate amendments to this Letter. Mutually agreed upon changes will be subject to the approval of the Association and the District.
- D. This Letter of Agreement neither sets a precedent nor constitutes a binding practice, custom or course of dealing between the parties.

Dated: Nov 12, 2010


KALAMAZOO EDUCATION ASSOCIATION


KALAMAZOO PUBLIC SCHOOLS

LETTER OF AGREEMENT #10

Between the

KALAMAZOO EDUCATION ASSOCIATION

and the

KALAMAZOO PUBLIC SCHOOLS

RE: Section 1280c Compliance

The parties agree that, in the event any school or schools within the Kalamazoo Public School District is identified on the list issued by the Michigan Department of Education pursuant to section 1280c of the Michigan Revised School Code (effective January 4, 2010), the parties will meet together to receive KEA's input on the redesign plan(s) and to negotiate any and all contractual modifications that may become necessary. It is understood that the redesign plans shall be submitted timely and shall comply with section 1280c and applicable federal law and regulations.

The contractual changes that are mutually agreed upon will be expressed in writing and subject to ratification and approval according to normal established procedures.

DATED: August 16, 2010

KALAMAZOO EDUCATION ASSOCIATION

KALAMAZOO PUBLIC SCHOOLS

LETTER OF AGREEMENT #11

Between

Kalamazoo Public Schools

and the

Kalamazoo Education Association

RE: Section 1249 Compliance

The Kalamazoo Education Association MEA/NEA, hereinafter referred to as “the Association”, and the Kalamazoo Public School, hereinafter referred to as “the District”, hereby agree to the following:

1. Teacher Evaluation requirements are expressed in Section 1249 of the Revised School Code of Michigan.
2. The teacher evaluation system, as prescribed by law, must be “rigorous, transparent, and fair.” The evaluation must also:
 - a. Evaluate job performance *at least* annually,
 - b. Establish clear approaches to measure student growth, and
 - c. Use multiple rating categories.
3. For these purposes, student growth shall be measured by national, state, or local assessments and other objective criteria.
4. The work required to research and design an evaluation form and procedures that comply with Section 1249 of the Revised School Code of Michigan cannot be completed within the timeframe of the current negotiations between the Association and the District.
5. Therefore, the District and the Association, hereby agree to form a committee to create an evaluation form and procedures for teacher evaluation. The committee will examine the work that was accomplished previously. This joint effort was based in part on the work of Charlotte Danielson. The committee will develop an evaluation form and procedures to satisfy Michigan’s legal requirements and meet the needs of the Association and the District.
6. The committee will be comprised of six (6) members from the Association, appointed by the Association, and six (6) members of the District, appointed by the District. Said members shall be appointed by September 30, 2010. Additionally, the President of the Association or designee and the Assistant Superintendent for Human Resources or designee will serve as ex-officio members of the committee. Any work-release time necessary to accomplish committee work by Association members shall not be charged against the time provided under Article 19, Section P: Association Days, as per past practice. Committee work outside of normal work hours will be paid to members at curriculum rate.
7. Additional participants from the District and the Association may be requested to attend committee meetings. These participants may include the MEA UniServ Director, legal counsel, or others with specific areas of expertise in the opinion of the Association or the District.

8. The committee shall begin meeting to undertake the work to accomplish the tasks described above beginning no later than October 31, 2010. A final report will be provided to the Contract Review no later than the April 2011 meeting.
9. The committee's recommendations will be communicated to the District and the Association. The District and the Association will negotiate the final teacher evaluation form, procedures and contractual provisions. These will be expressed in writing and subject to ratification and approval according to normal established procedures.
10. It is understood that the negotiated contract language shall be in compliance with Section 1249.

DATED: August 16, 2010

KALAMAZOO EDUCATION ASSOCIATION

KALAMAZOO PUBLIC SCHOOLS

LETTER OF AGREEMENT #12

Between the

KALAMAZOO EDUCATION ASSOCIATION

and the

KALAMAZOO PUBLIC SCHOOLS

RE: Section 1250 Compliance

The Kalamazoo Education Association MEA/NEA, hereinafter referred to as “the Association”, and the Kalamazoo Public School, hereinafter referred to as “the District”, hereby agree to the following:

1. The work required to comply with section 1250 of the Michigan Revised School Code (see attached) cannot be completed within the timeframe of the current negotiations between the Association and the District.
2. Therefore, the Association and the District hereby agree to form a committee to make recommendations on ways to comply with section 1250 and meet the needs of the Association and the District.
3. The committee will be comprised of six (6) members from the Association, appointed by the Association, and six (6) members of the District, appointed by the District. Said members shall be appointed by September 30, 2011. Ideally, some of the Committee members will have served on the Committee making recommendations on the Teacher Evaluation to comply with section 1249. Any work-release time necessary to accomplish committee work by Association members shall not be charged against the time provided under Article 19, Section P: Association Days, as per past practice. Committee work outside of normal work hours will be paid to members at curriculum rate.
4. Additional participants from the District and the Association may be requested to attend committee meetings. These participants may include the MEA UniServ Director, legal counsel, or others with specific areas of expertise.
5. The committee shall begin meeting to undertake the work to accomplish the tasks described above beginning no later than October 15, 2011.
6. The committee’s recommendations will be communicated to Contract Review not later than the February 2012 meeting. The District and the Association will negotiate the contractual provisions. These will be expressed in writing and subject to ratification and approval according to normal established procedures.

DATED: August 16, 2010

KALAMAZOO EDUCATION ASSOCIATION

KALAMAZOO PUBLIC SCHOOLS

Rosters for Priority and 1280c Schools Committee

KEA volunteers for the Priority Schools Committee.

Millie Lambert – KEA President

Peter Aranda – Maple Street School

Chris Aguinaga – Maple Street School

Jeff Anson – Maple Street School

Tamela Brown – Milwood Magnet School

Gina Gurzell – Milwood Magnet School

Dawn Kahler – Milwood Magnet School

Sally Wagenaar – Loy Norrix High School

Administrative Representatives for Priority Schools Committee.

Barbara Witzak – Asst. Superintendent for Teaching and Learning Services

Phillip Seager – Director of School Improvement, Assessments and Magnet Schools

Sheila Dorsey – Asst. Superintendent for Human Resources

UAW 2150 (Principal's Union) Representatives for Priority Schools Committee

Kimberly Parker DeVauld – Principal Lincoln Elementary School – UAW Local 2150 President

Rosters for Annual Educator Evaluation Committee

Committee established to negotiate protocols for compliance with Sections 1249 and 1250 of Amended School Code for schools not listed as

Persistently Low Achieving

KEA Representatives:

Millie Lambert – KEA President

Dawn Ashby, Greg Orr, Heather Reid, Diane Eberts, Susan Chicvara, Tisha Pankop, Josh Brown,

Ad Hoc: Heather Sokolowski

KPS Administrative Representatives:

Sheila Dorsey – Asst. Superintendent for Human Services

Johnny Edwards, Craig McCane, Coleen Loc, Terina Harvey, Judy D’Arcangelis, Cindy Green

Ad Hoc: Kimberly Parker-DeVauld

Scheduled Meeting Dates:

November 29, 2010

December 8, 2010

December 15, 2010

January 3, 2011

January 12, 2011

January 19, 2011

Additional dates will be scheduled as needed

Tasks and Timelines for Developing Educator Evaluation Model

FROM Transformation Area 1: Pages 19-22 of PLAS Application

Requirements under Section 1280c and Sections 1249 and 1250 of Revised School Code	Action Steps	Timeline	PD	Evidence of Success
<p>A. Rigorous, transparent and equitable evaluation system</p> <p>B. Designed with teacher/ principal involvement</p> <p>C. Include – as a significant factor - data on student growth, in teacher/leader evaluations</p>	<p>Development of a teacher and principal committee (Joint Committee) charged with the development of a proposal for a performance-based teacher/principal evaluation</p> <p>Research performance-based evaluation programs from districts:</p> <ul style="list-style-type: none"> • Grand Rapids Public Schools • Cincinnati Public Schools • Washington DC Public Schools • Teach for America • Race to the Top States – Delaware and Tennessee • Protocols and recommendations from the Framework for Educator Evaluations from MASSP/MEA/AFT/MEMPSA. Found here. <p>Evaluation criteria will include:</p> <ul style="list-style-type: none"> • MEAP/Mi-ACCESS/MME results • Locally-developed benchmark assessment results • Scantron Performance Testing or similar nationally norm-referenced assessments <p>Evaluation criteria might include:</p> <ul style="list-style-type: none"> • Level and fidelity of the implementation of professional development • Attainment of teacher goal • Attainment of team goals • Differentiation of evaluation tools (Core content, music, technology etc.) • Professional Learning Community progress as determined by rubric • Self-reflection or Educator portfolios • Parent and student survey <p>Develop a Letter of Agreement outlining:</p> <ul style="list-style-type: none"> • Annual evaluations on all teachers and principals • Type of data to be used for evaluation • Team and individual data used in evaluation • Criteria for evaluation • Timeline for implementation 	<p>Establishment of Joint Committee –October 2010</p> <p>Execute addendum to contract for PLA schools – November 2010 (COMPLETED)</p> <p>Research current models of performance-based evaluation practices</p> <p>Identify various types of data that will inform the self-evaluation and reflection process</p> <p>Investigate the work of Charlotte Danielson and Inter-state School Leaders Licensure Consortium (ISLLC) performance based assessments</p> <p>Complete research and analysis of performance-based teacher evaluation programs – March 2011</p> <p>Develop proposal – April 2011</p> <p>Development of forms and rubrics to be used in the evaluation process –April 2011</p> <p>Training in new evaluation model – June through September 2011</p> <p>Implementation of new evaluation process begins September 2011 – All staff</p> <p>Evaluate and revise process annually.</p>	<p>Facilitation of group processes to plan and complete work</p> <p>Development of research criteria/standards</p> <p>Professional Development on the implementation of new evaluation process</p> <p>Professional development in the area of effective, research-based instructional practices</p> <p>Professional development in effective teacher observation and walk-through protocols</p> <p>Professional development on effective feedback practices</p> <p>Professional development on the effective practices of Professional Learning Communities</p> <p>Professional development on the analysis of student achievement data</p>	<p>Letter of Agreement and/or Executed Addendum for PLA schools – completed November 2010.</p> <p>Improved teacher and administrator performance</p> <p>Improved student achievement</p> <p>Improved teacher, administrator and student attendance</p> <p>Full implementation of evaluation process</p>

Requirements under Section 1280c and Sections 1249 and 1250 of Revised School Code	Action Steps	Timeline	PD	Evidence of Success
<p>D. Identify and reward school staff and leaders who increase student achievement.</p> <p>E. Implement financial incentives or career growth or flexible work conditions</p>	<p>Design and develop a program to provide financial incentives or career growth for teachers / leaders</p> <p>Establish performance benchmark/standards and determine size of financial incentive, and criteria for receiving.</p> <p>Determine types of incentives beyond financial. These might include tuition reimbursement, conference attendance, or participation in professional organizations at district expense.</p> <p>Outline in Letter of Agreement:</p> <ol style="list-style-type: none"> 1. Criteria for providing incentives 2. Alternatives to \$ 3. Timeline for implementation 	<p>Through negotiations, develop a program for implementing financial incentives or career growth for PLA schools – October 2010</p> <p>Establish a committee to research and develop a program for implementing financial incentives or career growth for non-PLAS – February 2011</p> <p>Research various models and districts using merit based incentives</p> <p>Complete research and formalize report of recommendations – September 2011 (November 2010 for PLA Schools)</p> <p>Establish performance benchmark/standards and determine size of financial incentive, and criteria for receiving. – September 2011 (November 2011 for PLA Schools)</p> <p>Begin awarding financial or career incentives – June 2012 (September 2011 for PLA Schools)</p> <p>Evaluate and revise process annually</p>	<p>Professional development linking new teacher/leader evaluation process to the implementation of financial incentives or career growth</p>	<ul style="list-style-type: none"> • Full implementation of written plan • Improved student achievement
<p>F. Remove leaders, teachers and other staff who have not increased achievement, after ample opportunities have been provided for them to improve.</p>	<p>Development of criteria and procedures for evaluation</p> <p>Development of timeline for the removal of leader or staff who have not increased achievement</p> <p>Development of plan of assistance and support (IDP) for leader or staff who have not increased achievement</p>	<p>Establishment of Joint Committee to research, review and establish criteria and procedure for the removal of leaders or staffs who have not increased achievement – January 2011 (November 2010 for PLA schools)</p> <p>Development of forms and timelines for the removal of leader or staff who have not increased achievement –April 2011 (November 2010 for PLA schools)</p>	<p>Facilitation of group processes to plan and complete work</p> <p>Professional Development on the implementation of process</p>	<ul style="list-style-type: none"> • Processes established by January 2011 • Full implementation of process by October 2011

Appendix D

Staff Commitment and Support Letter

Phillip Seager

Director of School Improvement,

Assessment & Magnet Schools

Wednesday, November 10, 2010

The staff members of **Maple Street School: A Magnet School for the Arts**, in an effort to dramatically improve student achievement and better prepare our students for a future of lifelong learning in a college-going culture, propose the attached school improvement plan. Recognizing that continuous school improvement requires collaboration and the cooperation of the entire learning community, we affix our signatures to this document as a testament to our support for this plan and our commitment to implementing it with fidelity and diligence.

NAME

SIGNATURE

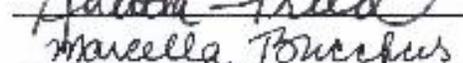
Christopher Aguinaga



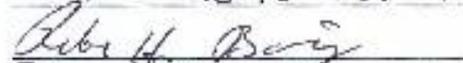
Peter Aranda



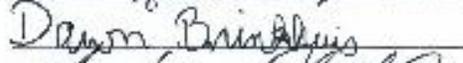
Rebecca ^{Atila} Atila-Fried



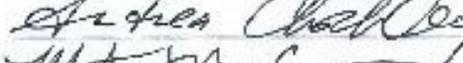
Marcella Bacchus



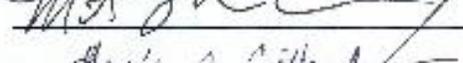
Rebecca Barajas



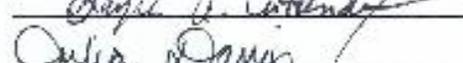
Dawn Brinkhuis



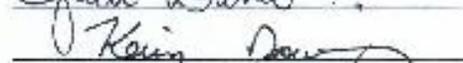
Andrea Chockley



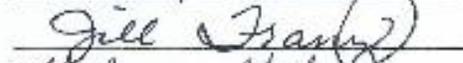
Matthew Covalt



Gayle Crittenden



Julia Davis



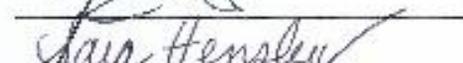
Kevin Downing



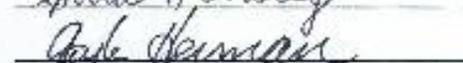
Jill Franz



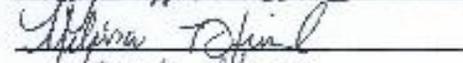
Kathryn Gibson



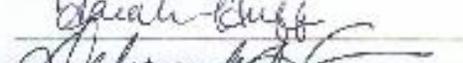
Diana Hart-Johnson



Rahsaan Hawkins



Sara Hensley



Gayle Herman



Melissa Herwick



Sarah Huff



Deborah Jackson



NAME

SIGNATURE

Judy Kangas
 Kimberly Mansfield
 Craig LeSuer
 Mary McCloskey
 Debra McKee
 Jarnie Miller
 Kimberly Moss
 Kelsey Naab
 Beth O'Donnell
 Angel Olivarez
 Gertie Robinson
 Laura Ruelas
 Sandra Shaw
 Jane Siefker
 Jacklyn Sowle
 Joseph Spitale
 Abra Steppes
 Gregory Straka
 Thomas Unangst
 Lindsay Wilson
 Jeffrey Anson
 Laura Warren - Gross

Judy A. Kangas
 Kimberly Mansfield
 Craig LeSuer
 Mary McCloskey
 Debra McKee
 Jarnie Miller
 Kimberly Moss
 Kelsey Naab
 Beth O'Donnell
 Angel Olivarez
 Gertie Robinson
 Laura Ruelas
 Sandra Shaw
 Jane Siefker
 Jacklyn Sowle
 Joseph Spitale
 Abra Steppes
 Gregory Straka
 Thomas Unangst
 Lindsay Wilson
 Jeffrey Anson
 Laura Warren - Gross

In support of the efforts of this school community, we affix our signatures to attest to our support of this plan, these teachers, and our commitment to implement this plan with fidelity and diligence.

Kevin Daerfler, Principal

Phillip Seager, Director of School Improvement

Kevin Daerfler
 Phillip Seager

Appendix E

Tiered Instruction and Intervention Tables

Tiered Instruction/Intervention for Literacy

Tier 1

A. Universal Screening

1. Whole Group
 - a. Each grade level
 - b. CBM – Curriculum based Measured on MI academic standards. This can be developed or review commercial products such as the Scholastic Reading Inventory (MetaMetrics Lexiles).
 - c. 3 times a year Fall, Winter and Spring
2. MEAP Proficiency Level: Consider screening those scoring 3 or 4 along with those within the standard error of measure of the MEAP Scaled Score.
3. Teacher recommendation.

B. High Quality Instruction – data based problem solving to differentiate the needs of all learners

1. Common Grade level curriculum aligned to MI state standards and Biotechnology themes
 - a. Core curriculum instruction implements scientifically-based reading and writing instruction
2. Formal Common grade level assessment every 6 weeks
3. Common grade level weekly CBM probes
4. Informal Assessments
 - a. Use informal techniques frequently during regular class time to gauge student understanding.
 - b. Use questioning that focuses on student thinking and reasoning to help you monitor your students.
 - c. Incorporate writing activities and group work to observe student thinking and identify misconceptions and gaps in understanding.
 - d. Have students illustrate concepts using drawings, graphs, and models
5. Prioritize Curriculum needs based on MEAP results.
 - a. Assess curriculum with software that analyzes MEAP results for instructional purposes
6. Differentiate Instruction in content, process and products.
 - a. Content refers to a change in the material being learned by a student.
 - b. Process refers to the way in which a student accesses material.
 - c. Product refers to the way in which a student shows what he or she has learned.
 - d. in response to a student's readiness, interest, and/or learning profile
7. Continued and expanded use of previously implemented Kagan instructional strategies

C. Universal Instruction - Includes content literacy across the curriculum, in which content teachers support student literacy with proven successful imbedded instructional practices.

1. Using a school-wide framework like Reading Apprenticeship:
 - a. All Teachers will effectively use a variety of before, during, and after reading strategies to support learning and literacy.
 - b. All Teachers will create literacy-rich environments with books, journals, and research texts to support content learning.
 - c. All Teachers will regularly use vocabulary development strategies to support student learning.
 - d. All Teachers will regularly use strategies to support the reading/writing connection.
 - e. All Teachers will use technology to support improved literacy for all students.
 - f. All Teachers will effectively model how to use a variety of literacy/learning strategies for all students.
2. Teachers effectively use small group instructional strategies to improve student learning and comprehension of course content.
3. The school will focus on 3-4 specific learning (comprehension) strategies. Each content teacher is trained on these chosen strategies. These teachers will teach the students the strategies and use them on a daily basis in the content classrooms. Here are a few of the many methods of building literacy skills in the content area.
 - a. Vocabulary Strategies
 - b. Graphic Organizers
 - c. Cornell Note Taking Strategy(Lancer Notes)
 - d. Concept definition/mapping/graphic organizing

Tiered Instruction/Intervention for Literacy

	<p>D. Literacy Data Coach</p> <ol style="list-style-type: none"> 1. What resources are needed 2. How to implement screening process 3. Collects universal screening data 4. Score and interpret results 5. Communicate to teachers 6. Assist with classroom tiered interventions and instructions in all content areas 7. Determines with grade level teachers what worked and what needs to be done with core programming 8. Assists in assessing if the learning concern is a curriculum, instructional or student issue 9. Identifies ongoing Professional Development needs to implement RTI model
<p>Tier 2</p>	<p>A. 12-Week Strategic Instruction for students who have failed to respond to universal effort</p> <ol style="list-style-type: none"> 1. Class curriculum/instruction's aim is to build proficiency in targeted areas <ol style="list-style-type: none"> a. Example: READ 180- a comprehension reading intervention program <ul style="list-style-type: none"> • Mixed-method model that employs large group, small group and computer-assisted, individualized instruction. • Specialized reading remediation program that utilizes direct instruction, supported SSR, and reading software. Student must be reading at least at a 400 Lexile to be successful in READ 180. b. Example: REWARDS PLUS <ul style="list-style-type: none"> • Advanced decoding and fluency practice with greater focus on vocabulary and comprehension in the content areas of social studies and science. 2. Progress monitor system – give bi-weekly feedback to students 3. Provide motivational strategies 4. Student still receives Tier I instruction 5. Instruction is given by highly qualified interventionist 6. Assess fidelity in tier II interventions <ol style="list-style-type: none"> a. Establish criteria b. Establish how interventions will be measured c. Collect data and evaluate <p>B. Criteria for selecting students for Tier II interventions</p> <ol style="list-style-type: none"> 1. Student's who meet the following criteria will be placed in strategic instruction: <ol style="list-style-type: none"> a. Student 's scaled score on MEAP was 10 points above cut off for proficiency <ul style="list-style-type: none"> • 6th grade 610 and below • 7th grade 710 and below • 8th grade 810 and below b. Below benchmark on screening assessment c. Failed to respond to universal efforts 2. Student who after 12 weeks of Tier II instruction and continues to not meet benchmark assessment nor respond to universal efforts <p>C. Criteria to Exit Tier II</p> <ul style="list-style-type: none"> • Student's who meet benchmark assessment and respond to Tier I instruction • Student's who after 12 weeks have marked difficulties in numeracy and have not responded to Tier I and Tier II efforts
<p>Tier 3</p>	<p>A. Intensive Literacy Skills class for students who have failed to respond to Tier I and Tier II instruction– year long (When a student displays serious academic or behavioral deficits, the Response to Intervention model adopts an inductive approach that begins with educators collecting a range of information to better analyze and understand the student's intervention needs (Fuchs, Fuchs & Compton, 2010).</p> <ol style="list-style-type: none"> 1. Example: System 44 <ol style="list-style-type: none"> a. is a foundational reading program for struggling readers b. Specialized reading intervention software. Designed for students reading below a 400 Lexile to provide support for Tier II programming.

Tiered Instruction/Intervention for Literacy

2. Students are assessed with The RIOT/ICEL Matrix: Organizing Data to Answer Questions About Student Academic Performance & Behavior or a similar protocol
 - a. (Review, Interview, Observation, and Test) – Rule out bias by collecting several sources of data
 - b. (Instruction, Curriculum, Environment, and Learner) – Rule out that student learning problems are not the result of poor instructional practices, curriculum demands, environmental influences
3. Develop Progress monitor system gives daily/weekly feedback to students
4. Small group and one on one tutoring
5. Provide motivational strategies
6. Students receive Tier I instruction
7. Instruction is given by highly qualified interventionist

B. Criteria Selecting Students for Tier III Interventions

1. *Student's who after 12 weeks have marked difficulties in literacy and have not responded to Tier I and Tier II efforts*
2. Student's have received 24 weeks of Tier II instruction and continue to not meet benchmark and Tier II instruction is deemed not sufficient to place student on track
3. Students who are not proficient on the MEAP and their bench mark assessment SRI reading level is below 400 Lexile

D. Criteria to Exit Tier III

1. *Students who meet benchmark assessment (SRI reading level is at 400 or above) and are responding to Tier I and Tier III instruction*
2. Students who continue to not respond to Tier I and Tier III interventions and the RIOT/ICEL matrix indicates student may have a learning problem – referred for special education services or other appropriate services to address learning deficit.

Tiered Instruction/Intervention for Numeracy

Tier 1

A. Universal Screening

1. Whole Group
2. Each grade level
3. CBM – Curriculum based Measured on MI academic standards. This can be developed or review commercial products such as the Scholastic Mathematics Inventory (MetaMetrics Quantiles).
4. 3 times a year Fall, Winter and Spring
5. MEAP Proficiency Level: Consider screening those scoring 3 and 4, along with those within the standard error of measure for MEAP Scaled Score.
6. Teacher recommendation.

B. High Quality Instruction – data based problem solving to differentiate the needs of all learners

1. Common Grade level curriculum aligned to MI state standards and Biotechnology themes
2. Formal Common grade level assessment every 6 weeks
3. Common grade level weekly CBM probes
4. Informal Assessments
 - a. Use informal techniques frequently during regular class time to gauge student understanding.
 - b. Use questioning that focuses on student thinking and reasoning to help you monitor your students.
 - c. Incorporate writing activities and group work to observe student thinking and identify misconceptions and gaps in understanding.
 - d. Have students illustrate concepts using drawings, graphs, and models
5. Prioritize Curriculum needs based on MEAP results.
 - a. In 2008, the National Math Panel released *Benchmarks for the Critical Foundations of Algebra*, which highlighted the skills that they felt were by far the most important for future Algebra I success. These skills included math facts, decimals, fractions, negative numbers, percentages, and some geometry concepts.
 - b. 2009 U.S. Department of Education released *Assisting students struggling with mathematics: Response to Intervention (RtI)* <http://ies.ed.gov/ncee/wwc/publications/practiceguides/>.
 - c. Assess curriculum with software that analyzes MEAP results for instructional purposes
6. Differentiate Instruction in content, process and products.
 - a. Content refers to a change in the material being learned by a student.
 - b. Process refers to the way in which a student accesses material.
 - c. Product refers to the way in which a student shows what he or she has learned.
 - d. In response to a student's readiness, interest, and/or learning profile
7. Continued and expanded use of previously implemented Kagan instructional strategies

C. Universal Instruction - Includes content literacy across the curriculum, in which content teachers support student literacy with proven successful imbedded instructional practices.

1. The school will focus on 2-3 specific numeracy strategies, as defined by the National Research Council in the book *Adding it Up: Helping Children Learn Mathematics*. (Access at: http://www.nap.edu/catalog.php?record_id=9822)
2. Each content teacher is trained on these chosen strategies. These teachers will teach the students the strategies and use them on a regular basis in the content classrooms. Here are five numeracy skills for which we will develop strategies to be taught in each content area.
 - a. Conceptual Understanding
 - b. Strategic Competence
 - c. Adaptive Reasoning
 - d. Productive Disposition
 - e. Procedural Fluency
3. School-wide emphasis on Numeracy Across the Curriculum.

D. Literacy Data Coach

1. What resources are needed
2. How to implement screening process

Tiered Instruction/Intervention for Numeracy

	<ol style="list-style-type: none"> 3. Collects universal screening data 4. Score and interpret results 5. Communicate to teachers 6. Assist with classroom tiered interventions and instructions in all content areas 7. Determines with grade level teachers what worked and what needs to be done with core programming 8. Assists in assessing if the learning concern is a curriculum, instructional or student issue 9. Identifies ongoing Professional Development needs to implement RTI model
<p>Tier 2</p>	<p>A. 12 Week Strategic Instruction for students who have failed to respond to universal effort</p> <ol style="list-style-type: none"> 1. <i>Class curriculum/instruction's aim is to build proficiency in targeted areas</i> <ol style="list-style-type: none"> a. <i>Example: Mathematics Navigator-</i> <ul style="list-style-type: none"> ○ A modular intervention that allows schools to target students' specific needs by using 20-day, topic-focused modules. <ul style="list-style-type: none"> ● Diagnostic Screener helps select modules and place students. ● Workshop approach b. <i>Example: Scholastic Math Intervention</i> c. <i>Do The Math</i> d. <i>FASTT Math</i> e. <i>Fraction Nation</i> 2. <i>Progress monitor system – give bi-weekly feedback to students</i> 3. <i>Provide motivational strategies</i> 4. <i>Student still receives Tier I instruction</i> 5. <i>Instruction is given by highly qualified interventionist</i> 6. <i>Assess fidelity in tier II interventions</i> <ol style="list-style-type: none"> a. <i>Establish criteria</i> b. <i>Establish how interventions will be measured</i> c. <i>Collect data and evaluate</i> <p>B. Criteria for selecting students for Tier II interventions</p> <ol style="list-style-type: none"> 1. <i>Student's who meet the following criteria will be placed in strategic instruction:</i> <ol style="list-style-type: none"> a. <i>Student 's scaled score on MEAP was 10 points above cut off for proficiency</i> <ul style="list-style-type: none"> ● <i>6th grade 610 and below</i> ● <i>7th grade 710 and below</i> ● <i>8th grade 810 and below</i> b. <i>Below benchmark on screening assessment</i> c. <i>Failed to respond to universal efforts</i> 2. <i>Student who after 12 weeks of Tier II instruction and continues to not meet benchmark assessment nor respond to universal efforts</i> <p>C. Criteria to Exit Tier II</p> <ol style="list-style-type: none"> 1. <i>Student's who meet benchmark assessment and respond to Tier I instruction</i> 2. <i>Student's who after 12 weeks have marked difficulties in numeracy and have not responded to Tier I and Tier II efforts</i>
<p>Tier 3</p>	<p>A. Intensive Literacy Skills class for students who have failed to respond to Tier I and Tier II instruction– year long (When a student displays serious academic or behavioral deficits, the Response to Intervention model adopts an inductive approach that begins with educators collecting a range of information to better analyze and understand the student's intervention needs (Fuchs, Fuchs & Compton, 2010).</p> <ol style="list-style-type: none"> 1. <i>Example: RampUp Mathematics</i> <ol style="list-style-type: none"> a. <i>Direct instruction in core skills, problem solving and concepts</i> b. <i>Classroom management rituals and routines</i> c. <i>Comprehensive assessment system</i> 2. <i>Students are assessed with The RIOT/ICEL Matrix: Organizing Data to Answer Questions About Student Academic Performance & Behavior or a similar protocol</i>

Tiered Instruction/Intervention for Numeracy

- a. (Review, Interview, Observation, and Test) – Rule out bias by collecting several sources of data
- b. (Instruction, Curriculum, Environment, and Learner) – Rule out that student learning problems are not the result of poor instructional practices, curriculum demands, environmental influences
3. Develop Progress monitor system gives daily/weekly feedback to students
4. **Instructional Practices include:**
 - a. Reinforcement and corrective feedback for fluency
 - b. Concrete-Representational-Abstract Instruction
 - c. Direct/Explicit Instruction
 - d. Verbalization while problem solving
 - e. Metacognitive strategies: Self-monitoring, Self-Instruction
 - f. Computer-Assisted Instruction
 - g. Instruction solving word problems
 - h. Build fluent retrieval of basic math facts
 - i. Teaching skills to mastery
5. Small group and one on one tutoring
6. Provide motivational strategies
7. Students receive Tier I instruction
8. Instruction is given by highly qualified interventionist

B. Criteria Selecting Students for Tier III Interventions

1. *Student's who after 12 weeks have marked difficulties in literacy and have not responded to Tier I and Tier II efforts*
2. *Student's have received 24 weeks of Tier II instruction and continue to not meet benchmark and Tier II instruction is deemed not sufficient to place student on track*
3. *Previous Tier II Instruction*
4. *Students who are not proficient on the MEAP and their bench mark assessment SMI Quantile level is below 500*

C. Criteria to Exit Tier III

1. Students who meet benchmark assessment(SRI reading level is at 400 or above) and are responding to Tier I and Tier III instruction
2. Students who continue to not respond to Tier I and Tier III interventions and the RIOT/ICEL matrix indicates student may have a learning problem – referred for special education services or other appropriate services to address learning deficit.

Tiered Instruction/Intervention for Attendance

Tier 1	<p>A. Universal Screening</p> <ol style="list-style-type: none"> 1. Systemic process identifies students that are at risk of not meeting attendance goal 2. System should include ability to provide daily data useful to attendance personnel such as: <ol style="list-style-type: none"> a. Immediate feedback within each teaching hour b. Absent for the day by hour c. Total absent d. Unexcused absent e. Tardy f. Letters to parents for notification g. Provides printouts of individual data h. Provide printout of subgroup data <p>B. Teach attendance norms/expectations</p> <ol style="list-style-type: none"> 1. Clear expectation of attendance goal - students should have a positive attendance rate of 96% 2. Presents Kalamazoo Public Schools attendance policy to all students at the start of school. 3. Benefits of good attendance/Consequences of poor attendance 4. How to prepare for school – Morning routines/Evening routines 5. School calendar and time schedule 6. Reviews tardy policy 7. Provides motivational strategies for perfect attendance 8. Monitors quarterly building attendance by subgroups 9. Monitors daily attendance 10. Attempts to make phone calls to a student's parent/guardian who has not made an appropriate contact with the school <ol style="list-style-type: none"> a. Method <ul style="list-style-type: none"> • Team meetings 3 times a year • Class meetings at start of year • Announcements <ul style="list-style-type: none"> ○ Handbook ○ Parent meetings ○ Newsletter • Reinforcement of Positive Attendance <ul style="list-style-type: none"> ○ Certificates for perfect attendance – Every 6 weeks and end of year ○ Honor students at team meetings ○ Identify students in Newsletter <p>C. Attendance/Behavior Coach</p> <ol style="list-style-type: none"> a. Trains personnel in effective use of attendance data b. Monitors attendance data, summarizes and interprets data c. Provides training/support for staff on effective strategies to use with students
Tier 2	<p>A. Systemic identification of students for targeted intervention who are not meeting the universal goal of 96% attendance rate</p> <p>B. Re-teach attendance norms/expectations</p> <p>C. Attendance personnel intervenes for students who have missed a total of 5 days:</p> <ol style="list-style-type: none"> 1. Meets with students to resolve any attendance issues 2. Notification to parent by mail 3. Provides motivational incentives and/or strategies for small groups 4. Refers students to building team for additional service if needed 5. Monitors attendance log daily 6. Progress monitoring bi-weekly

Tiered Instruction/Intervention for Attendance

Tier 3	<p>A. Systemic identification of students for intensive intervention who have an attendance rate of <96%</p> <p>B. Re-teach attendance norms/expectationse</p> <ol style="list-style-type: none">1. Consider behavior intervention strategies such as Check-in/Check-out.2. Develop a clear, written plan for attendance expectations; obtain parental involvement and support. <p>C. Attendance personnel targets students who have missed a total of 9 days absence:</p> <ol style="list-style-type: none">1. Personnel will make contact with the parent/guardian to eliminate barriers for attendance2. Refers student to building team for additional supports3. Individual plans will be developed4. Progress Monitored weekly5. Personnel will refer student/family to additional community resources for support6. Personnel will document and monitor progress7. Parents/Guardians will receive written notification of total absences and on the 10th unexcused the letter will cite the violation of the compulsory attendance laws of the State of MI.8. Referral may be sent to court after the 10th unexcused absence
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Appendix F
Table of Contents for Required
and
Permissible Elements

District Name _____ Kalamazoo Public Schools (39101)
School Name _____ Maple Street School (03518)
Reviewer Number _____

Transformation Model		Page numbers
Develop and increase school leader effectiveness		
Permissible Activities	Replace principal*	Pgs: 18-19, 38, Appendix B
	Use rigorous, transparent evaluation systems for teachers and principal* --Student academic achievement/growth data is included as a significant factor in evaluation; --Multiple observation-based assessments of performance; --Designed and developed with teacher and principal involvement	Pgs: 19, 38-39, Appendix C
	Reward school leaders, teachers, staff who have increased student achievement/growth and graduation rates and remove leaders and staff who have not increased student achievement*	Pgs: 19-20, 39, Appendix C
	Provide ongoing, high-quality, job-embedded Professional Development (PD) to ensure that teachers are equipped to facilitate teaching and learning*	Pgs: 20-22, 38-39
	Implement financial incentives, opportunities for career growth, and more flexible work conditions*	Pgs: 22, 39, Appendix C
Permissible Activities	Institute system for measuring changes in instructional practices resulting from PD	Pgs: 28, 30-32, 42
	Ensure the school is not required to accept a teacher without consent of teacher and principal regardless of seniority*	Pgs: 42
Comprehensive instructional reform strategies		
Required Activities	Use data to identify and implement instructional program	Pgs: 22-23, 29-30, 39-40, 43, Appendix E
	Continuous use of student data (formative, interim, summative) to inform and differentiate instruction	Pgs: 22-23, 29-30, 39-40, 43, Appendix E
Permissible Activities	Conduct reviews to ensure curriculum is implemented with fidelity and is impacting student achievement	Pgs: 28-31
	Implement school-wide Response to Intervention (Rtl) model	Pgs: 23-24, 40,43, Appendix E
	Use and integrate technology-based interventions	Pgs: 43, Appendix E
	Establish early-warning systems to identify students at risk of failure or dropping out	Pgs: Appendix E

Transformation Model		Page numbers
Increasing learning time and creating community-oriented schools		
Required Activities	Establish schedules to provide increased learning time* --using a longer school day, week, or year schedule to significantly increase the total number of school hours to include additional time for core academic subjects, other subjects, enrichment activities, teacher collaboration or PD	Pgs: 25, 40-41
	Provide ongoing mechanisms for family and community engagement	Pgs: 26-27, 40-41
Permissible Activities	Partnering with parents and community organizations to create safe school environments that meet students' needs	Pgs: 26-27, 40-41
	Extend or restructure school day to add time for advisory periods to build relationships between students and staff*	Pgs: 25, 28, 41, 43
Providing operational flexibility and sustained support		
Required Activities	Give the school sufficient operational flexibility (staffing, calendars/time, budgeting) to implement comprehensive approach*	Pgs: 28, 30-32, 41
	Ensure the school receives ongoing intensive Technical Assistance from LEA, SEA, or turnaround organization	Pgs: 28, 30-32, 41