Attachment B **SIG GRANT--LEA Application FY 13**

APPLICATION COVER SHEET

SCHOOL IMPROVEMENT GRANTS (SIG)

Legal Name of Applicant:	Applicant's Mailing Address:
Lansing School District	519 West Kalamazoo St. Lansing, MI 48933-2008

LEA Contact for the School Improvement Grant

Name: Sergio Keck

Position and Office: Director of Instructional Support/State and Federal Programs

Contact's Mailing Address: 519 West Kalamazoo St. (Room 302), Lansing, MI 48933-2008

Telephone: 517-755-1391

Fax: (517) 755 - 1049

Email address: sergio.keck@lansingschools.net

LEA School Superintendent/Director (Printed Name): Ms. Yvonne Caamal Canul	Telephone: 517-755-1010
Signature of the LEA School Superintendent/Director: X_____	Date: May 29, 2014
LEA School LEA Board President (Printed Name): Mr. Peter Spadafore	Telephone: 517-755-1005
Signature of the LEA Board President: X_____	Date: May 29, 2014

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

GRANT SUMMARY

District Name:	District Code:
Lansing School District	33020
ISD/RESA Name:	**ISD Code:**
Ingham ISD	33000

FY 2013
School Improvement Grant – Section 1003(g)
District Proposal Abstract

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

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

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

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

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

LEA APPLICATION REQUIREMENTS

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

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

SCHOOL NAME	NCES ID #	INTERVENTION			
		turnaround	restart	closure	transformation
Eastern High School	262115005792				X
Everett High School	262115005794				X
Forrest G. Averill School	262115005797				X
J.W. Sexton High School	262115005803				X
Reo School	262115005814				X
Riddle Elementary	262115001866				X

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

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:

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

For each Priority school that the LEA commits to serve, the LEA must:

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

The Lansing School District has established a comprehensive process for accountability and support. Each school, working with central office support, analyzes its core metrics and uses disaggregated longitudinal data from several sources (see table below) to develop building specific School Improvement Plans. Schools that are priority work with the district Transformation Coordinator (Title I funded) to develop a comprehensive Transformation Plan based on data, and to implement and monitor plan outcomes. Services and technical support are also available to Priority Schools from Michigan State University (MSU) and the Ingham Intermediate School District (IISD). Schools have access to Successline's Golden Package (and MISchool Data) and will continue using these valuable sources of school and student level data. From these sources ongoing process needs are identified and resources allocated. Based on the core concepts a) data driven / informed decision making; b) organizational cohesion; and c) MTSS; schools selected customized interventions to meet school-specific needs, and designed to result in student success. A district-developed Data Dashboard is used to assess progress in meeting goals, and provides monitoring evidence, and school and district-level feedback. Short-cycle assessments facilitate student performance target monitoring. Quarterly data review occurs using Instructional Learning Cycle practices. Based on the guided analysis of longitudinal school level data, teams designed the individual school Transformation Plan. School plans are based on evidence-based best practices and review of success rates for school interventions. Plans were designed to reflect coherence and alignment of plan strategies and interventions across subject areas and grade levels. Interventions that are found to not deliver the planned outcomes are revised or replaced. The school transformation plans have been fine-tuned and reviewed by school teams that include teachers, parents, community stakeholders, principals, and central office support. Based on assessment of transformation plan outcomes revisions have been made resulting in the individual school's SIG plans. The Lansing schools' planning and leadership processes are reviewed and enhanced annually. During the 2013-14 school year the district provided principals with training in "data dialogues" along with extensive job-embedded support for analysis of data. This comprehensive and transparent system of monitoring, feedback and reporting facilitates continuous improvement at the school and district levels.

District and School Data Sources Disaggregated and trend data analysis reviewed as available	
High Schools grades 7-12	Elementary Schools grades K-3
MME / ACT	MEAP
MEAP	DIBELS
AIMS-Web	SNAPSHOT – classroom based summary of

	teacher instructional practices
SWIS	SWIS
READ 180 Lexile scores	DRA (reading) pre and end of year
CIMS	Renaissance Learning (numeracy)
School Report card	Basal pre and post tests
EXPLORE /PLAN	ELPA and ELPP screening
Student discipline and suspension data	CIMS
Student attendance data	School Report card
Staff attendance data	Student discipline and suspension data
CLASS - classroom based summary of teacher instructional practices	Student attendance data
	Staff attendance data

2. Describe how the LEA has the capacity to use school improvement funds to provide adequate resources and related support to each Priority school identified in the LEA's application in order to implement, fully and effectively, the required activities of the school intervention model it has selected.

The Lansing School District has extensive capacity and experience in supporting the purposeful use of school improvement funds. LSD has a system for school support including grant, purchasing and finance, and core instructional support staff. The district has highly effective central office support for core district functions and a stable budget that allows school based support needs to be met. For instances, material and equipment purchases occur in timely manner and are inventoried to meet federal audit standards. Internal program audits assure appropriate use of grant funds and clean grant audits. Vendor payments are made in a timely manner and school facilities are maintained in accordance with a preventative maintenance schedule. The district planning process considers both financial and programmatic sustainability and allocates district resources to best support the full system of schooling. Grants and general fund expenditures are therefore monitored to ensure that they are coordinated to meet grant intent and provide the best value added for the schools and students of the district, consistent with grant guidelines and regulations. School improvement capacity has been built over the past few years through careful and intentional implementation of district resources including specific targeted grants (e.g., Title I and Title IIa). For instance, through the federal elementary counseling grant the district has identified best practices for elementary counseling support programming including policy and practice revisions, and staffing priorities based on lessons learned from the grant schools. These lessons are shared throughout the district and will impact staffing decisions for 2014-15. District services ensure that the district and individual schools have timely and creditable data and analysis to support decision-making. Specific software support programs and software applications provide formative and summative assessment data needed for monitoring student, school and district success and analysis of practices and outcomes. Despite facing the challenge of "right sizing" district operations and cost to revenue and student body the district continues to maintain creditable working relationships with its bargaining units and employees. The Human Relations division has been highly engaged in the design and implementation of new professional evaluation tools and standards. The board carries out its policy and accountability responsibilities

effectively working in partnership with the administrative leadership team. The model used by the Lansing is based on a high level of collaboration within and between SIG schools designed for rapid improvement. The comprehensive embedded professional development model results in district and school level PD plans that are responsive to evidence based needs and that anticipate emerging trends.

PLCs have been convened and are instrumental to transformation within each school. SIG coaches and coordinators will collaborate across SIG schools to share effective practices, problem solve, align strategies as appropriate and share resources. These strategies are intended to build capacity and insure sustainability of grant funded work. District dashboard and process indicator review are vital to the district-wide accountability model. Effective use of up-to-date technology and software applications are central tools for effective teaching and learning and for effective school and district operations. District technology support and maintenance have successfully provided these services.

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

a) Design and implement interventions consistent with the final requirements

Each school included in this application is a Priority School and has completed a Priority School Transformation Redesign Diagnostic (specific details about each of the schools' core transformational strategies can be located in their Transformation Plans). The process, to discern the most effective strategies to put in place, included active participation by school level teams of educators along with stakeholders and partners, and resulted in comprehensive data informed plans. Teams engaged in a three-phase data dialogue process modeled after the work of Bruce Wellman and Laura Lipton (Got Data Now What, 2012). These dialogues served as the groundwork for the transformation plans and ultimately this SIG application. The school diagnostic plans were reviewed by the school leadership team and District Transformation Coordinator to align plan strategies to final SIG and Transformation Plan requirements.

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

The Lansing School District has successful experience working with Ingham ISD (IISD) as an external provider to Priority Schools. The selection of Ingham ISD as external provider allows continuity of practice needed to achieve the goals and strategies identified for priority schools. Ingham ISD has been willing to be flexible to school based needs. IISD has provided on-going technical assistance and monitoring related to the Instructional Learning Cycles, as well as site-based support through content coaching. The Lansing School District has a strong and well planned model for transformation and Ingham ISD has proven responsive to that model with methods and strategies that meet the specific demographic and organizational needs of Lansing schools. Each priority school has identified Ingham ISD as its external service provider. This selection allows the schools to maximize resources by coordinating support services and sharing processes and lessons learned, when appropriate, across grant funded schools.

c) Align additional resources with the interventions

The Lansing School District has successfully sought state and federal funds to advance it efforts and comprehensive transformation plans. Plans are aligned for optimal system coherence and driven by data and evidence-based best practices. Each school (and the district), aligns Title I, Title IIa and Section 31a funds and other resources (including federal, state, and local grants) to both the school and district-level improvement plans. For example, past and present USDOE magnet grants have resulted in site level design and innovation aligned to district standards and improvement goals. These grants support PD, MTSS Tier I, II and III interventions that are consistent with and driven by the comprehensive model described in this application. The outcome is a system that is coherent

and well aligned for efficient and sustainable use of resources across each building (and the district).

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

The Lansing School District has several formal and informal strategies for modifying its guidelines, processes, strategies and policies as needed based on evidence-driven needs and consistent with district coherence. For instance, based on data attained through a federally funded counseling grant and locally funded attendance grant the district documented problems that arise from lack of consistent implementation of attendance policies, incomplete attendance data recording, and conflicting definitions of tardiness and absences. As a result several school-level and district-wide steps have been taken to address what has been found. Lansing schools have a long tradition of site based decision-making. To that end structures such as the Instructional Council and professional bargaining units provide avenues for school-based flexibility while protecting system coherence. Schools have long had the flexibility to make requests to a joint administrative / bargaining unit committee for school-level flexibility, waivers and pilot programs. The result is support to schools to be innovative, flexible and results-driven while avoiding the costs of disjointed practices and policies on students, families, learning outcomes, and district resources. Extended year learning opportunities represent another example of how the district (as a whole) has shifted practices in order to better meet the needs of students. During the summer of 2013 the district implemented a extended year program that, while ambitious was limited in scope. After reviewing data and listening to the needs of students, families, and the community, the district modified its extended year learning opportunities and greatly expanded the program. In the summer of 2014, Lansing is offering a comprehensive extended learning program available to every student in the district in grades 3 through 12.

e) Sustain the reforms after the funding period ends

Sustainability and building of system capacity are the result of well-planned and purposeful program design and systemic coherence. The interventions and approach described in this plan are grounded in school and district data and are also steeped in a comprehensive view to transformation. The plans are not arbitrary, and as resources and conditions change, as they most certainly will, consistency in resource allocation and system design is assured. School transformation plan goals and strategies are aligned with school and district Title I and Section 31a plans and DIP. Central to the process implementation of the schools' SIG Transformation Plans is internal program evaluation services. SIG internal evaluators will analyze process implementation, leading indicators and outcome data along with SIG program staff and school and district level administrators to assure optimal process implementation to reach SIG Transformation Goals. Through evaluator feedback and analysis the capacity of school and district leaders is expanded to enhance ongoing analysis and process adaptation in response to leading indicators and evaluation findings. The design of each of the schools is grounded in building the professional capacity of the school staff. As appropriate grant funded resources and strategies may replace other less effective strategies making better use of district general and grant funds. The result is a system designed to meet outcome and process goals, and building capacity in school and district level leaders to ensure sustainability.

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

This timeline is designed assuming the targeted dates for grant notice published in the application packet and Webinar PowerPoint. Once the grant is awarded and budget approved the timeline will be fine-tuned with the MDE grants officer to assure that grant targets will be met.

DISTRICT-WIDE					
Action Step	**Person Responsible**	**Year 1**	**Year 2**	**Year 3**	**Success metric**
Notice of grant award	MDE LSD Director of Instructional Support	July/August 2014	NA	NA	-
Grant pre-implementation activities	Director of Instructional Support with SIG principals	July/August 2014 to October 1, 2014	NA	NA	-
Funds available for release by MDE - Post approved grant budgets in MEGS+	MDE LSD Director of Instructional Support	Budget approval by MDE by October 10, 2014	NA	NA	-
Hire SIG grant director	HR and Grants office	Within 10 days of notice of grant award	NA	NA	Evidence of hire
Align grant timelines with grant budget approval dates	LSD Director of Instructional Support	By October 10, 2014	NA	NA	-
HR with schools and hire grant funded project director	HR and Director of Instructional Support with SIG principals	SIG Project director hired by October 10, 2014	NA	NA	-
HR with school teams post grant funded positions	HR & SIG director and SIG principals	SIG positions posted within 10 days of notice of grant award	NA	NA	Job postings
HR and superintendent replace principal of Reo Elementary school as required by teams of grant	Superintendent and HR Director	Upon notice of grant award Reo Principal hired by September 3, 2014	NA	NA	Evidence of hire / transfer date of principal
Meet with bargaining unit leaders to review SIG and establish process for waivers and contract flexibility as needed	HR, SIG director and SIG principals	Waivers and flexibility adopted by January 2015 and ongoing as needed	As needed	As needed	Agenda of meetings and evidence of waivers or flexibility if needed

DISTRICT-WIDE (continued)					
Action Step	**Person Responsible**	**Year 1**	**Year 2**	**Year 3**	**Success metric**
HR coordinate hiring decisions with school leadership team (job descriptions, work schedules, qualifications)	HR, Principals & SIG director	Positions posted upon approval of grant budget All grant funded staff hired within 30 days of posting of positions	NA	NA	Log of hire dates for grant funded positions
Grant director with school teams coordinate purchasing of supplies and materials funded by grant	Coordinated by SIG director	Grant identified purchases submitted by school SIG coordinator by October 30 – or within 20 days MEGS+ budget approval, whichever is sooner	Grant identified purchases submitted by school SIG coordinator by October 30 – or within 20 days MEGS+ budget approval, whichever is sooner	Grant identified purchases submitted by school SIG coordinator by October 30 – or within 20 days MEGS+ budget approval, whichever is sooner	80 % of SIG grant funded purchases made in the first semester annually.
Grant director with school teams coordinate contracted services of IISD and other consultants approved in the grant	Coordinated by SIG director	within 60 days of grant award	Contract extensions as needed October 30, 2014	Contract extensions as needed October 30, 2014	IISD contract approval by BoE within 60 days of grant award
Grant director with school team schedule cross school SIG team meetings	Coordinated by SIG director	Beginning October 2014 Through end of grant	Through end of grant	Through end of grant	Meetings to occur bi-monthly - Meeting sign in sheets and agenda
Train grant funded personnel (cross-school) e.g., grant processes, record keeping, communications, monitoring processes, reporting, SIG goals and strategies	Coordinated by SIG director	November 14, 2014	NA	NA	All grant funded personnel will receive grant initiation training by end November 14, 2014

DISTRICT-WIDE (continued)					
Action Step	**Person Responsible**	**Year 1**	**Year 2**	**Year 3**	**Success metric**
SIG academic coaches training Cross-school	Coordinated by SIG director	October 2014 through June 2015	through June 2015	through June 2015	All SIG coaches will complete academic coaching training and will demonstrate use of coaching skills
Develop SIG cross-school PD action plan appropriate: revise as needed annually	Coordinated by SIG director	Published November, 2014 and updated as needed	Published September 2015 and updated as needed	Published September 2016 and updated as needed	Cross-school PD action plan will be published in SIG documents and distributed to SIG school professional staff
Monthly SIG grant update to Superintendent's leadership team	SIG director with SIG coordinators	Monthly	Monthly	Monthly	Grant records
Quarterly SIG grant update to BoE	SIG director with principals and SIG coordinators	Quarterly	Quarterly	Quarterly	Grant records
Monthly grant spend down report for SIG director and SIG coordinators	Finance division Grant accountant	Monthly	Monthly	Monthly	Grant records
Quarterly ILC cross-school data review	SIG director and coordinators	Quarterly	Quarterly	Quarterly	Agenda
Monthly cross-school SIG staff meetings	SIG director	Monthly	Monthly	Monthly	Agenda and sign in sheets
Quarterly evaluator feedback report	Evaluator	Quarterly	Quarterly	Quarterly	Report documents
Annual benchmark & leading indicators reports	SIG Director	Annually - spring	Annually - spring	Annually - spring	reports
Align annual SIP, Title I, Title IIa reports and budgets to SIG plans	SIG director with Title I, Title IIa, grant directors and Deputy superintendent	Annually - spring	Annually - spring	Annually - spring	Plan and budget documents
Annual staff evaluation – ongoing professional evaluation model implemented throughout the year	School principals	Annual evaluation reports submitted spring	Annual evaluation reports submitted spring	Annual evaluation reports submitted spring	HR records show all staff evaluations completed

EASTERN HIGH SCHOOL					
Action Step	**Person Responsible**	**Year 1**	**Year 2**	**Year 3**	**Success metric**
Principal with HR and Project director establish job descriptions and posting of SIG funded positions	Principal & Coordinated by SIG director	Within 1 week of notice of grant award	NA	NA	All positions filled within 30 days of posting
Align grant timelines with grant budget approval dates	Principal & Coordinated by SIG director	Within 1 week of notice of grant award October 24, 2014 Updated as needed throughout grant	NA	NA	Grant timeline posted
Purchase intervention contracts as funded in grant	Coordinated by SIG director	No later than November 14, 2014 Annual renewal as needed	October 20, 2015 Annual renewal as needed	October 20, 2016 Annual renewal as needed	Interventions will be operational by end of semester
Train grant funded personnel (school specific)	Coordinated by SIG director	October 27, 2014 November 28, 2014	NA	NA	All grant funded personnel will receive grant initiation training by end of November
Academic coaching training – all schools	SIG Director	Beginning no later than November 2014 and ongoing	ongoing	ongoing	-
Develop PD action plan for school and coordinate across SIG schools as appropriate	Coordinated by SIG director	By November 28, 2014 Revised annually	By October 15, 2015	By October 15, 2016	Sign in sheets and agenda
School-wide SIG orientation	Coordinated by SIG director	October 27, 2014 November 28, 2014	NA	NA	Sign in sheets and agenda
Align PLC calendar and agenda with SIG goals & activities	Coordinated by SIG director	By November 28, 2014 Revised annually	By October 15, 2015	By October 15, 2016	Calendar and agenda
Publish SIG PD calendar	Coordinated by SIG director	By November 28, 2014 Revised annually	By October 15, 2105	By October 15, 2016	Calendar distributed (posted) to school staff

EASTERN HIGH SCHOOL (continued)					
Action Step	**Person Responsible**	**Year 1**	**Year 2**	**Year 3**	**Success metric**
Purchase Y1 SIG technology	Coordinated by SIG director	Purchases submitted by school and posted on MEGS+ by December 19, 2014 and ongoing as needed	By October 15, 2015	By October 15, 2016	80% of grant funded technology purchased by end of first semester annually - School SIG Inventory records
Surveys of enacted curriculum and baseline data reporting	Coordinated by SIG director	By end of first semester	By end of first semester	By end of first semester	Survey results distributed to staff through PLCs
Implement school based PD including, PLCs and summer PD – all schools	Coordinated by SIG coordinator and academic coaches	Beginning no later than November and ongoing thorough out the grant	ongoing	ongoing	Plan will be implemented with full professional staff participation
Implement Tier I, II and III academic support interventions	Coordinated by SIG Coordinator	Beginning no later than November and ongoing thorough out the grant	By September 30, 2015	By September 30, 2016	All students will receive Tier I, II or III academic support based on performance data
Implement mental health support	SIG Coordinator and SIG behavioral coach	By November 1 2014	ongoing	ongoing	Mental health support will be delivered to targeted students based on need
Implement parent and community engagement strategies	SIG parent liaison	By October 15, 2014	ongoing	ongoing	85 % of parents will be actively engaged in no fewer than 2 school activities
Implement school climate and culture benchmark surveys	SIG coordinator	By December 2014	Re-surveyed first semester annually	Re-surveyed first semester annually	Survey documentation
Quarterly evaluator feedback report	evaluator	Quarterly	Quarterly	Quarterly	Published reports distributed to school administrators and SIG staff

EASTERN HIGH SCHOOL (continued)					
Action Step	**Person Responsible**	**Year 1**	**Year 2**	**Year 3**	**Success metric**
Annual staff evaluation – ongoing professional evaluation model implemented throughout the year	School principals	Annual evaluation reports submitted spring	Annual evaluation reports submitted spring	Annual evaluation reports submitted spring	HR records show all staff evaluations completed
SIG academic coaches training Cross-school	Coordinated by SIG director	October 2014 through June 2015	through June 2015	through June 2015	All SIG coaches will complete academic coaching training and will demonstrate use of coaching skills
Develop SIG cross-school PD action plan appropriate: revise as needed annually	Coordinated by SIG director	Published November 15, 2014 and updated as needed	By October 15, 2015 as needed	By October 15, 2016 as needed	Cross-school PD action plan will be published in SIG documents and distributed to SIG school professional staff
Monthly SIG grant update to Superintendent's leadership team	SIG director	Monthly	Monthly	Monthly	-
Quarterly SIG grant update to BoE	Coordinated by SIG director	Quarterly	Quarterly	Quarterly	-
Monthly grant so spend down report for SIG director and SIG coordinators	Coordinated by SIG director	Monthly	Monthly	Monthly	-
Annual benchmark & leading indicators reports	Coordinated by SIG director	Yearly	Yearly	Yearly	-
Align annual SIP, Title I, Title IIa reports and budgets to SIG plans	Coordinated by SIG director	Yearly	Yearly	Yearly	-

EVERETT HIGH SCHOOL					
Action Step	**Person Responsible**	**Year 1**	**Year 2**	**Year 3**	**Success metric**
Principal with HR and Project director establish job descriptions and posting of SIG funded positions	Principal & Coordinated by SIG director	Within 1 week of notice of grant award	NA	NA	All positions filled within 30 days of posting
Align grant timelines with grant budget approval dates	Principal & Coordinated by SIG director	Within 1 week of notice of grant award October 24, 2014 Updated as needed throughout grant	NA	NA	Grant timeline posted
Purchase intervention contracts as funded in grant	Coordinated by SIG director	No later than November 14, 2014 Annual renewal as needed	October 20, 2015 Annual renewal as needed	October 20, 2016 Annual renewal as needed	Interventions will be operational by end of semester
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School-wide SIG orientation	Coordinated by SIG director	October 27, 2014 November 28, 2014	NA	NA	Sign in sheets and agenda
Align PLC calendar and agenda with SIG goals & activities	Coordinated by SIG director	By November 28, 2014 Revised annually	By October 15, 2015	By October 15, 2016	Calendar and agenda
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EVERETT HIGH SCHOOL (continued)					
Action Step	**Person Responsible**	**Year 1**	**Year 2**	**Year 3**	**Success metric**
Purchase Y1 SIG technology	Coordinated by SIG director	Purchases submitted by school and posted on MEGS+ by December 19, 2014 and ongoing as needed	By October 15, 2015	By October 15, 2016	80% of grant funded technology purchased by end of first semester annually - School SIG Inventory records
Surveys of enacted curriculum and baseline data reporting	Coordinated by SIG director	By end of first semester	By end of first semester	By end of first semester	Survey results distributed to staff through PLCs
Implement school based PD including, PLCs and summer PD – all schools	Coordinated by SIG coordinator and academic coaches	Beginning no later than November and ongoing thorough out the grant	ongoing	ongoing	Plan will be implemented with full professional staff participation
Implement Tier I, II and III academic support interventions	Coordinated by SIG Coordinator	Beginning no later than November and ongoing thorough out the grant	By September 30, 2015	By September 30, 2016	All students will receive Tier I, II or III academic support based on performance data
Implement mental health support	SIG Coordinator and SIG behavioral coach	By November 1 2014	ongoing	ongoing	Mental health support will be delivered to targeted students based on need
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EVERETT HIGH SCHOOL (continued)					
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Monthly SIG grant update to Superintendent's leadership team	Coordinated by SIG director	Monthly	Monthly	Monthly	-
Quarterly SIG grant update to BoE	Coordinated by SIG director	Quarterly	Quarterly	Quarterly	-
Monthly grant so spend down report for SIG director and SIG coordinators	Coordinated by SIG director	Monthly	Monthly	Monthly	-
Annual benchmark & leading indicators reports	Coordinated by SIG director	Yearly	Yearly	Yearly	-
Align annual SIP, Title I, Title IIa reports and budgets to SIG plans	Coordinated by SIG director	Yearly	Yearly	Yearly	-

SEXTON HIGH SCHOOL					
Action Step	**Person Responsible**	**Year 1**	**Year 2**	**Year 3**	**Success metric**
Principal with HR and Project director establish job descriptions and posting of SIG funded positions	Principal & Coordinated by SIG director	Within 1 week of notice of grant award	NA	NA	All positions filled within 30 days of posting
Align grant timelines with grant budget approval dates	Principal & Coordinated by SIG director	Within 1 week of notice of grant award October 24, 2014 Updated as needed throughout grant	NA	NA	Grant timeline posted
Purchase intervention contracts as funded in grant	Coordinated by SIG director	No later than November 14, 2014 Annual renewal as needed	October 20, 2015 Annual renewal as needed	October 20, 2016 Annual renewal as needed	Interventions will be operational by end of semester
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Academic coaching training – all schools	SIG Director	Beginning no later than November 2014 and ongoing	ongoing	ongoing	-
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SEXTON HIGH SCHOOL (continued)					
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Implement Tier I, II and III academic support interventions	Coordinated by SIG Coordinator	Beginning no later than November and ongoing thorough out the grant	By September 30, 2015	By September 30, 2016	All students will receive Tier I, II or III academic support based on performance data
Implement mental health support	SIG Coordinator and SIG behavioral coach	By November 1 2014	ongoing	ongoing	Mental health support will be delivered to targeted students based on need
Implement parent and community engagement strategies	SIG parent liaison	By October 15, 2014	ongoing	ongoing	85 % of parents will be actively engaged in no fewer than 2 school activities
Implement school climate and culture benchmark surveys	SIG coordinator	By December 2014	Re-surveyed first semester annually	Re-surveyed first semester annually	Survey documentation
Quarterly evaluator feedback report	evaluator	Quarterly	Quarterly	Quarterly	Published reports distributed to school administrators and SIG staff

SEXTON HIGH SCHOOL (continued)					
Action Step	**Person Responsible**	**Year 1**	**Year 2**	**Year 3**	**Success metric**
Annual staff evaluation – ongoing professional evaluation model implemented throughout the year	School principals	Annual evaluation reports submitted spring	Annual evaluation reports submitted spring	Annual evaluation reports submitted spring	HR records show all staff evaluations completed
SIG academic coaches training Cross-school	Coordinated by SIG director	October 2014 through June 2015			All SIG coaches will complete academic coaching training and will demonstrate use of coaching skills
Develop SIG cross-school PD action plan appropriate: revise as needed annually	Coordinated by SIG director	Published November, 2014 and updated as needed			Cross-school PD action plan will be published in SIG documents and distributed to SIG school professional staff
Monthly SIG grant update to Superintendent's leadership team	Coordinated by SIG director	Monthly	Monthly	Monthly	-
Quarterly SIG grant update to BoE	Coordinated by SIG director	Quarterly	Quarterly	Quarterly	-
Monthly grant so spend down report for SIG director and SIG coordinators	Coordinated by SIG director	Monthly	Monthly	Monthly	-
Annual benchmark & leading indicators reports	Coordinated by SIG director	Yearly	Yearly	Yearly	-
Align annual SIP, Title I, Title IIa reports and budgets to SIG plans	Coordinated by SIG director	Yearly	Yearly	Yearly	-

AVERILL ELEMENTARY					
Action Step	**Person Responsible**	**Year 1**	**Year 2**	**Year 3**	**Success metric**
Principal with HR and Project director establish job descriptions and posting of SIG funded positions	Principal & Coordinated by SIG director	Within 1 week of notice of grant award	NA	NA	All positions filled within 30 days of posting
Align grant timelines with grant budget approval dates	Principal & Coordinated by SIG director	Within 1 week of notice of grant award October 24, 2014 Updated as needed throughout grant	NA	NA	Grant timeline posted
Purchase intervention contracts as funded in grant	Coordinated by SIG director	No later than November 14, 2014 Annual renewal as needed	October 20, 2015 Annual renewal as needed	October 20, 2016 Annual renewal as needed	Interventions will be operational by end of semester
Train grant funded personnel (school specific)	Coordinated by SIG director	October 27, 2014 November 28, 2014	NA	NA	All grant funded personnel will receive grant initiation training by end of November
Academic coaching training – all schools	SIG Director	Beginning no later than November 2014 and ongoing	ongoing	ongoing	-
Develop PD action plan for school and coordinate across SIG schools as appropriate	Coordinated by SIG director	By November 28, 2014 Revised annually	By October 15, 2015	By October 15, 2016	Sign in sheets and agenda
School-wide SIG orientation	Coordinated by SIG director	October 27, 2014 November 28, 2014	NA	NA	Sign in sheets and agenda
Align PLC calendar and agenda with SIG goals & activities	Coordinated by SIG director	By November 28, 2014 Revised annually	By October 15, 2015	By October 15, 2016	Calendar and agenda
Publish SIG PD calendar	Coordinated by SIG director	By November 28, 2014 Revised annually	By October 15, 2105	By October 15, 2016	Calendar distributed (posted) to school staff

AVERILL ELEMENTARY (continued)					
Action Step	**Person Responsible**	**Year 1**	**Year 2**	**Year 3**	**Success metric**
Purchase Y1 SIG technology	Coordinated by SIG director	Purchases submitted by school and posted on MEGS+ by December 19, 2014 and ongoing as needed	By October 15, 2015	By October 15, 2016	80% of grant funded technology purchased by end of first semester annually - School SIG Inventory records
Surveys of enacted curriculum and baseline data reporting	Coordinated by SIG director	By end of first semester	By end of first semester	By end of first semester	Survey results distributed to staff through PLCs
Implement school based PD including, PLCs and summer PD – all schools	Coordinated by SIG coordinator and academic coaches	Beginning no later than November and ongoing thorough out the grant	ongoing	ongoing	Plan will be implemented with full professional staff participation
Implement Tier I, II and III academic support interventions	Coordinated by SIG Coordinator	Beginning no later than November and ongoing thorough out the grant	By September 30, 2015	By September 30, 2016	All students will receive Tier I, II or III academic support based on performance data
Implement mental health support	SIG Coordinator and SIG behavioral coach	By November 1 2014	ongoing	ongoing	Mental health support will be delivered to targeted students based on need
Implement parent and community engagement strategies	SIG parent liaison	By October 15, 2014	ongoing	ongoing	85 % of parents will be actively engaged in no fewer than 2 school activities
Implement school climate and culture benchmark surveys	SIG coordinator	By December 2014	Re-surveyed first semester annually	Re-surveyed first semester annually	Survey documentation
Quarterly evaluator feedback report	evaluator	Quarterly	Quarterly	Quarterly	Published reports distributed to school administrators and SIG staff

AVERILL ELEMENTARY (continued)					
Action Step	**Person Responsible**	**Year 1**	**Year 2**	**Year 3**	**Success metric**
Annual staff evaluation – ongoing professional evaluation model implemented throughout the year	School principals	Annual evaluation reports submitted spring	Annual evaluation reports submitted spring	Annual evaluation reports submitted spring	HR records show all staff evaluations completed
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Monthly SIG grant update to Superintendent's leadership team	Coordinated by SIG director	Monthly	Monthly	Monthly	-
Quarterly SIG grant update to BoE	Coordinated by SIG director	Quarterly	Quarterly	Quarterly	-
Monthly grant so spend down report for SIG director and SIG coordinators	Coordinated by SIG director	Monthly	Monthly	Monthly	-
Annual benchmark & leading indicators reports	Coordinated by SIG director	Yearly	Yearly	Yearly	-
Align annual SIP, Title I, Title IIa reports and budgets to SIG plans	Coordinated by SIG director	Yearly	Yearly	Yearly	-

REO SCHOOL					
Action Step	**Person Responsible**	**Year 1**	**Year 2**	**Year 3**	**Success metric**
Principal with HR and Project director establish job descriptions and posting of SIG funded positions	Principal & Coordinated by SIG director	Within 1 week of notice of grant award	NA	NA	All positions filled within 30 days of posting
Align grant timelines with grant budget approval dates	Principal & Coordinated by SIG director	Within 1 week of notice of grant award October 24, 2014 Updated as needed throughout grant	NA	NA	Grant timeline posted
Purchase intervention contracts as funded in grant	Coordinated by SIG director	No later than November 14, 2014 Annual renewal as needed	October 20, 2015 Annual renewal as needed	October 20, 2016 Annual renewal as needed	Interventions will be operational by end of semester
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REO SCHOOL (continued)					
Action Step	**Person Responsible**	**Year 1**	**Year 2**	**Year 3**	**Success metric**
Purchase Y1 SIG technology	Coordinated by SIG director	Purchases submitted by school and posted on MEGS+ by December 19, 2014 and ongoing as needed	By October 15, 2015	By October 15, 2016	80% of grant funded technology purchased by end of first semester annually - School SIG Inventory records
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REO SCHOOL (continued)					
Action Step	**Person Responsible**	**Year 1**	**Year 2**	**Year 3**	**Success metric**
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Annual benchmark & leading indicators reports	Coordinated by SIG director	Yearly	Yearly	Yearly	-
Align annual SIP, Title I, Title IIa reports and budgets to SIG plans	Coordinated by SIG director	Yearly	Yearly	Yearly	-

RIDDLE ELEMENTARY					
Action Step	**Person Responsible**	**Year 1**	**Year 2**	**Year 3**	**Success metric**
Principal with HR and Project director establish job descriptions and posting of SIG funded positions	Principal & Coordinated by SIG director	Within 1 week of notice of grant award	NA	NA	All positions filled within 30 days of posting
Align grant timelines with grant budget approval dates	Principal & Coordinated by SIG director	Within 1 week of notice of grant award October 24, 2014 Updated as needed throughout grant	NA	NA	Grant timeline posted
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RIDDLE ELEMENTARY (continued)					
Action Step	**Person Responsible**	**Year 1**	**Year 2**	**Year 3**	**Success metric**
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RIDDLE ELEMENTARY (continued)					
Action Step	**Person Responsible**	**Year 1**	**Year 2**	**Year 3**	**Success metric**
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Quarterly SIG grant update to BoE	Coordinated by SIG director	Quarterly	Quarterly	Quarterly	-
Monthly grant so spend down report for SIG director and SIG coordinators	Coordinated by SIG director	Monthly	Monthly	Monthly	-
Annual benchmark & leading indicators reports	Coordinated by SIG director	Yearly	Yearly	Yearly	-
Align annual SIP, Title I, Title IIa reports and budgets to SIG plans	Coordinated by SIG director	Yearly	Yearly	Yearly	-

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

EASTERN HIGH SCHOOL				
Subject	**Current Proficiency**	**Goals for 2014 - 2015**	**Goals for 2015 – 2016**	**Goals for 2016 – 2017**
Math (7)	11	34	57	80
ELA (7)	25	43	62	80
Math (8)	10	33	56	80
ELA (8)	45	56	67	80
Math (11-12)	9	35	61	80
Reading (11-12)	40	55	70	80

EVERETT HIGH SCHOOL				
Subject	**Current Proficiency**	**Goals for 2014 - 2015**	**Goals for 2015 – 2016**	**Goals for 2016 – 2017**
Math (11-12)	10	32	56	80
Reading (11-12)	26	44	62	80

SEXTON HIGH SCHOOL				
Subject	**Current Proficiency**	**Goals for 2014 - 2015**	**Goals for 2015 – 2016**	**Goals for 2016 – 2017**
Math (7)	21	40	59	80
ELA (7)	26	44	62	80
Math (8)	3	28	53	80
ELA (8)	22	41	60	80
Math (11-12)	10	35	60	80
Reading (11-12)	32	50	68	80

AVERILL ELEMENTARY				
Subject	**Current Proficiency**	**Goals for 2014 - 2015**	**Goals for 2015 – 2016**	**Goals for 2016 – 2017**
Math	18	39	59	85
Reading	38	52	66	85

REO SCHOOL				
Subject	**Current Proficiency**	**Goals for 2014 -2015**	**Goals for 2015 – 2016**	**Goals for 2016 – 2017**
Math	43	55	67	85
Reading	67	71	75	85

RIDDLE ELEMENTARY				
Subject	**Current Proficiency**	**Goals for 2014 -2015**	**Goals for 2015 – 2016**	**Goals for 2016 – 2017**
Math	37	51	55	85
Reading	58	65	72	85

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

Eastern High School - SIG Services & Activities
IMPROVEMENT OF INSTRUCTION
Academic coaching by SIG subject area coaches – MTSS Tier I support (science, social studies, ELA, mathematics)
School based capacity building PD with job embedded and summer PD by IISD,SIG academic coaches and contracted PD providers, including professional library ,Instructional Learning Cycles (ILCs), scheduling, leadership, reading apprenticeship, and HQ training for PLC
Data analysis coaching and data driven dialogue facilitation
PLC facilitation and support
Model lesson, unit and assessment design support
Enhanced instructional technology and software including blended online instruction
Expand IB / MYP to grades 7 & 8, academic coaching and monitoring
Enhanced instructional / learning time /extended school day
Implement iCollaborate (CLASS)
10th grade success academy
9th grade success academy with looping
Survey of enacted curriculum
Visits to highly effective schools
One-to-one laptops grades 9-11
Academically oriented field experiences for students (aligned with instructional outcomes)
TIER II AND III ACADEMIC SUPPORT
MTSS Tier II & III academic interventions (e.g., Read 180)
Superintendent's Drop Out Challenge
MENTAL HEALTH AND BEHAVIORAL SUPPORT
Enhance positive behavioral, cultural and climate support, behavioral coach
Mental health support
PBIS implementation school-wide
PARENT ENGAGEMENT
Parent engagement facilitation and planning (J. Epstein Model)
STUDENT ENRICHMENT
Minority student support and mentoring
SIG IMPLEMENTATION AND SUSTAINABILITY – SYSTEM REFORM
Master schedule review and reform
Participation in district-wide SIG networking
Participation in MDE SIG network meetings
Comprehensive program evaluation with feedback for highly effective program implementation

Everett High School - SIG Services & Activities
IMPROVEMENT OF INSTRUCTION
Academic coaching by SIG subject area coaches – MTSS Tier I support (science, social studies, ELA, mathematics)
School based capacity building with job embedded and summer PD by IISD,SIG academic coaches and contracted PD providers, including professional library, RISE, GAINS, Instructional Learning Cycles (ILCs),master scheduling, assertive discipline, HQ training for PLCs, Kagan, Reading Apprenticeship and

leadership
Data analysis coaching and data driven dialogue facilitation
PLC facilitation and support
Model lesson, unit and assessment design support
Enhanced instructional technology and software including blended online instruction
Enhanced instructional / learning time /extended school day
Implement iCollaborate (CLASS)
Survey of enacted curriculum
Visits to highly effective schools
Technology integration support and coaching
Data analysis coaching and data driven dialogue facilitation
TIER II AND III ACADEMIC SUPPORT
MTSS Tier II & III academic interventions (e.g., Read 180)
Superintendent's Drop Out Challenge
MENTAL HEALTH AND BEHAVIORAL SUPPORT
Enhance positive behavioral, cultural and climate support, behavioral coach
Mental health support
Behavioral coaching and PBIS school-wide services
PARENT ENGAGEMENT
Parent engagement facilitation and planning (J Epstein Model)
STUDENT ENRICHMENT
Student mentoring support
SIG IMPLEMENTATION AND SUSTAINABILITY– SYSTEM REFORM
Participation in district-wide SIG networking
Participation in MDE SIG network meetings
Comprehensive program evaluation with feedback for highly effective program implementation
Implementation of RISE and GAINS

Sexton High School – SIG Services & Activities
IMPROVEMENT OF INSTRUCTION
Academic coaching by SIG subject area coaches – MTSS Tier I support (science, social studies, ELA, mathematics)
School based capacity building with job embedded and summer PD by IISD,SIG academic coaches and contracted PD providers, including professional library, Instructional Learning Cycles (ILCs),scheduling, leadership, reading apprenticeship, HQ training for PLC, Project Lead the Way training; PBIS training, and additional training for engineering teachers (registration fees); and Training for Restorative Practices Coordinator
Data analysis coaching and data driven dialogue facilitation
PLC facilitation and support
Model lesson, unit and assessment design support
Enhanced instructional technology and software including blended online instruction
Enhanced instructional / learning time /extended school day
Implement iCollaborate (CLASS)
Upgrade of two computer labs for use with engineering software
Survey of enacted curriculum
Visits to highly effective schools
Technology integration support and coaching
Data analysis coaching and data driven dialogue facilitation

Technology Integration Specialist support to teachers
Academically oriented field experiences for students (aligned with instructional outcomes
TIER II AND III ACADEMIC SUPPORT
MTSS Tier II & III academic interventions (READ & Math 180, Project Lead the Way, Kurzwell -special education reading support)
Superintendent's Drop Out Challenge
Upgrade of two computer labs for Read 180 and Math 180 interventions
Bilingual assistants (3) - One for grades 7-8, two for grades 9-12
MENTAL HEALTH AND BEHAVIORAL SUPPORT
Citizenship Dean/Refocus Room/In-school suspension
Mental health support
PBIS behavioral support strategies and coaching, and citizenship coaching
Mental Health Support - Restorative Practices Coordinator
PARENT ENGAGEMENT
Parent engagement facilitation and planning (J. Epstein Model)- Family Liaison
STUDENT ENRICHMENT
Implement after-school programming
Mentor/Service Learning Coordinator
SIG IMPLEMENTATION AND SUSTAINABILITY– SYSTEM REFORM
Participation in district-wide SIG networking
Participation in MDE SIG network meetings
Comprehensive program evaluation with feedback for highly effective program implementation
Implementation of RISE and GAINS

Averill Elementary School - SIG Services & Activities
IMPROVEMENT OF INSTRUCTION
Academic coaching by SIG subject area coaches – MTSS Tier I support (grades K, 1,2 & 3)
Bilingual immersion coaching
Data analysis coaching and data driven dialogue facilitation
Job embedded and summer PD by IISD,SIG academic coaches and contracted PD providers, including professional library, Kagan, Immersion training, literacy & numeracy training
Model lesson, unit and assessment design support
Enhanced instructional technology and software including blended online instruction
Enhanced instructional / learning time
Technology integration support and coaching
Site visits to highly effective immersion schools
Peer-to-peer observations
Academically oriented field experiences for students (aligned with instructional outcomes)
PLC facilitation and support
TIER II AND III ACADEMIC SUPPORT
MTSS Tier II & III academic interventions (Smart Start, Accelerated Reader, Achieve 3000)
MENTAL HEALTH AND BEHAVIORAL SUPPORT
Enhance positive behavioral, cultural and climate support
PARENT ENGAGEMENT
Parent engagement facilitation and planning (J. Epstein Model)and community services
STUDENT ENRICHMENT
Student enrichment activities (including project-based learning, visual and performing arts)

SIG IMPLEMENTATION AND SUSTAINABILITY– SYSTEM REFORM
Participation in district-wide SIG networking
Participation in MDE SIG network meetings
Comprehensive program evaluation with feedback for highly effective program implementation

Reo Elementary School – SIG Services & Activities
IMPROVEMENT OF INSTRUCTION
Academic coaching by SIG subject area coaches – MTSS Tier I support (grades K, 1,2 &3)
Data analysis coaching and data driven dialogue facilitation
Job embedded and summer PD by IISD,SIG academic coaches and contracted PD providers, including professional library, engaging students with Poverty in Mind, vocabulary & comprehension, and Instructional Learning Cycles (ILCs)
Peer-to-peer observations
Site visits to successful schools (working with Eric Jensen model – in-state)
Enhanced instructional technology and software including blended online instruction
Enhanced instructional / learning time
Enhanced instructional technology including white boards
Model lesson, unit and assessment design support
TIER II AND III ACADEMIC SUPPORT
MTSS Tier II & III academic interventions (e.g., Reading specialist support)
MENTAL HEALTH AND BEHAVIORAL SUPPORT
Enhance positive behavioral, cultural and climate support
Mental health services
PBIS services, coaching and support
PARENT ENGAGEMENT
Parent engagement facilitation and planning (J. Epstein Model)and coaching
STUDENT ENRICHMENT
Student enrichment activities (including project-based learning, visual and performing arts)
SIG IMPLEMENTATION AND SUSTAINABILITY– SYSTEM REFORM
Participation in district-wide SIG networking
Participation in MDE SIG network meetings
Comprehensive program evaluation with feedback for highly effective program implementation

Riddle Elementary School – SIG Services & Activities
IMPROVEMENT OF INSTRUCTION
Academic coaching by SIG subject area coaches – MTSS Tier I support (grades K, 1,2 &3)
Data analysis coaching and data driven dialogue facilitation
Job embedded and summer PD by IISD,SIG academic coaches and contracted PD providers, including professional library, vocabulary and comprehension, and Instructional Learning Cycles (ILCs)
Peer-to-peer observations
Site visits to successful schools in urban areas (in-state)
Enhanced instructional technology and software including iPads and instructional technology integration coaching
Enhanced instructional / learning time
Enhanced instructional technology including white boards
Model lesson, unit and assessment design support
Grade specific PLC facilitation and support

Survey of enacted curriculum
TIER II AND III ACADEMIC SUPPORT
MTSS Tier II & III academic interventions (e.g., Reading specialist support)
MENTAL HEALTH AND BEHAVIORAL SUPPORT
Enhance positive behavioral, cultural and climate support
Mental health support services
PARENT ENGAGEMENT
Parent engagement facilitation and planning (J. Epstein Model)
Parent resource center with computer stations
STUDENT ENRICHMENT
Student enrichment activities (including project-based learning, visual and performing arts)
SIG IMPLEMENTATION AND SUSTAINABILITY– SYSTEM REFORM
Participation in district-wide SIG networking
Participation in MDE SIG network meetings
Comprehensive program evaluation with feedback for highly effective program implementation

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

The School Improvement Grant (SIG) Goals include:

- SIG schools will achieve AMO goals in Reading / ELA, Mathematics, and Science.
- SIG schools will experience a 20% reduction in disciplinary referrals.
- SIG schools will experience a 20% reduction in out-of-school suspensions.
- SIG schools will experience an average attendance rate at or above 95%.
- SIG schools (secondary) will experience an annual graduation rate of 85% or greater.

8. As appropriate, the LEA must consult with relevant stakeholders regarding the LEA's application and implementation of school improvement models in its Priority schools. Describe how this process was conducted within the LEA.

Throughout the Priority Schools Transformation Planning process stakeholders were, and will continue to be engaged in data review, planning, and monitoring of school improvement models. Stakeholders are included in school level programming through partnerships with Michigan State University, Lansing Community College, Davenport College, and community organizations like the Refugee Development Center, Westside Neighborhood Association, Black Men Inc, Upward Bound, LINKS, High School Alumni Associations, PTSOs, and School Improvement Committees. The school transformation plans and this SIG proposal include specific strategies and staff to enhance school engagement of parents, students, and community stakeholders and partners.

C. BUDGET: An LEA must include a budget that indicates the amount of school improvement funds the LEA will use each year in each Priority 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 Priority school it commits to serve;
  - Conduct LEA-level activities designed to support implementation of the selected school intervention models in the LEA's Priority schools; and
  - Support school improvement activities, at the school or LEA level, for each Priority 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 Priority school the LEA commits to serve.

An LEA's budget for each year may not exceed the number of Priority schools it commits to serve multiplied by $2,000,000.

Lansing School District's SIG III Overview

Lansing School District (33020) SIG III Budget Overview				
School	**Year 1**	**Year 2**	**Year 3**	**Three Year Total**
Eastern High School	$1,741,821	$1,942, 397	$1,916,347	$5,600,565
Everett High School	$1,752,105	$1,854,201	$1,833,516	$5,439,822
J.W. Sexton High School	$1,939,761	$1,790,687	$1,830,608	$5,561,056
Forrest G. Averill Elementary	$1,707,389	$1,489,441	$1,523,041	$4,719,871
Reo School	$1,564,910	$1,403,436	$1,436,652	$4,404,614
Riddle Elementary	$1,517,877	$1,397,802	$1,431,402	$4,347,081
Total Budget	$10,223,863	$9,877,964	$9,971,397	$30,073,224

SCHOOL IMPROVEMENT GRANT BUDGET

APPLICANT INFORMATION

TYPE OR PRINT:

APPLICANT	Legal Name of District Lansing School District		District Code 33020
	Address of District 519 West Kalamazoo St		
	City and Zip Code Lansing, 48933-2008		Name of County Ingham
CONTACT PERSON	Name of Contact Person Sergio Keck	Title Director of Instructional Support	Telephone (Area Code) (517) 755 - 1391
	Address 519 West Kalamazoo St (Room 302)	City Lansing	Zip Code 48933-2008
	E-Mail Address sergio.keck@lansingschools.net	Facsimile (A.C./No.) (517) 755 - 1049	

SIGNATURE OF SUPERINTENDENT OR AUTHORIZED OFFICIAL — Date: 5/29/14

SIGNATURE OF LEA BOARD PRESIDENT — Date: 5/29/14

SCHOOL BUILDING BUDGET

Districts and ISDs may apply for School Improvement grants for individual eligible school buildings within their jurisdiction for the purposes of this grant, eligible school buildings are those identified as a Priority 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 name of the school building for which you are applying below. **(Please use duplicate pages as necessary. A separate budget and budget detail narrative is required for each building. The budget must cover the three-year period of the grant. Year 1 must be separated into Pre-implementation activities and Implementation activities. See Page 7 for example.)**

SCHOOL BUILDING

Legal Name of School Building Riddle Elementary School	Building Code 09564	Name and Title of Authorized Representative Ms. Marilyn Earley	
Mailing Address (Street) 221 Huron Street		Signature Marilyn Earley	
City Lansing Charter Township	Zip Code 48915	Telephone (Area Code/Local Number) (517) 755 - 1720	Date Signed (m/d/yyyy) May 29, 2014
Name and Title of Contact Person Ms. Marilyn Earley		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: Riddle Elementary (09564)

LEGAL NAME OF APPLICANT:				District Code	
Lansing School District (Riddle Elementary)				33020	
MDE USE ONLY	**Grant No.**	**Project No.**	**Project Type**	**Ending Date**	**School Year 2014-2015 (Year 1)**

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	371,560	221,040	10,000	186,732			789,332
210	Pupil Support Services							-
211	Truancy/Absenteeism Services							-
212	Guidance Services							-
213	Health Services							-
214	Psychological Services							-
216	Social Work Services	68,000	40,000					108,000
220	Instructional Staff Services							-
221	Improvement of Instruction	136,000	80,000	37,140				253,140
225	Instruction Related Technology	68,000	40,000					108,000
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			75,000				75,000

283	Staff/Personnel Services							-
300	Community Services							-
311	Community Services Direction							-
331	Community Activities	68,000	40,000		4,125			112,125
	SUBTOTAL	711,560	421,040	122,140	190,857	-	-	1,445,597
	Indirect Costs _____ % Restricted Rate							72,280
	TOTAL							1,517,877

LEGAL NAME OF APPLICANT:				District Code	
Lansing School District (Riddle Elementary)				33020	
MDE USE ONLY	**Grant No.**	**Project No.**	**Project Type**	**Ending Date**	**School Year 2015 -2016 (Year 2)**

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	377,760	231,840	10,000	44,500			664,100
210	Pupil Support Services							-
211	Truancy/Absenteeism Services							-
212	Guidance Services							-
213	Health Services							-
214	Psychological Services							-
216	Social Work Services	69,000	42,000					111,000
220	Instructional Staff Services							-
221	Improvement of Instruction	138,000	84,000	37,140				259,140
225	Instruction Related Technology	69,000	42,000					111,000
227	Academic Student Assessment							-
230	General Administration							-
232	Executive Administration							-
240	School Administration							-
250	Support Services Business							-
257	Internal Services							-
	Operation and Maintenance							-

266								
280	Central Support Services							-
281	Planning, Research, Development, and Evaluation			75,000				75,000
283	Staff/Personnel Services							-
300	Community Services							-
311	Community Services Direction							-
331	Community Activities	69,000	42,000		-			111,000
	SUBTOTAL	722,760	441,840	122,140	44,500	-	-	1,331,240
	Indirect Costs _____ % Restricted Rate							66,562
	TOTAL							1,397,802

LEGAL NAME OF APPLICANT:				District Code	
Lansing School District (Riddle Elementary)				33020	
MDE USE ONLY	Grant No.	Project No.	Project Type	Ending Date	School Year 2016 -2017 (Year 3)

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	383,960	242,640	10,000	44,500			681,100
210	Pupil Support Services							-
211	Truancy/Absenteeism Services							-
212	Guidance Services							-
213	Health Services							-
214	Psychological Services							-
216	Social Work Services	70,000	44,000					114,000
220	Instructional Staff Services							-
221	Improvement of Instruction	140,000	88,000	37,140				265,140
225	Instruction Related Technology	70,000	44,000					114,000
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			75,000				75,000
283	Staff/Personnel Services							-
300	Community Services							-
311	Community Services Direction							-
331	Community Activities	70,000	44,000		-			114,000
	SUBTOTAL	733,960	462,640	122,140	44,500	-	-	1,363,240
	Indirect Costs _____ % Restricted Rate							68,162
	TOTAL							1,431,402

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.)***

5/29/14 Kim Adams

Date **BUSINESS OFFICE REPRESENTATIVE SIGNATURE**

Date **SUPERINTENDENT/DIRECTOR SIGNATURE**

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

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

ASSURANCES AND CERTIFICATIONS

STATE PROGRAMS

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

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

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

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

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

CERTIFICATION REGARDING NONDISCRIMINATION UNDER FEDERALLY AND STATE ASSISTED PROGRAMS

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

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

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

PARTICIPATION OF NONPUBLIC SCHOOLS

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

ASSURANCE REGARDING ACCESS TO RECORDS AND FINANCIAL STATEMENTS

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

ASSURANCE REGARDING COMPLIANCE WITH GRANT PROGRAM REQUIREMENTS

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

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

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

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

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

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

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

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

AUDIT REQUIREMENTS

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

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

ASSURANCE AGAINST TRAFFICKING IN PERSONS

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

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

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

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

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

CERTIFICATION REGARDING UNIVERSAL IDENTIFIER REQUIREMENTS

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

ASSURANCE REGARDING REPORTING SUBAWARD DATA FOR SUBRECIPIENTS

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

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

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

SPECIFIC PROGRAM ASSURANCES

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

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

DATE 5/29/14 SUPERINTENDENT OR AUTHORIZED OFFICIAL

SIGNATURE

TYPED NAME/TITLE: Yvonne Caamal Canul, Superintendent

SIG GRANT—School Building Application FY 13

APPLICATION COVER SHEET

SCHOOL IMPROVEMENT GRANTS (SIG)

Legal Name of School Building: J.W. Sexton High School School Building Code: 01865	Mailing Address: 102 McPherson Avenue Lansing Charter Township, MI 48915

School Building Contact for the School Improvement Grant

Name: Ms. Sandy Noecker

Position and Office: Principal

Contact's Mailing Address: 102 McPherson Avenue, Lansing Charter Township, MI 48915

Telephone: 517-755-1070

Fax:

Email address: sandra.noecker@lansingschools.net

LEA School Superintendent/Director (Printed Name): Ms. Yvonne Caamal Canul	Telephone: 517-755-1010
Signature of the LEA School Superintendent/Director: X	Date: May 29, 2014
LEA School LEA Board President (Printed Name): Mr. Peter Spadafore	Telephone: 517-755-1005
Signature of the LEA Board President: X	Date: May 29, 2014
Building Principal (Printed Name): Ms. Sandy Noecker	Telephone: 517-755-1070
Signature of the Building Principal X Sandra Noecker	Date: May 29, 2014
Union Representative (Printed Name): Mr. Chuck Alberts	Telephone: 517-337-5455
Signature of Union Representative: X	Date: May 29, 2014

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

Section A

1. Analysis of data.

The Lansing School District recognizes that one-time state assessment data does not provide enough meaningful information to identify and implement a valid and relevant instructional program. In development is a School Dashboard which would include a variety of data including, but not limited to, MEAP and MME, suspension, absenteeism, teacher/student ratio, parent participation in parent-teacher conferences, enrollment, etc. Priority Schools can use the Dashboard to help design programs that meet the needs of students as well as use specific school or classroom-level data that can inform decisions.

Sexton High School continues to collect all achievement, universal screening, summative, formative and progress monitoring data. All data gathered are analyzed and then used to inform instruction for all students. (Additional assessments; formative and summative are included in monitoring of growth for all students.)

Sexton's overarching plan for data analysis starts with a "Data Driven Dialogue" for all staff utilizing the data resource; The Golden Package/Smart Data a web-based software which is a comprehensive data analysis tool that generates hundreds of pre-programmed reports for MEAP, MME-ACT, MLPP, MI ACCESS, ACT/ACT, ACT/PLAN, ACT/EXPLORE and any additional assessment . This data resource is used with all staff using the Lipton/Wellman Collaborative Learning Cycles with MSU Intervention Specialist. This process promotes data focused inquiry with developing shared understandings of problems and possible solutions. This Collaborative Learning Cycle is then be used by staff when looking at all collected student data with the continued support of building MSU Intervention Specialist.

Short-cycle assessments facilitate student performance target monitoring. Quarterly data review occurs using Instructional Learning Cycle practices. Based on the guided analysis of longitudinal school level data, teams designed the Sexton High School Transformation Plan. Sexton's plan is based on evidence-based best practices and review of success rates for school interventions. Sexton's plan is designed to reflect coherence and alignment of plan strategies and interventions across subject areas and grade levels. Interventions that are found to not deliver the planned outcomes are revised or replaced. Sexton's transformation plan has been fine-tuned and reviewed by school teams that include teachers, parents, community stakeholders, principals, and central office support. Based on assessment of transformation plan outcomes revisions have been made resulting in the Sexton High School SIG plan. The Lansing schools' planning and leadership processes are reviewed and enhanced annually. During the 2013-14 school year the Sexton principal participated in training in "data dialogues" and received extensive job-embedded support for analysis of data. This comprehensive and transparent system of monitoring, feedback and reporting facilitates continuous improvement at the school and district levels.

The Sexton High School leadership team focused on the Michigan Merit Exam Data; specifically the trend data for the past three years and additional student data located on the MiSchoolData.org website. The trends showed that scores in all areas were significantly lower than the state average test scores. In addition, all sub groups (ED, SWD, Demographic, and ELL) showed a significant gap existed between these subgroups and all students. The decline is most dramatic from the

2010-2011 to 2011-2012 school years. The area of Reading declined 30% proficiency, while Math dropped to 0% proficiency. Z-score analysis indicates that Sexton's overall indexes in all content areas are close to two standard deviations from the mean. This indicates that students are in the lowest five percent in the state in all areas. All indications from assessment data indicate achievement gaps are not wide. However, achievement gaps do exist within all subgroups. After reviewing this data, Sexton's intent is to deliberately deliver quality instruction with fidelity to improve student achievement in all content areas based on best practices and research. Students will be provided a positive learning environment and motivated to do their best.

2. School Building Capacity – Resource Profile

a. The Sexton High School SIG plan includes the following SIG required positions: School Improvement Coordinator, Family Liaison, Data Coach and Mental Health Services. These positions, along with the others outlined in this grant, form a comprehensive network of support for improvements in instruction and school culture.

b. Sexton High School staff receives professional development through resources outlined in a comprehensive professional development plan that combines PD resources provided through Title I, Title IIa and other sources. Professional development is job-embedded and driven by unique building needs identified through data. Sexton High School's SIG plan is aligned with the school's professional development plan. Professional development for Sexton High School staff occurs throughout the year. As an example, the Lansing School District launched a wide-scale professional development initiative for PreK – 12 grade over the 2012-13 and 2013-14 academic years. Central to the initiative is implementation of two instructional process instruments, Snapshot and CLASS. CLASS (which is used at Sexton) is a rubric-based classroom observation instrument that determines the extent to which there is positive/negative climate; development of content; productivity; and language modeling. The data from CLASS will provide actionable data for collaborative inquiry (part of the professional learning taking place in the district) about how to improve instructional practices, increase learning time, and provide a seamless transition from one grade to the next. With CLASS, Sexton High School is responsible for identifying those areas of growth that are specific to their needs as dictated by their data. The district is providing an overall structure through will guide work in a coherent and congruent way so that when students move from school to school, they are working in a similar district-wide environment.

In addition to the elements noted above, Sexton will invest heavily in PD through the Instructional Learning Cycles (ILC). All staff grades 7-12 use the Reading Apprenticeship instructional routines connected to Disciplinary Literacy. At the department level, staff follow the Professional Learning Community (PLC) model developed by DeFour and outlined in *On Common Ground: The Power of Professional Learning Communities* and in *Building a Professional Learning Community at Work: a Guide to the First Year*. The PLC model is cyclical and focuses on job-embedded support in which teams set an essential target, develop common assessment, focus instruction, analyze data, and implement interventions. The PLC structure provides a mechanism for assessing the implementation and impact of ongoing improvement efforts. Routine walkthroughs also yield data about implementation and impact of ongoing professional learning.

3. School Building Commitment

a. The Sexton High School has strong bargaining unit support and engagement in its transformation plan and efforts. The bargaining unit, teachers, administrators, students and community share the urgency for rapid transformation. The district has undertaken bold changes in the past 3 years to improve the success of our schools and students. Sexton High School has maintained a strong relationship with stakeholders including teachers and bargaining units. The Sexton model is based on collective and active review of data through PLCs, ILCs and data dialogues, and commitment to strategies that share responsibility for school success.

b. Sexton High School's capacity building model shares responsibility for the professional growth of staff among subject, and grade-level teams.

c. Sexton High School currently operates on an extended learning time schedule (extended year program offers 38 days of instruction during the summer) in compliance with its transformation plan. No further bargaining unit agreement is needed at this time. In fact, in the summer of 2014 Lansing is offering a comprehensive extended learning program available to every student in the district in grades 3 through 12.

4. School Improvement Plan

Please refer to the attached School Improvement Plan. In addition, the following table (from the LEA section of this application) has been reproduced here.

SEXTON HIGH SCHOOL					
Action Step	**Person Responsible**	**Year 1**	**Year 2**	**Year 3**	**Success metric**
Principal with HR and Project director establish job descriptions and posting of SIG funded positions	Principal & Coordinated by SIG director	Within 1 week of notice of grant award	NA	NA	All positions filled within 30 days of posting
Align grant timelines with grant budget approval dates	Principal & Coordinated by SIG director	Within 1 week of notice of grant award October 24, 2014 Updated as needed throughout grant	NA	NA	Grant timeline posted
Purchase intervention contracts as funded in grant	Coordinated by SIG director	No later than November 14, 2014	October 20, 2015 Annual renewal	October 20, 2016 Annual renewal	Interventions will be operational by end of semester

		Annual renewal as needed	as needed	as needed	
Train grant funded personnel (school specific)	Coordinated by SIG director	October 27, 2014 November 28, 2014	NA	NA	All grant funded personnel will receive grant initiation training by end of November
Academic coaching training – all schools	SIG Director	Beginning no later than November 2014 and ongoing	ongoing	ongoing	-
Develop PD action plan for school and coordinate across SIG schools as appropriate	Coordinated by SIG director	By November 28, 2014 Revised annually	By October 15, 2015	By October 15, 2016	Sign in sheets and agenda
School-wide SIG orientation	Coordinated by SIG director	October 27, 2014 November 28, 2014	NA	NA	Sign in sheets and agenda
Align PLC calendar and agenda with SIG goals & activities	Coordinated by SIG director	By November 28, 2014 Revised annually	By October 15, 2015	By October 15, 2016	Calendar and agenda
Publish SIG PD calendar	Coordinated by SIG director	By November 28, 2014 Revised annually	By October 15, 2105	By October 15, 2016	Calendar distributed (posted) to school staff
Purchase Y1 SIG technology	Coordinated by SIG director	Purchases submitted by school and posted on MEGS+ by December 19, 2014 and ongoing as needed	By October 15, 2015	By October 15, 2016	80% of grant funded technology purchased by end of first semester annually - School SIG Inventory records
Surveys of enacted curriculum and baseline data reporting	Coordinated by SIG director	By end of first semester	By end of first semester	By end of first semester	Survey results distributed to staff through PLCs
Implement school based PD including, PLCs and summer PD – all schools	Coordinated by SIG coordinator and academic coaches	Beginning no later than November and ongoing thorough out the grant	ongoing	ongoing	Plan will be implemented with full professional staff participation
Implement Tier I, II and III academic support	Coordinated by SIG	Beginning no later	By Septembe	By Septemb	All students will receive Tier I, II or III academic

interventions	Coordinator	than November and ongoing thorough out the grant	r 30, 2015	er 30, 2016	support based on performance data
Implement mental health support	SIG Coordinator and SIG behavioral coach	By November 1 2014	ongoing	ongoing	Mental health support will be delivered to targeted students based on need
Implement parent and community engagement strategies	SIG parent liaison	By October 15, 2014	ongoing	ongoing	85 % of parents will be actively engaged in no fewer than 2 school activities
Implement school climate and culture benchmark surveys	SIG coordinator	By December 2014	Re-surveyed first semester annually	Re-surveyed first semester annually	Survey documentation
Quarterly evaluator feedback report	evaluator	Quarterly	Quarterly	Quarterly	Published reports distributed to school administrators and SIG staff
Annual staff evaluation – ongoing professional evaluation model implemented throughout the year	School principals	Annual evaluation reports submitted spring	Annual evaluation reports submitted spring	Annual evaluatio n reports submitte d spring	HR records show all staff evaluations completed
SIG academic coaches training Cross-school	Coordinated by SIG director	October 2014 through June 2015	through June 2015	through June 2015	All SIG coaches will complete academic coaching training and will demonstrate use of coaching skills
Develop SIG cross-school PD action plan appropriate: revise as needed annually	Coordinated by SIG director	Published November 15, 2014 and updated as needed	By October 15, 2015 as needed	By October 15, 2016 as needed	Cross-school PD action plan will be published in SIG documents and distributed to SIG school professional staff
Monthly SIG grant update to Superintendent's leadership team	SIG director	Monthly	Monthly	Monthly	-
Quarterly SIG grant update to BoE	Coordinated by SIG director	Quarterly	Quarterly	Quarterly	-
Monthly grant so spend down report for SIG director and SIG coordinators	Coordinated by SIG director	Monthly	Monthly	Monthly	-
Annual benchmark & leading indicators reports	Coordinated by SIG director	Yearly	Yearly	Yearly	-
Align annual SIP, Title I, Title IIa reports and budgets to SIG plans	Coordinated by SIG director	Yearly	Yearly	Yearly	-

5. External Provider Selection

Sexton High School and the Lansing School District have enjoyed successful experience working with Ingham ISD (IISD) as an external provider to Priority Schools. The selection of Ingham ISD as external provider for Sexton High School allows continuity of practice needed to achieve the goals and strategies identified for priority schools. Ingham ISD has been willing to be flexible to school based needs. IISD has provided on-going technical assistance and monitoring related to the Instructional Learning Cycles, as well as site-based support through content coaching. The Lansing School District has a strong and well planned model for transformation and Ingham ISD has proven responsive to that model with methods and strategies that meet the specific demographic and organizational needs of Lansing schools. Each SIG applicant school has joined Sexton in identifying Ingham ISD as its external service provider. This selection allows the schools to maximize resources by coordinating support services and sharing processes and lessons learned, when appropriate, across grant funded schools.

6. Alignment of Resources

The Lansing School District has successfully sought state and federal funds to advance it efforts and comprehensive transformation plans. Plans are aligned for optimal system coherence and driven by data and evidence-based best practices. Sexton High School (and the district), aligns Title I, Title IIa and Section 31a funds and other resources (including federal, state, and local grants) to both the school and district-level improvement plans. For example, past and present USDOE magnet grants have resulted in site level design and innovation aligned to district standards and improvement goals. These grants support PD, MTSS Tier I, II and III interventions that are consistent with and driven by the comprehensive model described in this application. The outcome is a system that is coherent and well aligned for efficient and sustainable use of resources at Sexton High School and across the district.

7. Modification of local building policies or practices

The Lansing School District (and Sexton High School) has several formal and informal strategies for modifying its guidelines, processes, strategies and policies as needed based on evidence-driven needs and consistent with district coherence. For instance, based on data attained through a federally funded counseling grant and locally funded attendance grant the district documented problems that arise from lack of consistent implementation of attendance policies, incomplete attendance data recording, and conflicting definitions of tardiness and absences. As a result several school-level and district-wide steps have been taken to address what has been found. Lansing schools have a long tradition of site based decision-making. To that end structures such as the Instructional Council and professional bargaining units provide avenues for school-based flexibility while protecting system coherence. Schools have long had the flexibility to make requests to a joint administrative / bargaining unit committee for school-level flexibility, waivers and pilot programs. The result is support to schools to be innovative, flexible and results-driven while avoiding the costs of disjointed practices and policies on students, families, learning outcomes, and district resources. Extended year learning opportunities represent another example of how the district (as a whole) has shifted practices in order to better meet the needs of students. During the summer of 2013 the

district implemented a extended year program that, while ambitious was limited in scope. After reviewing data and listening to the needs of students, families, and the community, the district modified its extended year learning opportunities and greatly expanded the program. As stated earlier beginning this summer (2014), Lansing is offering a comprehensive extended learning program available to every student in the district in grades 3 through 12.

8. Timeline

SEXTON HIGH SCHOOL					
Action Step	**Person Responsible**	**Year 1**	**Year 2**	**Year 3**	**Success metric**
Principal with HR and Project director establish job descriptions and posting of SIG funded positions	Principal & Coordinated by SIG director	Within 1 week of notice of grant award	NA	NA	All positions filled within 30 days of posting
Align grant timelines with grant budget approval dates	Principal & Coordinated by SIG director	Within 1 week of notice of grant award October 24, 2014 Updated as needed throughout grant	NA	NA	Grant timeline posted
Purchase intervention contracts as funded in grant	Coordinated by SIG director	No later than November 14, 2014 Annual renewal as needed	October 20, 2015 Annual renewal as needed	October 20, 2016 Annual renewal as needed	Interventions will be operational by end of semester
Train grant funded personnel (school specific)	Coordinated by SIG director	October 27, 2014 November 28, 2014	NA	NA	All grant funded personnel will receive grant initiation training by end of November
Academic coaching training – all schools	SIG Director	Beginning no later than November 2014 and ongoing	ongoing	ongoing	-
Develop PD action plan for school and coordinate across SIG schools as appropriate	Coordinated by SIG director	By November 28, 2014 Revised annually	By October 15, 2015	By October 15, 2016	Sign in sheets and agenda
School-wide SIG orientation	Coordinated by SIG director	October 27, 2014 November 28, 2014	NA	NA	Sign in sheets and agenda
Align PLC calendar and	Coordinated by	By	By	By	Calendar and agenda

agenda with SIG goals & activities	SIG director	November 28, 2014 Revised annually	October 15, 2015	October 15, 2016	
Publish SIG PD calendar	Coordinated by SIG director	By November 28, 2014 Revised annually	By October 15, 2105	By October 15, 2016	Calendar distributed (posted) to school staff
Purchase Y1 SIG technology	Coordinated by SIG director	Purchases submitted by school and posted on MEGS+ by December 19, 2014 and ongoing as needed	By October 15, 2015	By October 15, 2016	80% of grant funded technology purchased by end of first semester annually - School SIG Inventory records
Surveys of enacted curriculum and baseline data reporting	Coordinated by SIG director	By end of first semester	By end of first semester	By end of first semester	Survey results distributed to staff through PLCs
Implement school based PD including, PLCs and summer PD – all schools	Coordinated by SIG coordinator and academic coaches	Beginning no later than November and ongoing thorough out the grant	ongoing	ongoing	Plan will be implemented with full professional staff participation
Implement Tier I, II and III academic support interventions	Coordinated by SIG Coordinator	Beginning no later than November and ongoing thorough out the grant	By Septembe r 30, 2015	By Septemb er 30, 2016	All students will receive Tier I, II or III academic support based on performance data
Implement mental health support	SIG Coordinator and SIG behavioral coach	By November 1 2014	ongoing	ongoing	Mental health support will be delivered to targeted students based on need
Implement parent and community engagement strategies	SIG parent liaison	By October 15, 2014	ongoing	ongoing	85 % of parents will be actively engaged in no fewer than 2 school activities
Implement school climate and culture benchmark surveys	SIG coordinator	By December 2014	Re-surveyed first semester annually	Re-surveyed first semester annually	Survey documentation
Quarterly evaluator feedback report	evaluator	Quarterly	Quarterly	Quarterly	Published reports distributed to school

					administrators and SIG staff
Annual staff evaluation – ongoing professional evaluation model implemented throughout the year	School principals	Annual evaluation reports submitted spring	Annual evaluation reports submitted spring	Annual evaluation reports submitted spring	HR records show all staff evaluations completed
SIG academic coaches training Cross-school	Coordinated by SIG director	October 2014 through June 2015	through June 2015	through June 2015	All SIG coaches will complete academic coaching training and will demonstrate use of coaching skills
Develop SIG cross-school PD action plan appropriate: revise as needed annually	Coordinated by SIG director	Published November 15, 2014 and updated as needed	By October 15, 2015 as needed	By October 15, 2016 as needed	Cross-school PD action plan will be published in SIG documents and distributed to SIG school professional staff
Monthly SIG grant update to Superintendent's leadership team	SIG director	Monthly	Monthly	Monthly	-
Quarterly SIG grant update to BoE	Coordinated by SIG director	Quarterly	Quarterly	Quarterly	-
Monthly grant so spend down report for SIG director and SIG coordinators	Coordinated by SIG director	Monthly	Monthly	Monthly	-
Annual benchmark & leading indicators reports	Coordinated by SIG director	Yearly	Yearly	Yearly	-
Align annual SIP, Title I, Title IIa reports and budgets to SIG plans	Coordinated by SIG director	Yearly	Yearly	Yearly	-

9. Annual Goals

SEXTON HIGH SCHOOL				
Subject	**Current Proficiency**	**Goals for 2014 - 2015**	**Goals for 2015 – 2016**	**Goals for 2016 – 2017**
Math (7)	21	40	59	80
ELA (7)	26	44	62	80
Math (8)	3	28	53	80
ELA (8)	22	41	60	80
Math (11-12)	10	35	60	80
Reading (11-12)	32	50	68	80

10. Stakeholder Involvement

The Sexton families and community are engaged in the transformation process in several ways. First, the PTSA monthly meeting is also a SIT meeting so that all school stakeholders can take part in decisions regarding the transformation plan. A host of community and business partnerships, led by the Refugee Development Center, MSU and others, has taken active roles in Sexton's transformation through sponsorship of initiatives, volunteer activities and community advocacy.

11. Sustaining Reforms

Sustainability and building of system capacity are the result of well-planned and purposeful program design and systemic coherence. The interventions and approach described in this plan are grounded in school and district data and are also steeped in a comprehensive view to transformation. The plans are not arbitrary, and as resources and conditions change, as they most certainly will, consistency in resource allocation and system design is assured. School transformation plan goals and strategies are aligned with school and district Title I and Section 31a plans and DIP. Central to the process implementation of the schools' SIG Transformation Plans is internal program evaluation services. SIG internal evaluators will analyze process implementation, leading indicators and outcome data along with SIG program staff and school and district level administrators to assure optimal process implementation to reach SIG Transformation Goals. Through evaluator feedback and analysis the capacity of school and district leaders is expanded to enhance ongoing analysis and process adaptation in response to leading indicators and evaluation findings. The design of each of the schools is grounded in building the professional capacity of the school staff. As appropriate grant funded resources and strategies may replace other less effective strategies making better use of district general and grant funds. The result is a system designed to meet outcome and process goals, and building capacity in school and district level leaders to ensure sustainability. All of the district's schools have flexibility in the use of their budgets as long as those uses are within the legal parameters of allowable expenditures. Specifically, schools are given significant discretion over their general and categorical spending. This allows schools to put in place student and staff supports aligned to the transformation plans and supported by data. In addition, principals are provided with operational flexibility to the structure the academic program and in the right of assignment within the building.

12. State Reform Plan

Please see Sexton High School's MDE-approved Redesign (Transformation) Plan that has been uploaded into MEGs+ as an attachment. Note: Sexton's Redesign Plan addresses all of the requirements of the Transformation Model.

Section B.

Complete the attachment that describes the requirements and permissible activities for the chosen intervention.

- ✓ Attachment A – Transformation

Section C.

Budget

Please see Sexton High School's SIG III budget that has been uploaded into MEGs+ as an attachment. Building-specific budget details are also provided in the LEA section of this application.

Section D.

Baseline Data Requirements

LANSING SCHOOL DISTRICT DATA METRIC						
Data	**High Schools**			**Elementary Schools**		
	Eastern	**Everett**	**Sexton**	**Averill**	**Reo**	**Riddle**
Which intervention was selected (turnaround, restart, closure or transformation)	Trans	Trans	Trans	Trans	Trans	Trans
Number of minutes in the school year	65940	65940	65940	65940	65940	65940
*Dropout rate (%)	10.7%	10.7%	10.7%	NA	NA	NA
Number of Disciplinary Incidents	1217	1480	2331	526	132	24
Number of Students Involved in Disciplinary Incidents	Not Currently Tracked.					
ILT – Longer School Year	Not Offered	Not Offered	Not Offered	Not Offered	Not Offered	Not Offered
ILT – Longer School Day	Not Offered	Not Offered	Not Offered	Not Offered	Not Offered	Not Offered
ILT – Before or After School	Credit Recovery & Tutoring	Credit Recovery & Tutoring	Credit Recovery & Tutoring	Tutoring	Tutoring	Tutoring
ILT – Summer School (Extended Year)	38 days	38 days	38 days	15 days	15 days	15 days
ILT – Weekend School	Not Offered	Not Offered	Not Offered	Not Offered	Not Offered	Not Offered
ILT – Other	Teacher Collaboration	Teacher Collaboration	Teacher Collaboration	Teacher Collaboration	Teacher Collaboration	Teacher Collaboration
*Student attendance rate (%)	85.35%	85.35%	85.35%	85.35%	85.35%	85.35%
Advanced Coursework	IB School	136 students	87 Students	NA	NA	NA
Dual Enrollment Classes	<1%	<1%	<1%	NA	NA	NA
Advanced Coursework **and** Dual Enrollment Classes	<1%	<1%	<1%	NA	NA	NA
International Baccalaureate	348 seats	NA	NA	NA	NA	NA
Early college/college credit	<1%	<1%	<1%	NA	NA	NA
High School Graduation Rate	60.9%	57.8%	56.9%	NA	NA	NA
College Enrollment Rates (Numeric %)	Not currently tracked.			NA	NA	NA
Truants (Numeric)	Not currently tracked.					
*Teacher Attendance Rate	90.2%	90.2%	90.2%	90.2%	90.2%	90.2%
*Highly Effective Teachers (%)	17%	17%	17%	17%	17%	17%

*Effective Teachers (%)	73.9%	73.9%	73.9%	73.9%	73.9%	73.9%
*Minimally Effective Teachers (%)	3.5%	3.5%	3.5%	3.5%	3.5%	3.5%
*Ineffective Teachers (%)	0%	0%	0%	0%	0%	0%
Explanation of other types of increased learning	-	-	-	-	-	-

Fiscal Information

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

USES OF FUNDS

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

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

Intensive monitoring of grant implementation and evaluation are required.

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

Attachment A--Transformation Model

For additional details, please refer to the attached MDE-approved Redesign (Transformation) Plan for Sexton High School. Approved in the January of 2013, this plan provides significant detail about how Sexton High School (in collaboration with the district) is addressing ALL required components of the Transformation model.

1. **Replace the principal**
   Ms. Sandra Noecker (Principal) begin in August of 2012. Ms. Noecker is an experienced leader with a proven track record of rapid school improvement.

2. **Include student data in teacher/leader evaluation**
   During the 2013-2014 school year, 25% of teacher/leader evaluations are based on student data ... increases to 40% during the 2014-2015 year.

3. **Evaluations that are designed with teacher/principal involvement**
   Evaluations are collaboratively developed administration and bargaining units.

4. **Remove leaders/staff that have not increased achievement**
   Removal of teachers who have not yet increased student achievement is a 2-year process that has been established by state legislation. Teachers who are deemed ineffective are subject to the legal/contractual processes which direct the replacement procedures. However, prior to removal, they will be provided with opportunities for learning and growth through individual improvement plans (part of the formal evaluation process), involvement in PLCs, and collegial support aimed at implementing positive instructional changes.

5. **Provide on-going job embedded staff development**
   Job-embedded PD is provided through mechanisms such as Professional Learning Communities (PLCs), Instructional Learning Cycles (ILCs), Peer-to-Peer Observations, and Content Coaching.

6. **Implement financial incentives or career growth or flexible work conditions.**
   The district and building recruitment and retention efforts focus on providing opportunities for career growth (an incentive) through identifying teacher mentors, chairpersons of district-wide committees, internships as school leaders, teacher-in-charge, etc. Criteria for these opportunities would be based on, but not limited to, the teacher or school leader with few absences, those with demonstrated ability to increase student achievement, participation in ongoing school improvement initiatives, and participation in extended learning and enrichment opportunities, etc.

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

As previously noted, the underlying causes of low student performance are 1) quality of classroom instruction - specifically classrooms that are not student-centered 2) the inability of students to navigate complex texts, and 3) a school culture that does not appropriately communicate positive behavior expectations, and as a result student absenteeism increases, retention rates increase, and graduation rates decrease. These conclusions were drawn from the following data:

Sexton High School
MME / ACT
MEAP
AIMS-Web
SWIS
READ 180 Lexile scores
CIMS
School Report card
EXPLORE /PLAN
Student discipline and suspension data
Student attendance data
Staff attendance data
CLASS - classroom based summary of teacher instructional practices

Based on this data, we will invest in continued implementation (7-12) of the literacy and numeracy instructional framework to increase overall achievement, Reading Apprenticeship to decrease achievement gaps and increase improvement rates, and PBIS to improve attendance/graduation rates.

Disciplinary literacy will be supported through the Reading Apprenticeship (RA) model and the Professional Learning Communities (PLC) model. School culture will be addressed through Positive Behavioral Interventions and Supports (PBIS). Secondary supports include Sheltered Instruction Operational Protocols (SIOP) and iCollaborate. The Instructional Learning Cycle and Behavioral Learning Cycle embedded with Reading Apprenticeship and PBIS routines began in September 2013 and will continue through June 2014. Data will be gathered through pre and post assessments, staff surveys, and student work. Staff responsible for the instructional program includes the principal, leadership team, and department chairs.

Additionally, department level PLCs will be analyzing data related to the power standards and working, through the PLC process, to ensure that all students have equitable access to classroom content that is aligned with college and career readiness standards.

8. **Promote continuous use of student data to inform instruction and meet individual needs of students.**
   Data is used in a continuous and job-embedded fashion. Building leaders and staff meet regularly to discuss formative and summative data. Data is frequently disaggregated in order to determine whether the needs of all students are being addressed through on-going interventions. Data is used to differentiate instruction and support.

9. **Provide increased learning time (see Redesign Plan for details)**
   - Extended learning time for all students in the core area
   - Instruction in other subjects and enrichment activities that contribute to a well-rounded education
   - Teachers to collaborate, plan and engage in professional development

   - ILT in core areas (and enrichment) is happening through extended year and day opportunities.

   - ILT for collaboration is happening through monthly PLCs, Peer-to-Peer Observations, and Professional Development

10. **Provide ongoing mechanisms for family and community engagement**
    The Sexton families and community are engaged in the transformation process in several ways. First, the PTSA monthly meeting is also a SIT meeting so that all school stakeholders can take part in decisions regarding the transformation plan. A host of community and business partnerships, led by the Refugee Development Center, MSU and others, has taken active roles in Everett's transformation through sponsorship of initiatives, volunteer activities and community advocacy.

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

    All of the district's schools have flexibility in the use of their budgets as long as those uses are within the legal parameters of allowable expenditures. Specifically, schools are given significant discretion over their general and categorical spending. This allows schools to put in place student and staff supports aligned to the transformation plans. In addition, principals are provided with operational flexibility in regards to the structure of the academic program and right of assignment within the building.

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

For the Secondary schools that have been identified as a Priority School (Eastern, Everett, and Sexton), the district will support it through the iCollaborate (CLASS) initiative already described herein. Ongoing technical assistance and related support will also be provided through Ingham Intermediate School District. Ingham ISD staff will provide support and assistance for the Transformation Plan Additional support is provided via an Intervention Specialist. This resource is provided by a grant from the MDE to MSU, and supports multiple days of work at the district and school levels directly relating to this transformation plan (as well as additional school/district improvement trainings). Technical assistance regarding leadership coaching, selection of initiatives, structuring PLC work, and monitoring progress are among the resources provided. District-level work includes work with the central office and the District Transformation Coordinator to remove barriers and increase flexibility and support for priority schools.