

Attachment B

SIG GRANT--LEA Application FY 13

APPLICATION COVER SHEET

SCHOOL IMPROVEMENT GRANTS (SIG)

<p>Legal Name of Applicant: Muskegon Heights Public School Academy System</p>	<p>Applicant's Mailing Address: 2441 Sanford Street Muskegon Heights, MI 49444</p>
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LEA Contact for the School Improvement Grant

Name: Alena Zachery-Ross

Position and Office: Regional Vice President/Superintendent

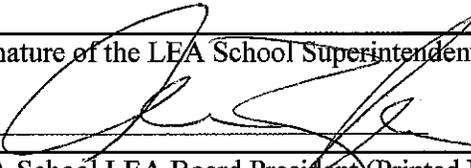
Contact's Mailing Address: 2441 Sanford Street

Telephone: 231-830-3713

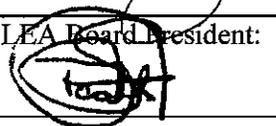
Fax: 231-830-3755

Email address: alenazachery@gmail.com

<p>LEA School Superintendent/Director (Printed Name): Alena Zachery-Ross</p>	<p>Telephone: 231-830-3703</p>
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<p>Signature of the LEA School Superintendent/Director: X </p>	<p>Date: 5-28-14</p>
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<p>LEA School LEA Board President (Printed Name): Arthur Scott</p>	<p>Telephone: 231-830-3703</p>
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<p>Signature of the LEA Board President: X </p>	<p>Date: 5-28-14</p>
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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: Muskegon Heights Public
ISD/RESA Name: Muskegon School Academy
Area ISD

District Code: 61905
ISD Code: 61

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.

<u>SCHOOL NAME</u>	<u>NCES ID #</u>	<u>INTERVENTION</u>			
		<u>turnaround</u>	<u>restart</u>	<u>closure</u>	<u>transformation</u>
<u>Edgewood Elementary Academy</u>					<u>X</u>
<u>Muskegon Heights Middle School Academy</u>					<u>X</u>
<u>Muskegon Heights High School Academy</u>					<u>X</u>

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 LEA must analyze the needs of each Priority school using complete and consistent data. (The school building plan provides a possible model for that analysis. Do not attach a copy of the district or building CNA.) **Maximum length 1 page**

The Superintendent of the Muskegon Heights Public School Academy, Mrs. Alena Zachery-Ross met with the Principals in August to discuss the requirements of the Lowest Five Percent List. The stakeholders met and determined the district should use transformation model. As a result, there were many meetings with the Board of Education that analyzed the school data and strategies to increase student achievement within the district.

After being notified by the state in the fall of 2013, Muskegon Heights High School Academy began working with the Muskegon Area Intermediate School District using the MIExcel created by the Michigan Department of Education to analyze the needs of the school.

Our school improvement team worked together to complete an extensive Comprehensive Needs Assessment. The team compiled data in the areas of student achievement data, teacher/parent data, and student demographic data. A summary of each type of data is included in this document.

Comprehensive Assessment System:

The process used to analyze the needs of the school includes assessment of academic achievement data, School-wide Intervention System (SWIS) data, staff performance/evaluation data, and truancy/attendance data. The district staff used data analysis techniques (data dialogues) that included multiple types of data. Collaborative teams of interdisciplinary staff evaluated the data.

Our Comprehensive Assessment System includes the following:

- Education Performance Series Data which are aligned to Common Core state standards inclusive of student performance targets (longitudinal)
- Quarterly Ed Performance Data is disaggregated and used by instructional staff to improve student performance targets
- Personal learning plans (longitudinal)
- State assessments which are aligned to Common Core state standards inclusive of student performance targets (annual/longitudinal)
- Formative assessments aligned to state standards which includes student performance targets (Instructional Learning Cycles)
- School profile (annual)
- Demographics (annual)
- Title I Parent Meeting data (annual)

Based on the analysis of the data, district, and individual building capacity, it was decided by the School Board, Superintendent, and Heads of School that the priority schools in the Muskegon Heights Public School Academy System will implement the transformation model as the school intervention model to increase student achievement.

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. Maximum length 1 page

The Districts curriculum is aligned and multiple measures are used to support school-wide decision making. MHSA uses data from multiple sources as evidence to monitor student achievement. Each year the district provides the school an analysis of MEAP/MME scores. Results relating to reading levels based on local assessments are also provided to schools. School teams meet in grade levels and departments to review longitudinal data relating to student achievement. The district performs an annual review of the performance to identify trends and recommend changes that will ultimately improve results.

Since Fall of 2013, MHSA has been using Ed-Performance Series to access student achievement and PowerSchool to access demographic data. Representative staff members from each core team and administration have been trained to use the assessments to interpret and analyze the data during data dialog meetings. Existing data ranges from intensive to above grade level.

Muskegon Heights Public Schools reviews and adjusts staffing distribution, allocation of fiscal resources and state and federal grants yearly to determine equity and need. Curriculum programs, staffing, professional development, parent involvement and other resources are designed to improve academic achievement. Federal, state, and local resources are allocated based on building goals which are created using the results of each building's CNA profile.

Heads of Schools and Superintendent meet to discuss appropriate allocations. Allocations are based on review of data, research and best instructional practices. During the past year, funded initiatives have been allocated to employ Professional Learning Communities in which behavioral and academic data is analyzed and interpreted. In addition, funded initiatives have been used for extended learning opportunities for our needy students. During the upcoming year funds will be allocated for Professional Development, Professional Learning Communities, Parental and Community involvement.

Note: If the LEA is not applying to serve each Priority school, explain why it lacks capacity to serve each Priority school.

If an LEA claims lack of sufficient capacity to serve each Priority school, the LEA must submit written notification along with the School Improvement Grant application, that it cannot serve all Priority schools. The notification must be signed by the District Superintendent or Public School Academy Administrator and the President of the local school board. Notifications must include both signatures to be considered.

The notification must include the following:

- A completed online Michigan District Comprehensive Needs Assessment indicating that the district was able to attain only a "Getting Started" or "Partially Implemented" rating in at least 15 of the 19 areas with a description of efforts to improve.*
- Evidence that the district lacks personnel with the skills and knowledge to work with struggling schools. This includes a description of education levels and experience of all leadership positions as well as a listing of teachers who are teaching out of certification levels.*

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

a. Design and implement interventions consistent with the final requirements

COACHING – Muskegon Heights High School Academy will provide academic and instructional coaching support to teachers and students to ensure an increase in student achievement, increase graduation rates and to ensure high-quality teaching. The Instructional Leadership Team at MHSA will consist of:

Graduation Coach	The Graduation Coach will be responsible for developing and implementing individual intervention strategies to increase the likelihood that these students will stay in school and graduate.
Math Coach	The Math Coach will model research-based classroom instruction for teachers of students who lack math proficiency skills by co-teaching and instructional strategies.
ELA Reading Coach	The ELA Reading Coach will model research-based classroom instruction (Close & Critical Reading) for teachers of students who lack English proficiency skills by co-teaching content and instructional strategies.
ELA Writing Coach	The ELA Writing Coach will model research-based classroom instruction (MAISA Writing Units) for teachers of students who lack English proficiency skills by co-teaching content and instructional strategies.
Data Coach	Serves as a data coach focused on increasing the academic achievement for all students, while building the capacity of teachers and instructional coaches to sustain student achievement. The coach will organize, analyze and present data to the Multi-Tiered System of Support (M.T.S.S.) team members, district staff and teachers, as appropriate.

Muskegon Heights High School Academy Math, Reading and Writing Intervention Plan

Reading and Writing

READ 180-identified students receive intervention in reading comprehension with Read 180 teacher.

MAISA READING and WRITING UNITS - MAISA ELA Common Core reading and writing units and workshop style instruction. ELA Coaches, Dean of Academic Intervention and ELA teachers will participate in the year-long Student Centered Reading and Writing Practices for Secondary Teachers workshop series at the MAISD. Students will benefit from the immediate application of the best practices learned during the series.

Math

CARNEGIE MATH - Carnegie Learning provides our students tiered interventions in mathematics. In addition to the core instruction students will receive interactive math instruction in our Cognitive Tutor software.

TI-Nspire Software Training:

TI-Nspire technology will be introduced in the context of middle grades and high school mathematics curriculum. An emphasis will be placed on pedagogy and the implementation of effective and appropriate use of technology in an interactive mathematics classroom, in alignment with the Common Core State Standards for Mathematics.

WORKKEYS LAB: During the summer of 2014 a WorkKeys Lab will be installed at MHSA as a part of our intervention plan to end the trend of low scores on the Michigan Merit Exam (MME) and the ACT. ACT Mastery is designed with many implementation modules which allow it to be implemented in any of the following formats: *online, one semester, full year, school-wide bell ringer, after-school, and weekend* programs.

INSTRUCTIONAL LEARNING CYCLE- Data is collected, analyzed and interpreted using the **Instructional**

learning Cycle template (see attached). The use of the learning cycle template allows teachers to organize their progress monitoring data in a manner in which students are grouped according to their data results. Additionally, best teaching strategies, differentiated instruction, and literacy workstation activities, are a focus of collaboration.

Muskegon Heights High School Academy Behavior Intervention Plan

Positive Behavior Implementation Support (PBIS) - Positive behavior support is an application of a behaviorally-based systems approach to enhance the capacity of schools, families, and communities to design effective environments that improve the fit or link between research-validated practices and the environments in which teaching and learning occurs. The Behavior Specialist will ensure that the school-wide PBIS model is implemented with fidelity.

CHAMPS – will be used as a PBIS Framework at MHSA. CHAMPS is an acronym for components of the classroom management system or Classroom Management Plan that will be used school-wide.

In-School Suspension (ISS) Program - ISS is an individual student intervention. an alternative form of discipline in which a student maintains classroom assignments and remains in school but is isolated from other school activities.

Muskegon Heights High School Academy Differentiated Learning Intervention Plan

Learning Café - D.L.S. Prep Academy (named after log time teacher and administrator, Danny L. Smith, who left a legacy of student achievement and school pride) will be a school within a school at MHSA. D.L.S. will be located in the Media Center – a college-library atmosphere. Students will sit independently, in teams, or in larger groups, working quietly on adaptive software available through CORE Learning (Educational Software www.core-learning.com/pt_software_school.asp), reading books, writing, or tucked into a corner settled into bean bags working together on a project. Outside of this main room are study rooms, lecture rooms, and offices for teachers. That's right – no regular classroom. Students will take all their core courses in D.L.S. and take two electives at MHSA, including science labs.

MHSA will pilot D.L.S. with 9th and 10th. Students have to apply to D.L.S., but that doesn't mean only the best students get in. The key characteristic they are looking for in a student is that he or she has a well-developed ability to self-manage in an individualized environment. In fact, one of the reasons some students apply is that they need more time to become proficient in one subject and find other subjects much easier. D.L.S. will allow them to spend the time during the day where it is most valuable to them. D.L.S. will use standards-based grading. Students will have to have scored at least a 75% on an exam or on a rubric to move on.

WHEELS & SPOKES – Beginning Fall 2015, MHSA will pilot an innovative strategy to implement theme-based academies at MHSA. These academies will focus on students' individual needs and provide them with a balanced mix of core academic preparation and opportunities to develop practical, work-based skills. The model will help MHSA successfully engage students and keep them on track for graduation. Training will be provided by The National Career Academy Coalition.

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

Liberty Leadership Development - In an effort to select an external provider, the Instructional Leadership Team (ILT) utilized only the MDE pre-approved list of partner providers from which to initially narrow down the large pool of potential providers. The ILT invited potential providers to meet on site to examine programs, services and personnel available to support all of our needs. Through our process, we have selected Liberty Leadership Development, LLC which has been granted approval status by the Michigan Department of Education (MDE) to be an external service provider under the American Recovery & Reinvestment Act (ARRA) Section 1003(g) School Improvement Grants (SIG). Liberty Leadership Development scored 92 composite score, as measured by MDE's approved provider screening process. Our partner provider has increased Reading and Math assessment scores in

Detroit Michigan SIG II schools, the State of Tennessee and the State of Ohio.

Total Package Lifestyle, Inc. - provides The 180 Program (behavior intervention and life skills) to our students.

M.A.D.E. (Making A Difference Everyday) Training & Consulting, Inc. is a comprehensive learning organization and full service supply vendor that employs best practices, research science and evidence based reform models in the field of education. In addition to providing training and consulting to educational agencies, we employ Transformation and Turnaround school reform specialists who are experts in school-wide reform and career and college readiness.

b. Align additional resources with the interventions

As we build systematic capacity and sustainability, Title I, Title II-A and IDEA Part B funds will be allocated to support on-going instructional coaching; ongoing professional development for teachers building a 1:1 digital technology infrastructure, support workshops, and purchase instructional devices and coaching in order to enhance students' Math, Reading and Writing learning goals. Special Education IDEA Part B and Title II-A funds will also be used to provide 1:1 instructional technology job-embedded professional development.

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

The district has the operational flexibility to make modifications to staffing, calendars, time, and budgeting to improve student achievement. The district has allowed the Principal to be very creative and flexible to improve student achievement. The Principal, in collaboration with the Superintendent, discuss the staffing model, budgeting issues, and length of school year in order to support the initiative of meeting Performance Series goals of 1.5 years growth and an increase of 5% in MEAP scores. The district also provides on-going professional development for administrators, along with support from the local ISD. The Principal and School Improvement Team works with the central office to help monitor and implement a Title I program along with addressing any budgetary issues, subject to federal regulations. The principals will exercise right of refusal to deny a teacher the ability to move into the district if their capacity does not align with Muskegon Heights Public School Academy direction and programming needs. Student data will be a significant portion of the evaluation tool. District administration will be involved with the process of interviewing for any open positions within the district. Placement decisions will be based upon potential candidate's credentials, abilities, written abilities, and reference checks. Recommendations for hiring will come from district administration. A year round calendar will be implemented for the 2014-2015 school year. The school day has been extended for more learning opportunities.

e. Sustain the reforms after the funding period ends

Being a school that is part of a startup charter district, we value and know the importance of the opportunity to receive this grant. Being recipients of this grant will afford us the opportunity to design our schools, as 21 century learning centers. Muskegon Heights Public School Academy System will work with Liberty Leadership, LLC., an external provider, to review the district's budget and identify potential funds to support these initiatives. The district will sustain these initiatives for all students within the district by seeking other grant opportunities. Title one and 31A funding will be allocated supplement services for those students identified as intensive within the academic areas. The plan will reflect expected change in the culture of the school and will tie into the school's redesign plan. Areas that may be addressed as a sustainability plan is developed include school improvement planning, curriculum support, formative assessments, professional development, leadership and teacher coaching.

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. Include the action steps to be taken, who is responsible, start and end dates, and the metric to be used to determine completion. For example:

TRANSFORMATION ACTION STEPS

Action Step	Person Responsible	Start Date	End Date	Success Metric
1. Replace the Principal	Superintendent	May 2014	June 2014	New principal hired with turnaround competencies
2. Include student data in teacher/leader evaluations.	Superintendent/Principals	August 2014	Ongoing	Increase in student proficiency
3. Design evaluations with teacher/principal involvement.	Superintendent/Principals	May 2014	May 2014	Evaluation designed by teachers/leaders.
4. Remove leaders/staff not increasing student achievement.	Superintendent/Principals	August 2014	Ongoing	Quarterly data showing teachers are increasing student achievement.
5. Provide staff high-quality, job-embedded and ongoing professional development	Superintendent/Principals	August 2014	Ongoing	Increase teacher proficiency
6. Implement financial incentives, promotion, and career growth opportunities	Superintendent	August 2014	August 2017	Increase in professional growth
7. Use data to inform and differentiate instruction	Principals/Data Coach/Teachers	August 2014	Ongoing	Increase in student proficiency
8. Establish schedules and implement strategies that provide increased learning time	Superintendent/Principals	August 2014	Ongoing	Increase student proficiency
9. Provide ongoing mechanisms for family and community engagement	Principal/Parent Liaison	August 2014	Ongoing	Increased family and community involvement
10. Provide	Superintendent/Principal	August 2014	Ongoing	Increased student

operational flexibility to implement a comprehensive approach to substantially increase student achievement.				achievement
11. Ensure that the school receives ongoing, intensive technical assistance and related support from the district, the state and MAISD	Superintendent/Principal	August 2014	Ongoing	Sign-in sheets

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.

Goal: All Students will be proficient in Reading

Measurable Objective:

There will be a 15% increase in reading, recognizing vocabulary in context (narrative and informational text), as well as in English Language Arts as measured by performance on state level assessments -MEAP and MME

Goal: All Students will be proficient in Math

Measurable Objective

A There will be a 15% increase in solving word problems by identifying key words. in Mathematics by 06/12/2015 as measured by performance on state level assessments (MEAP and MME/Smarter Balanced), local assessments including teacher created assessments, documented observation, progress monitoring, and Ed-Performance assessments.

Goal: All students will be proficient in Writing

Measurable Objective

There will be a 15% increase on Writing assessment as measured by the state assessment on the 2015 MEAP and MME (Smarter Balanced) assessment.

In order to make significant gains in student achievement, staff will participate in a number of research based professional opportunities including, MAISA Writing Units, CHAMPS, Thinking Maps, Instructional Learning Cycles, Close & Critical Reading, Saxon, and Carnegie Math.

For Tier 2 and Tier 3 students we will have interventions such as Reading 180 and Carnegie Math intervention embedded within the instructional cycle.

6. For each Priority school the LEA commits to serve, identify the services the school will receive or the activities the school will implement. (No response needed.)

7. Describe the goals established (subject to approval by the SEA) in order to hold accountable its Priority schools that receive school improvement funds. (No response needed.)

8. As appropriate, the LEA must consult with relevant stakeholders (students, teachers, parents, community leaders, business leaders, etc.) regarding the LEA's application and implementation of school improvement models in its Priority schools. Describe how this process was conducted within the LEA. Maximum length 1 page

In the process of developing the School Improvement Grant, the Muskegon Heights Public School Academy System has consulted with the following stakeholders:

- Community leaders and parents
- District and building staff including administrators, teachers and support staff
- Muskegon Area Intermediate School District (MAISD)
- Michigan Department of Education
- Emergency Manager

The chart below lists the meeting dates and stakeholders that were present to discuss the implementation of school improvement models in our Priority Schools.

DATES	STAKEHOLDERS
May 22, 2014	School Staff
May 23, 2014	School Staff
May 27, 2014	School Staff
May 28, 2014	School Staff
May 29, 2014	School Staff
May 30, 2014	School Staff
July 14, 2014	Head of School
July 15, 2014	Head of School and MAISD
July 24, 2014	Board of Education and Parents
August 4, 2014	School Staff
August 5, 2014	School Staff
September 18, 2014	Parents

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.

MUSKEGON HEIGHTS PSAS BUDGET					
	Year 1 Budget		Year 2 Budget	Year 3 Budget	Three-Year Total
	Pre-implementation	Year 1 - Full Implementation			
Edgewood Elementary	\$320,000	\$ 1,680,000	\$2,000,000	\$2,000,000	\$6,000,000
Muskegon Heights Middle	\$ 450,000	\$1,550,000	\$2,000,000	\$2,000,000	\$6,000,000
Muskegon Heights High	\$490,000	\$1,510,000	\$2,000,000	\$2,000,000	\$6,000,000
LEA-level Activities	N/A		N/A	N/A	N/A
Total Budget	\$ 6,000,000		\$6,000,000	\$6,000,000	\$18,000,000

SCHOOL IMPROVEMENT GRANT BUDGET

APPLICANT INFORMATION

TYPE OR PRINT:

	Legal Name of District Muskegon Heights Public School Academy System	District Code 61905
APPLICANT	Address of District 2441 Sanford Street	
	City and Zip Code Muskegon Heights, MI 49444	Name of County Muskegon
	Name of Contact Person Alena Zachery-Ross	Title Regional Vice President/ Superintendent
CONTACT PERSON	Address 2441 Sanford Street	City Muskegon Heights
	E-Mail Address alenazachery@gmail.com	Zip Code 49444
	Facsimile (A.C./No.) (231) 830-3755	

SIGNATURE OF SUPERINTENDENT OR AUTHORIZED OFFICIAL _____ Date 5-28-14

SIGNATURE OF LEA BOARD PRESIDENT _____ Date 5-28-14

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 Muskegon Heights High School Academy	Building Code 02651	Name and Title of Authorized Representative Alena Zachery-Ross/ Superintendent
Mailing Address (Street) 2441 Sanford Street	Signature	
City Muskegon Heights	Telephone (Area Code/Local Number) (231) 830 - 3703	Date Signed (m/d/yyyy) 05/29/2014
Name and Title of Contact Person Carla Turner- Laws/ Head of School		
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: Muskegon Heights High School Academy

LEGAL NAME OF APPLICANT:				District Code	
Muskegon Heights Public School Academy System				61-905	
MDE USE ONLY		Grant No.	Project No.	Project Type	Ending Date
					2014

BUDGET OBJECTS:

FUNCTION CODE	FUNCTION TITLE	SALARIES	BENEFITS	PURCHASED SERVICES	SUPPLIES & MATERIALS	CAPITAL OUTLAY	OTHER EXPENDITURES	TOTAL EXPENDITURES
110	Instruction -- Basic Programs			50,000				50,000
120	Instruction -- Added Needs							
210	Pupil Support Services	87,600	25,218					112,818
211	Tyraney/Absenteeism Services	52,600	12,609					65,209
212	Guidance Services							
213	Health Services							
214	Psychological Services							
216	Social Work Services	59,600	14,932					74,532
220	Instructional Staff Services							
221	Improvement of Instruction	157,800	12,609	382,000				552,409
225	Instruction Related Technology			580,000	279,113			859,113
227	Academic Student Assessment			60,000				60,000
230	General Administration	71,600	18,914					90,514

232	Executive Administration							
240	School Administration	45,187	12,609	20,000				77,796
250	Support Services Business							
257	Internal Services							
266	Operation and Maintenance							
280	Central Support Services							
291	Planning, Research, Development, and Evaluation							
293	Staff/Personnel Services							
300	Community Services							
311	Community Services Director							
331	Community Activities	45,000	12,609					57,609
	SUBTOTAL							
	Indirect Costs _____ % Restricted Rate							
	TOTAL	519,387	109,500	1,092,000	279,113			2,000,000

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

Date

5/29/14

Date

BUSINESS OFFICE REPRESENTATIVE SIGNATURE

SUPERINTENDENT/DIRECTOR SIGNATURE

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: Muskegon Heights High School Academy

LEGAL NAME OF APPLICANT: Muskegon Heights Public School Academy System	District Code 61-905
MDE USE ONLY	Ending Date 2015
Grant No.	Project Type
Project No.	FY of Approved Activity

BUDGET OBJECTS:

FUNCTION CODE	FUNCTION TITLE	SALARIES	BENEFITS	PURCHASED SERVICES	SUPPLIES & MATERIALS	CAPITAL OUTLAY	OTHER EXPENDITURES	TOTAL EXPENDITURES
110	Instruction - Basic Programs			228,268				228,268
120	Instruction -- Added Needs							
210	Pupil Support Services	87,600	25,218					112,818
211	Truancy/Absenteeism Services	52,600	12,609					65,209
212	Guidance Services							
213	Health Services							
214	Psychological Services							
216	Social Work Services	59,600	14,932					74,532
220	Instructional Staff Services							
221	Improvement of Instruction	315,600	75,654	382,000				773,254
225	Instruction Related Technology			260,000	200,000			460,000
227	Academic Student Assessment			60,000				60,000
230	General Administration	71,600	18,914					90,514

232	Executive Administration									
240	School Administration	45,187	12,609	20,000						77,796
250	Support Services Business									
257	Internal Services									
266	Operation and Maintenance									
280	Central Support Services									
281	Planning, Research, Development, and Evaluation									
283	Staff/Personnel Services									
300	Community Services									
311	Community Services Direction									
331	Community Activities	45,000	12,609							57,609
	SUBTOTAL									
	Indirect Costs _____ % Restricted Rate									
	TOTAL	677,187	172,545	950,288	200,000					2,000,000

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

Date

5/29/14

Date

BUSINESS OFFICE REPRESENTATIVE SIGNATURE

SUPERINTENDENT/DIRECTOR SIGNATURE

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: Muskegon Heights High School Academy

LEGAL NAME OF APPLICANT:				District Code			
Muskegon Heights Public School Academy System				61-905			
MIDE USE ONLY	Grant No.	Project No.	Project Type	Ending Date	FY of Approved Activity		
					2016		

BUDGET OBJECTS:

FUNCTION CODE	FUNCTION TITLE	SALARIES	BENEFITS	PURCHASED SERVICES	SUPPLIES & MATERIALS	CAPITAL OUTLAY	OTHER EXPENDITURES	TOTAL EXPENDITURES
110	Instruction – Basic Programs			228,268				253,486
120	Instruction – Added Needs							
210	Pupil Support Services	87,600	25,218					112,818
211	Truancy/Absenteeism Services	52,600	12,609					65,209
212	Guidance Services							
213	Health Services							
214	Psychological Services							
216	Social Work Services	59,600	14,932					74,532
220	Instructional Staff Services							
221	Improvement of Instruction	315,600	75,654	382,000				773,254
225	Instruction Related Technology			310,000	150,000			460,000
227	Academic Student Assessment			60,000				60,000
230	General Administration	71,600	18,914					90,514

232	Executive Administration								
240	School Administration	45,187	12,609	20,000					77,796
250	Support Services Business								
257	Internal Services								
266	Operation and Maintenance								
280	Central Support Services								
281	Planning, Research, Development, and Evaluation								
283	Staff/Personnel Services								
300	Community Services								
311	Community Services Direction								
331	Community Activities	45,000	12,609						57,609
	SUBTOTAL								
	Indirect Costs _____ % Restricted Rate								
	TOTAL	677,187	172,545	1,000,268	150,000				2,000,000

2. BUDGET DETAIL

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

5/29/14

Date

5/29/14

Date

[Handwritten Signature]
 BUSINESS OFFICE REPRESENTATIVE SIGNATURE

[Handwritten Signature]
 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 APPROPRIATION 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

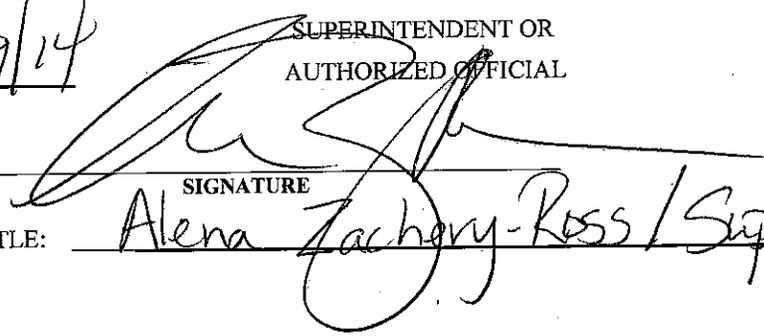
The following provisions are understood by the recipients of the grants should it be awarded:

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



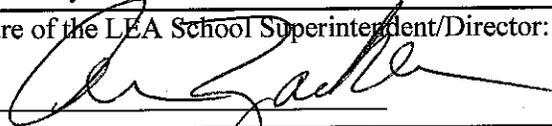
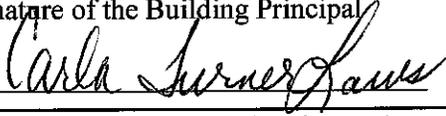
SIGNATURE

TYPED NAME/TITLE: Alena Zachary-Ross / Superintendent

SIG GRANT—School Building Application FY 13

APPLICATION COVER SHEET

SCHOOL IMPROVEMENT GRANTS (SIG)

Legal Name of School Building: Muskegon Heights High School School Building Code: 02651	Mailing Address: 2441 Sanford Street Muskegon Heights, MI 49444
School Building Contact for the School Improvement Grant Name: Carla Turner-Laws Position and Office: Head of School Contact's Mailing Address: 2441 Sanford Street, Muskegon Heights, MI 49444 Telephone: 231-830-3713 Fax: 231-830-3534 Email address: claws@mhtigers.org	
LEA School Superintendent/Director (Printed Name): Alena Zachery-Ross	Telephone: 231-830-3703
Signature of the LEA School Superintendent/Director: X 	Date: 5-28-14
LEA School LEA Board President (Printed Name): Arthur Scott	Telephone: 231-830-3703
Signature of the LEA Board President: X 	Date: 5-28-14
Building Principal (Printed Name): Carla Turner-Laws	Telephone: 231-830-3713
Signature of the Building Principal: X 	Date: 5-28-14
Union Representative (Printed Name): N/A	Telephone N/A

Signature of Union Representative:

Date:

X N/A

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. Maximum length 1 page

Our school district has undergone drastic changes in the past two years. In the 2012-13 school year, Muskegon Heights High School Academy (MHSA) was able to hire a turnaround principal to focus on changing the high school culture to one of college and career-readiness. According to the MiDashBoard Michigan Department of Education 2012-2013 data, the student academic growth indicators showed MHSA mathematics <10% proficient; reading <10% ; writing <10% proficient. All MME student subgroups (African-American, Hispanic-Non White, Special Education) perform 20% below peer groups in Math, Reading and Writing MME assessment measures. Our needs assessment indicates that our school can enhance student growth at a faster and more meaningful pace. Upon reviewing our MEAP performance data, through our reform efforts our team will specifically target the following areas for reform: 1). Mathematics (computation, problem solving, application of math facts); 2. Writing (content and ideas, organization, style and voice, conventions); 3. Reading (high frequency words, vocabulary, comprehension and inference skills)

Our reform efforts will provide students with the opportunity to enhance their college and career-readiness 21st Century learning skills (higher order thinking skills, such as application, analysis and evaluation; coupled with workforce skills such as collaboration, communication and adaptability). With these instructional strategies, our teachers will increase our students' reading comprehension, fluency and analysis of informational text and phonemic awareness. Students will become more proficient in mastery of number sense, algebra, and geometrical spatial concepts. Additionally, students will demonstrate writing convention, organized content and ideas.

In order to meet our reform goals, through SIG funding, we will provide students with extended learning days; 1:1 personalized instructional technology; and high quality instructional coaching focused on math, reading, writing, and a differentiated learning café. This will require extensive community engagement and will provide MHSA with highly qualified full inclusion interventions .

The Muskegon Heights community is home to international advanced manufacturing, higher education, and quality health care service. We want to prepare our students to compete for the jobs of the future. Our students will be prepared by demonstrating mastery of math, reading, and writing skills in order to meet the workforce demands of a global market place. Therefore, our students can become leaders; enhance their literacy skills; become collaborative problem-solvers; apply math and science skills in real world experiences. In our reform effort we seek to improve instruction, engage community and provide continuous improvement training for teachers. The three major drivers of our reform efforts will be the implementation of 1:1 technology, extended day learning opportunities, and professional development focused on the application of knowledge (used during the school day or during extended day).

We will design a Smarter Balanced Assessment process for learning. In our reform efforts, 1:1 SCL groups will create real-time performance assessment data; personalized differentiated learning for every student; and implement learning targets to increase students' academic growth and engagement. Through rigorous professional development, teachers will unpack the state content standards and align them with best practice instructional strategies (brain-based learning, vocabulary acquisition skills, application of math skills and writing across the curriculum). Teachers will create aligned instructional units/lesson and integrate real world experiences, in the mathematics content.

2. School Building Capacity – Resource Profile

Maximum length 1 page

Our reform efforts are predicated on building students’ foundational literacy, mathematics and writing skills. We will provide a minimum of 8 hours per month professional development training that will focus on 1:1 instructional technology (information and communication skills, thinking and problem-solving skills, interpersonal and self-directional skills); building human capacity by providing math, reading and writing coaching for rigor (increase critical thinking skills); and authentic community engagement through focused extended day learning opportunities (application of learning to real world problems). As we build systemic capacity and sustainability, Title I, Title II-A and IDEA Part B funds will be allocated to support on-going instructional coaching (brain-based learning, vocabulary acquisition skills, scientific method and writing across the curriculum); building a 1:1 digital technology infrastructure, support workshops, and purchase instructional devices and coaching in order to enhance students’ Math, Reading and Writing learning goals (Rebecca E. Wolfe, Adria Steinberg, and Nancy Hoffman, 2013). Teachers will create instructional units/lessons, structure the use of digital literacy and writing technology tools. Through Special Education IDEA Part B and Title II-A, 1:1 instructional technology job-embedded professional development will enhance students’ ability to create public presentations; amplify inquiry based problem solving; create reading comprehension descriptive feedback loops; and spur engagement in math content through the application, analysis and evaluation measurements of rigor (Clancy, Colleen. 2013).

To support our plan, we will add the following personnel: Coordinator-to ensure that professional development is planned, implemented and monitored to directly support staff and student achievement. Communicate SIG progress and compliance issues. Collect and store SIG data, maintain a calendar. Work directly with site administrators, parents and teachers to implement, monitor and evaluate the grant. Parent Liaison- to serve as a liaison between administrators, Title I staff regarding Title I parental involvement. Provide regular communication with parents, provide parental involvement workshops and training. Compile feedback surveys and materials for documentation of compliance with Title I parental involvement components. Data Coach- to be responsible for developing school-wide data strategies and providing data focused professional development sessions to all academic stakeholders. Mental Health Specialist- to provide counseling and assess mental status through interviews or observations and make referrals to appropriate services.

<input type="checkbox"/> General Funds	<input checked="" type="checkbox"/> Title I School Improvement (ISI)	<input type="checkbox"/> Title II Part A	<input checked="" type="checkbox"/> Title III
<input checked="" type="checkbox"/> Title I Part A	<input type="checkbox"/> Section 41	<input type="checkbox"/> Title II Part D	
<input checked="" type="checkbox"/> Title I Schoolwide		<input checked="" type="checkbox"/> USAC - Technology	
<input type="checkbox"/> Title I Part C			
<input type="checkbox"/> Title I Part D			
<input type="checkbox"/> Title IV Part A	<input type="checkbox"/> Section 31 a	<input type="checkbox"/> Head Start	<input checked="" type="checkbox"/> Special Education
<input type="checkbox"/> Title V Parts A-C	<input type="checkbox"/> Section 32 e	<input type="checkbox"/> Even Start	
Other: (Examples include: Smaller Learning Communities, Magnet Schools.)			

3. School Building Commitment-Maximum length 1 page

The Muskegon Heights High School Academy staff is strongly committed to the SIG improvement application. As a staff, we have committed to having 75% of our teacher evaluation being predicated on student growth. In our commitment to students' success, our teachers have set goal to reach 1.5 years growth in math and reading according to Ed Performance, as well as a 2% increase on MEAP state assessment. Our school has weekly data dialog meetings, Instructional Learning Cycles (ILCs) and professional learning communities to regularly monitor our progress academically throughout the year. We also use this time to engage in the SIG application process and requirements. Our staff is highly committed to enhance the learning outcomes of students and engage our greater community through the implementation of 1:1 instructional technology. We are also committed to professional growth in order to learn the implementation and application of instructional technology, as we seek to build the human capacity necessary to increase student achievement. Our teachers are committed to extensive professional growth such as unpacking the curriculum and standards, analyzing performance data (EdPerformance, MME, MEAP, etc.) and building rigorous academic learning units to assist ALL students. Our teachers are committed to use a 1:1 instructional technology model in order to close students' achievement and opportunity gaps.

The school district has a formalized district policy to extend the school day for students and to develop Instructional Learning Cycles (ILC), in order to continuously measure students' academic growth throughout the school year. The school district is in support of our SIG reform by creating a school day that includes extended learning time, supporting specialized professional development on Saturdays, and providing multiple professional development opportunities to strengthen writing, reading and math instruction. Through SIG funding, the district is committed to provide 21st Century instructional technology infrastructure required to build a sustainable 1:1 initiative (servers, wireless networks and internet software). Additionally, our school district is committed to investing in the purchase of required hardware 1:1 technology devices, as a cost savings initiative for the long-term budget. Teachers will be appropriately trained to integrate 1:1 technology in daily instruction.

In our commitment to excellence, it is required that the Principal leads the instructional team to increase Performance Series scores by at least 45% each quarter. The Principal will oversee that Performance Series scores meet 1.5 years growth at each grade level for the 2013-2014 school year. The Principal will ensure that the attendance rate is accurately done, and that classrooms are achieving 95% or higher of attendance. Administrators will do walkthroughs in all classrooms to ensure high quality teaching is taking place. Feedback is provided in a timely fashion and will aid teachers in their instruction. School leaders provide resources and strategies to best aid the teachers and their students. Teachers are committed to receive professional developments on how the brain functions for learning, best practices for PBIS, inquiry based learning, analyzing of data and using 1:1 technology in the classrooms.

In our commitment to reform our educational practices, our district supports our reform efforts that will implement multiple strategies to engage families and our community. The district supports MHSA as we seek to leverage technology, in an on-going basis, in order for teachers to frequently update families and community members about students' academic progress. Through the use of technology we can build awareness of family activities, student programs and presentations, parents meetings, scheduled home visits and community events.

4. School Improvement Plan

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

5. External Provider Selection

Describe the process the building will use to screen and select external providers or note that the school will select external providers from the MDE pre-approved list. **Maximum length 1 paragraph**

In an effort to select an external provider, the Instructional Leadership Team (ILT) utilized only the MDE pre-approved list of partner providers from which to initially narrow down the large pool of potential providers. The ILT invited potential providers to meet on site to examine programs, services and personnel available to support all of our needs. Through our process, we have selected Liberty Leadership Development, LLC which has been granted approval status by the Michigan Department of Education (MDE) to be an external service provider under the American Recovery & Reinvestment Act (ARRA) Section 1003(g) School Improvement Grants (SIG). Liberty Leadership Development scored 92 composite score, as measured by MDE's approved provider screening process. Our partner provider has increased Reading and Math assessment scores in Detroit Michigan SIG II schools, the State of Tennessee and the State of Ohio. In addition to the primary external provider we have selected the MDE pre-approved Muskegon Area ISD to provide support for our PBIS initiative, Total Package Lifestyle, Inc. to provide The 180 Program (behavior intervention and life skills) to our students, M.A.D.E. Training and Consulting for our after-school extended day program.

6. Alignment of Resources

Maximum length 1 page

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

Our school is committed to providing extended learning opportunities anytime, anywhere. We seek to engage learning before, during and after school hours, including weekends. Muskegon Heights Public School Academy is strategically planning to provide resource that support and facilitate the implementation of SIG and Tier I, II and III interventions. Through SIG funding, we intend to provide additional personnel in order to assist in the implementation and alignment of resources. We are committed to add a SIG Coordinator/Facilitator (over sight of grant operations); Family Liaison position (engagement of families and community); Data Coach (measure academic performance data); Mental Health Services (social-emotional care and support); a Graduation Coach; Dean of Academic Intervention; ELA Reading Coach; ELA Writing Coach; Math Coach; Assessment Coordinator; Dean of Behavior Intervention; In-School Suspension Facilitator and a Behavior Specialist.

The hiring of additional staff will be a systemic initiative by our Human Resources Department. We have an equal opportunity hiring process that is rigorous in the screening of highly qualified candidates. The district's human resource team will conduct the initial screening and review application materials to determine if minimum qualifications for the position have been met. Applications that meet the minimum qualifications are included in subsequent screening reviews. A screening matrix is applied, in order to evaluate application materials objectively and fairly. Applications are ranked or prioritized according to the screening criteria review established by human resources and top the candidates are identified for interview. The Human Resource Director will schedule a meeting with the hiring principal and with the school level committee, to review the interview of top candidates and recommended selections.

Through the SIG funded intervention, our district will provide intervention specialists serving as reading and math coaches. The intervention coaches will assist teachers in order to improve instructional best practices. Reading and math coaches provide resources and support interventions in the classroom. Additionally, we will engage our community partners (United Way, Muskegon Area Optimist Club, Alumni Chapters of Alpha Kappa Alpha Sorority, area McDonalds Inc., and Muskegon Heights Alumni Association) to support extended day learning opportunities. Muskegon Heights High School Academy will provide an extended school year, school day and provide rigorous instructional practices. An after school program will be provided to assist in extending student learning. By providing rigorous instruction during the extended learning day, we are allowing the students more practice time with concepts they have yet to master.

7. Modification of local building policies or practices

Maximum length 1 page

The Muskegon Heights Public Schools Academy policies are dedicated to providing a longer school year, longer school day and rigorous instruction to increase time spent on academic learning tasks. In the 2013-2014 school year, MHSA allocated an additional 15 school days for student learning. In keeping with our commitment to maximize time on task, we will redesign our daily schedule from the 90-minute block with semester-long core classes to 60-minute class periods with year-long core classes and semester long elective classes. Our district policies will provide MHSA with the flexibility to implement an after school and summer school program with a focus on reading, math and writing enrichment.

We plan to provide additional time for student learning that will deepen their understanding of the content and provide differentiated enrichment activities. Through the implementation and use of 1:1 technology, we can provide personalized differentiated learning; provide struggling students extra help and advanced students receive greater learning challenges that keep them interested. Through our 1:1 instructional technology initiative, our extended day learning will provide interactive and challenging digital math games; students will use adaptive writing and phonemic awareness digital tools, in order to obtain instant feedback; the teacher, student and parent will have a real-time dashboard of evidence for progress monitoring. Together with our community partners, we will examine the students' learning data, attendance and social-fit. We coordinate and scaffold the 1:1 instructional technology activities that would engage students at higher and deeper levels. As community partners and a school, we will collaboratively plan how to use additional learning time and appropriately allocate staff in order to meet students' learning challenges.

Our Differentiated Learning Café will provide the opportunity for students to have a well-developed ability to self-manage in an individualized environment. In fact, one of the reasons some students apply is that they need more time to become proficient in one subject and find other subjects much easier.

Through the implementation of 1:1 technology, our extended learning days will be rich in adaptive content; this will result in more meaningful and engaged time on task. This targeted, personalized and engaging learning experiences will boost achievement; particularly, among low-income and minority students. Extended learning day will focus on Deeper Learning Performance-Based application of knowledge. Students will develop Deeper Learning Performance Based Assessment Skills such as Interview and Research; Persuasive and Creative Writing; Point of View Debate; Digital Graphic Organizers; Multi-Media Presentations; and Oral Communication and Speech. These are the college and career-readiness skills students will master as they matriculate the k-12 learning ecosystem.

8. Timeline

Include a comprehensive 3-year timeline for implementing the selected intervention. For year one, note which activities will occur during the pre-implementation phase of the grant; i.e. before the start of the 2014-2015 school year.

Pre – Implementation Activities

Pre-implementation activities necessary to provide the structure necessary for full implementation of the redesign plan have been taking place throughout the 2014 – 2015 school year. These activities include:

Activity	Date(s)	Responsible
Carnegie Math Training and Coaching	June 2014 – August 2015	Principal, Math Coach, Math Teachers, Dean of Academic Interventions
Establish Walkthrough Schedule	August 2014	Principal
School Improvement Team Meetings	On-Going	Leadership Team
READ 180 Training and Coaching	June 2014 – August 2015	Principal, ELA Coaches, ELA Teachers, Dean of Academic Interventions
ACT Mastery Training	July 2014 – December 2014	Content Coaches, Core Teachers, Dean of Academic Interventions
PBIS School-Wide Implementation	Ongoing	Principal, PBIS Leadership Team, ILT
Student Centered Read & Writing Best Practices – MAISA Units	June 2014 – May 2015	ELA Coaches, ELA Teachers, Dean of Academic Interventions
Smarter Balanced Assessment Training	July 2014-December 2014	Content Coaches, Core Teachers, Dean of Academic Interventions
Close & Critical Reading	August 2014 – December 2014	Content Coaches, Core Teachers, Dean of Academic Interventions
Adaptive Schools Model Training	July 2014	ILT
TI-Nspire Software & Navigation Training	August 2014	Math Coach, Math Teachers, Dean of Academic Interventions
After-School Program Training	August – September 2014	Principal, Dean of Academic Interventions, Teachers
Installation of WorkKeys Lab	August 2014	Principal, Dean of Academic Interventions, IT

Leadership Training: Establishing culture and climate success:

- Supportive climate and culture
- Data-driven strategic planning
- Resource development and monitoring (budgeting to support research-based practices)
- Authentic community engagement
- Effective communication
- Engaging students and family
- Personalized Student Growth
- Leverage Leadership
- Adaptive Schools
- Cultural Proficiency
- National Coalition of Career Academies

Teacher Summer Training:

- Research-based High Payoff Instructional Strategies
- Literacy Across the Content
- Brain-Based Research
- Digital Literacy
- Brain-Based Research student engagement
- Application of teaching and learning strategies for 21st century digital learners

21st Century Learning Focus

- The research on teaching and learning strategies for 21st century digital learners
- Unpacking State Content Standards
- Create specific 21st century skills learners will develop and practice
- Create a standards driven and aligned assessment plan for the 2014-15 time line

Professional Development Initiatives	
<p>Leadership Retreat: Growing and Supporting Effective Teams</p> <ul style="list-style-type: none"> • Distributed leadership • Effective meetings • Progress monitoring • Walkthroughs and appraisals • Community engagement • New staff induction and training • Focus on learning outcomes • Data analysis and strategic planning 	<p>Teacher Summer Institute: Instructional Design for Rigor and Relevance</p> <ul style="list-style-type: none"> • Rigor and Relevance Framework • Blended Learning Instructional Models and Design • Unpacking the State Content Standards • Formative and Summative Assessments (including Performance-Based, Alternative and Adaptive Assessments) • Developing Smarter Balanced units of study • Designing and using instructional rubrics • Differentiation via technology
<p>21st Century Learning Focus</p> <p>Using 1:1 meetings with members of the leadership team and job-embedded teacher professional development, educators deepen knowledge and skills gained in the previous year and the summer professional development. Teachers will unpack the state content standards and align them with best practice instructional strategies (brain-based learning, vocabulary acquisition skills and writing across the curriculum). Workshops are held anytime anywhere, through the use of digital technology, to enhance content and pedagogy introduced in the summer. Teachers will create instructional units/lesson and integrate digital story telling tools, digital literacy and augmented technology tools to serve as enhancement of student learning. The 1:1 job-embedded professional development will enhance students' ability to create public presentations; amplify inquiry based problem solving; create descriptive feedback loops; and spur 21st Century learning through higher order thinking skills, such as application, analysis and evaluation. These are best practice digital learning skills and strategies will be applied in the district's Learner Management System. Teachers and leaders will become more fluent practitioners in the implementation of content and pedagogy through the use of digital technology. Professional development will focus on the following areas:</p> <p>Implementing Personalization</p>	

- 1:1 Digital technology implementation and application
- Personalized student academic growth plans and benchmarks
- The teachers will work with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning and self-motivation.
- The teacher understand the central concepts of the State Standards, tools of inquiry of the discipline(s) he or she teaches and creates learning experiences that make the content accessible and meaningful for learners to assure mastery learning.
- The teacher will connect concepts and use differing perspectives to engage learners in critical thinking, creativity and collaborative problem solving related to authentic local and global issues.
- The teacher will use and apply multiple 1:1 instructional technology methods of assessment to engage learners in their own growth, to monitor learner progress and to guide the teacher's and learner's decision making.
- The teacher will design lessons, through the use of 1:1 instructional technology, that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross- disciplinary skills and pedagogy, as well as knowledge of learners and the community context.
- The teachers will understands and uses a variety of high pay-off instructional strategies to develop deeper understanding of content areas and their connections, and to build skills to apply knowledge meaningful for the learners.
- As teachers engage in ongoing professional learning, the teacher will use web 2.0 tools to curate and use evidence to continually evaluate his/her practice.
- Teachers will have multiple opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals and community members to ensure learner growth, and to advance the his/her professional growth.

Short Cycle Assessments

- Exploring short-cycle adaptive assessment data
- Short-cycle aligned assessment resources and application strategies
- Aligned courses with multiple performance based instructional technology tools
- Online and offline, interactive learning opportunities
- Peer and/or expert examining of student work
- Differentiated pathways with opportunities to choose performance based assessment
- Observations, interviews and demonstrations of content knowledge

Classroom Practice/Learning Conditions

- Students create, curate and own their work via blended learning technology
- Lesson design and delivery via Blended Learning platform
- Research-based instructional models for integrating technology
- Student learning targets are identified with differentiate instructional tools
- Uses data to assess and monitor progress of what the learner did or did not learn
- Students becomes self directed and focus on mastery orientation of the content
- Students work collaboratively inside and outside of school, while the teachers facilitates and supports the learning process
- The learners will have a playlist of 1:1 instructional technology tools that will serve as their resource of choice to express their learning
- Students will own their learning by being knowledgeable of their individual growth plans, create S.M.A.R.T goals (Strategic, Measurable, Attainable, Relevant and Timely) and milestones to track progress
- Students are active designers and participants in their learning experience

Leadership Retreat: Growing and Supporting Effective Teams

- Distributed leadership
- Effective meetings
- Progress monitoring
- Walkthroughs and appraisals
- Community engagement
- New staff induction and training
- Focus on learning outcomes

Improved Organization:

- Instructional Leadership
- Rigorous curriculum and instruction
- High payoff instructional practices
- Assessment for learning
- Gap analysis
- Curriculum Alignment
- Instructional monitoring
- Results-driven, flexible scheduling

Teacher professional development

- Looking at Student Work Standards-Aligned, Unit Design and Delivery
 - Differentiation
 - Implementing Student Performance Assessments
 - Formative and Summative Assessments
 - Best Practice Instructional Models
 - Designing and Using Rubrics with students
 - Alignment with State and 21st Century Standards

Summer Professional Development

- Course of Study aligned to State Standards
- Cross-Curriculum and Vertical Alignment within content areas
- Analysis of pedagogy with college and career-readiness standard
- College and career-readiness exploration

21st Century Learning Focus

Using 1:1 meetings with members of the leadership team and job-embedded teacher professional development, educators deepen knowledge and skills gained in the previous year and the summer professional development. Teachers will unpack the state content standards and align them with best practice instructional strategies (brain-based learning, vocabulary acquisition skills and writing across the curriculum). Workshops are held anytime anywhere, through the use of digital technology, to enhance content and pedagogy

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Implementing Personalization

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- Students are active designers and participants in their learning experience

Activities and Timeline

Liberty Leadership will implement a multi-faceted technical assistance approach across the three years of the School Improvement Grant.

Description of Work	S E P T	O C T	N O V	D E C	J A N	F E B	M A R	A P R	M A Y	J U N	J U L	A U G
Year One (September 2014 – August 2015)												
Conduct teachers training to help induct new staff members to the focus: <ul style="list-style-type: none"> ▪ Research-based instructional strategies ▪ Blended Learning adaptive assessments ▪ Literacy across the content ▪ Brain-based research ▪ Instructional design for 21st Century learning 												
Conduct baseline adaptive assessments with all students												
Assess effectiveness of plans for safety, security, discipline and attendance.												
Identify a local community engagement partner; develop a working partnership												

Description of Work	S E P T	O C T	N O V	D E C	J A N	F E B	M A R	A P R	M A Y	J U N	J U L	A U G
Make a formal academic progress report to the local community												
Collect student, teacher, school adaptive assessment data												
Implement an authentic community engagement plan to help the community learn about and engage with the new SIG initiative												
<p>Using targeted digital 1:1 coaching time for principals and teacher leaders. Conduct leadership and teacher professional development deepening Blended Learning implementation. Professional development focuses in the following areas:</p> <p>Implementing Personalization</p> <ul style="list-style-type: none"> ▪ Practices that promote Blended Learning personalization of instruction to meet individual student needs ▪ Personalized Adaptive Learning Student Growth Plans <p>Weekly Short-Cycle Assessments</p> <ul style="list-style-type: none"> ▪ Exploring Diagnostic and Short-Cycle Adaptive Assessments 												
Administer quarterly/formative assessment												

Description of Work	S E P T	O C T	N O V	D E C	J A N	F E B	M A R	A P R	M A Y	J U N	J U L	A U G
<ul style="list-style-type: none"> ▪ Conduct progress checks with all students in need of intervention and acceleration ▪ Create blended learning targets for accelerating academic performance through implementing formative classroom assessments 												
<ul style="list-style-type: none"> ▪ Distributive leadership to create a level of inclusion and ownership of the local school's priorities ▪ Engage the Leadership Team 												
<p>Conduct second mini-summer professional development to continue the induction process for new staff, focusing on:</p> <ul style="list-style-type: none"> ▪ Introduction to the Rigor and Relevance Framework ▪ Backwards Design ▪ Literacy Across the Content Areas ▪ Engaging Lesson Design ▪ 21st Century 1:1 a Digital Skills ▪ Lesson Delivery for coherence and student growth 												
<p>Conduct Leadership Team meetings, making recommendations for action/decisions</p>												
<p>Identify specific university and/or business partners with content expertise in the focus areas for each grade level; build work plans with each partner</p>												

Description of Work	S E P T	O C T	N O V	D E C	J A N	F E B	M A R	A P R	M A Y	J U N	J U L	A U G
<ul style="list-style-type: none"> ▪ Work in cross-curricular teams to unpack state content standards and explore implications for the focus area of each grade level ▪ Collaborate with staff and community partners to develop coherent, three-year learning plan reflecting the focus of each grade level 												
Administer student, teacher and leadership progress check surveys												
Conduct the annual progress check assessment												
Hold Student-led parent/family-teacher conferences												

Description of Work	S E P T	O C T	N O V	D E C	J A N	F E B	M A R	A P R	M A Y	J U N	J U L	A U G
<p>Conduct Leadership Retreat: Growing and Supporting Effective Teams, including:</p> <ul style="list-style-type: none"> ▪ Distributed leadership ▪ Effective meetings ▪ Active listening ▪ Progress monitoring ▪ Walkthroughs and teacher evaluation process ▪ Leadership in the school community ▪ Induction programs for new staff ▪ Culture of Continuous Blended Learning 												

Description of Work	S E P T	O C T	N O V	D E C	J A N	F E B	M A R	A P R	M A Y	J U N	J U L	A U G
<p>Teacher Summer Learning, focusing on:</p> <ul style="list-style-type: none"> ▪ Unpacking State Content Standards ▪ Blended Learning Formative and Summative Assessments (including Performance-Based, Smarter Balanced Assessments, Alternative and Adaptive Assessments) ▪ The Rigor/Relevance Framework ▪ Developing units of study, assessments and lesson plans reflecting the MEAP learning indicators ▪ Developing units of study and lesson plans for all grade levels to reflect the Rigor/Relevance Framework through the implementation of Blended Learning educational technology tools ▪ Involve community partners (side-by-side with teachers) in the design of rigorous, relevant units of study and lesson plans 												
Student Summer Learning Academy												

Description of Work	S E P T	O C T	N O V	D E C	J A N	F E B	M A R	A P R	M A Y	J U N	J U L	A U G
Year Two (September 2015 – August 2016)												
Monthly meetings with leadership teams												
Conduct baseline assessments with all who have not scored proficient on the MEAP												
Make a formal Progress report to the local community												
Assess effectiveness of plans for safety, security, discipline and attendance.												

Description of Work	S E P T	O C T	N O V	D E C	J A N	F E B	M A R	A P R	M A Y	J U N	J U L	A U G
<p>Using targeted 1:1 coaching time for principals and teachers. Professional development focuses in the following areas:</p> <ul style="list-style-type: none"> ▪ 21st Century Blended Learning Skills ▪ MEAP readiness skills <p>Classroom Practice/Learning Conditions</p> <ul style="list-style-type: none"> ▪ Using adaptive assessment data to drive instructional design ▪ Examining student's blended learning work ▪ Research-based instructional models for implementing technology in learning ▪ Reviewing student performance data and adjusting instruction in real-time <p>Walk-throughs and Classroom Observation as Professional Learning Tools</p> <p>Accessing and Using an Online Learning Community</p>												
Student-led parent/family-teacher conferences												
Academically target students in need of intervention and acceleration												
Collect student, teacher, school data												

Description of Work	S E P T	O C T	N O V	D E C	J A N	F E B	M A R	A P R	M A Y	J U N	J U L	A U G
Revisit effectiveness of new operational structures and policies for the innovative schools; adjust, as needed												
Administer quarterly/formative assessment												
Revisit strategic plans and milestones include all leader, and community members												
Revisit progress and working plans with local community engagement and partnership organizations												
Administer student, teacher and leadership surveys												
Conduct annual progress check of organization												
Develop student and teacher schedules for summer engagement												
<p>Leadership Development Focused on Application of Real-World Instruction</p> <ul style="list-style-type: none"> ▪ Adaptive Leadership knowledge and skills ▪ 21st Century technology literacy skills ▪ College and career readiness ▪ Student performance data ▪ Effective business and community partnerships ▪ Effective school operation and organization 												

Description of Work	S E P T	O C T	N O V	D E C	J A N	F E B	M A R	A P R	M A Y	J U N	J U L	A U G
<p>Conduct Teacher Summer Professional Development with continued focus on Instructional Design for Rigor and Relevance:</p> <ul style="list-style-type: none"> ▪ Rigor and Relevance Framework ▪ Knowledge Taxonomy and the Application Model ▪ Rubrics ▪ Differentiation ▪ Assess effectiveness of units of study and lesson plans designed in 2014-15; adjust, as needed ▪ Develop units of study and lesson plans that reflect the Rigor/Relevance Framework for Blended Learning 												
<p>Conduct the Student Summer Readiness</p>												
<p>Year Two Milestones</p> <ul style="list-style-type: none"> ▪ All students enrolled in personalized adaptive reading and math curriculum (Blended Learning) ▪ Increase on-time grade-level progression over baseline school year 2014-15 ▪ Increase attendance over baseline school over baseline school year 2014-15 ▪ Decrease Type A and B disciplinary offenses over 2014-15 ▪ Reduce the number of failing grades over baseline school year 2014-15 ▪ Implemented year two of the three-year teacher and leader professional development plans. ▪ Evidence of expanded family and community participation in the school 												

Description of Work	S E P T	O C T	N O V	D E C	J A N	F E B	M A R	A P R	M A Y	J U N	J U L	A U G
Year Three (September 2016 – August 2017)												
Monthly meetings of leadership teams												
Conduct baseline assessments with all students												
Make a progress report public to the local communities												
Assess effectiveness of plans for safety, security, discipline and attendance.												
<p>Conduct teacher professional development through extended time and guided agendas in common planning time. Reinforce and build upon knowledge and skills learned in the previous year and summer institute:</p> <ul style="list-style-type: none"> ▪ Analyze Student Work and Data ▪ Unit Design and Delivery ▪ Differentiation ▪ Student Performance Assessments ▪ Formative and Summative Assessments ▪ Alignment with State and 21st Century Standards <p>Learn how to use the latest online resources to further engage students in the learning process</p>												

Description of Work	S E P T	O C T	N O V	D E C	J A N	F E B	M A R	A P R	M A Y	J U N	J U L	A U G
<ul style="list-style-type: none"> ▪ Target students in need of intervention. ▪ Implement accelerated learning opportunities to meet needs identified through the formative and classroom assessments 												
Hold Student-Led parent/family-teacher conferences												
Collect student, teacher, school data												
Administer formative assessment												
Revisit effectiveness of operational structures and policies for the innovative schools; adjust, as needed												
Revisit strategic plans with leaders, teachers and community representatives												
Conduct Annual Assessment using Rubrics for Operational Effectiveness and Instructional Practice. Administer student, teacher and leadership surveys												
Hold Student-Led parent/family-teacher conferences												

Description of Work	S E P T	O C T	N O V	D E C	J A N	F E B	M A R	A P R	M A Y	J U N	J U L	A U G
Conduct Leadership Growth Retreat: Instructional Leadership Rigorous curriculum and instruction High payoff instructional practices Assessment for learning Performance gap analysis Curriculum Alignment Instructional monitoring Results-driven, adaptive assessments												
Conduct Teacher Summer Professional. Analysis of the MAEP academic achievement, Curriculum Alignment and Vertical Scope and Sequence Development within and across content areas Analysis of Content with business and community partners												
Conduct Student Summer Bridge												

Description of Work	S E P T	O C T	N O V	D E C	J A N	F E B	M A R	A P R	M A Y	J U N	J U L	A U G
<p>Year Three Milestones</p> <ul style="list-style-type: none"> All students enrolled in personalized adaptive reading and math curriculum (Blended Learning) Increase on-time grade-level progression over baseline school year 2014-15 Increase attendance over baseline school over baseline school year 2014-15 Decrease Type A and B disciplinary offenses over 2014-15 Reduce the number of failing grades over baseline school year 2014-15 Implemented year two of the three-year teacher and leader professional development plans. Evidence of expanded family and community participation in the school 												

9. Annual Goals

Determine the school's student academic achievement goals in reading and mathematics **for each of the next three years** as determined by the state's assessments (MEAP (9th Grade S.S. only / MME). For example, if the present proficiency rate in mathematics is 18%, what will it be at the end of year one of the grant, year two, and year three. Attachment I requires annual goals to be set for each leading/lagging indicator.

	Current Proficiency Rate 2014-15	Goal for 2015-2016	Goal for 2016-2017	Goal for 2017-2018
Reading	8%	23%	38%	53%
Mathematics	0%	15%	30%	45%
Writing	4%	19%	34%	49%
Social Studies	1% (MEAP)	16%	31%	46%
Science	N/A	Baseline	Baseline +15%	Baseline + 30%

10. Stakeholder Involvement

Describe the LEA's process for identifying and involving stakeholders in the selection of the intervention model and the preparation of the application.

Maximum length 1 page

The school uses multiple strategies to engage families. Teachers are in close communication in two-way communication to engage families in our transformation efforts. In order to engage families in our transformation efforts, we plan family nights. Student programs and presentations happen frequently throughout the school year, this is a time when we also engage families with our reform efforts. We engage parents when we host curriculum night, Social Studies night, Literacy night, monthly student of the month breakfast, as well as parents meetings scheduled by our Parent Liaison. Students and their families are encouraged to come to after school events by awarding them with incentives on student achievement and parent involvement. We have reached over 75% percent of parental participation in our school wide events. We have monthly newsletter that are distributed school-wide to all stakeholders. We use School Reach program to make phone calls to parents to inform them of upcoming meetings pertaining to our reform efforts. Our Parent Liaison conducts scheduled home visits with those parents unable to our school reform meetings.

May 2014, Parents and community stakeholders were involved in the selection of the intervention model and the preparation of the SIG application of the school wide plan through their participation in monthly school improvement team meetings, and bi-weekly instructional leadership team meetings. In addition parents attended Title 1 meetings where the plan is evaluated. All parents have a role in the evaluation of the school wide plan through their participation in surveys administered during annual open house, parent teacher conferences, annual Title 1 meeting, parent work shop evaluations and the annual school improvement plan evaluation process.

Through School Reach phone system, radio announcements, neighborhood association meetings, flyers and personal networking, many community partners are engaged in our reform efforts. Some community partners include Big Brothers Big Sisters, Muskegon Lumberjacks, science club run by members of the community, retired teacher volunteers, foster grandparents, Kids Food Basket, partnership with our local area McDonalds, Muskegon Heights Alumni Association. Some examples of what our partners do for our school are Big Brothers Big Sisters visits our school to implement lunch buddies, Muskegon Lumberjacks helped encourage students to read, and Kids Food Basket provides sacked lunches for our kids to take home at the end of the day. Other ways of communicating with the community are through digital messaging devices, social networks, Remind 101, etc. Our student ambassadors serve as volunteers and direct contacts in the community.

11. Sustaining Reforms

Describe how the reforms from the selected intervention will be sustained in this school after the funding period ends.

Maximum length 1 page

Describe how the reforms from the selected intervention will be sustained in this school after the funding period ends.

Through the implementation of digital professional development, the cost of professional development will be reduced by 75% and become fully funded through the reallocation of Title I and Title II-A Federal funding, in order to measure real-time professional growth and student achievement. We plan to meet with our school district to review policy development for what we found has worked well for our school. We will introduce systemic best practices digital sharing and monitoring of academic progress. Title I and Title II-A Federal funds may be used to support our sustainability to hire coaches or help grantees tailor professional learning to the needs of individual educators. Our district may use Title II-A funds to help our staff create or participate in personalized digital learning opportunities for teachers that help move districts away from one-size-fits-all professional development. This may take the form of "blended" professional learning, webinars, simulations, online conferences, massive open online courses (MOOCs), or online communities of practice. The school district may also use Title I-A funds for similar purposes to benefit educators in school-wide or targeted assistance Title I programs. Our district may use Title II-A funds to support district programs that implement systems and supports for teachers and district leaders in the effective use of data to improve instruction and decision-making for school improvement efforts and accountability. Similarly, our district may use Title I-A funds to help educators in Title I schools manage and analyze student data in order to improve instruction and decision-making for school improvement efforts.

Muskegon Heights Public Schools Academy may use Title II-A funds to help educators better discover, use, and share content that is aligned with Common Core State Standards. This might include training for educators to find and adapt relevant Enhance Instruction for English Learners with Digital Resources. Our district may use Title III-A funds to improve instruction for English Learners by acquiring digital learning resources and software, including materials in languages other than English.

Our district may use Title III-A funds for online professional development activities, virtual communities of practice, and sharing of digital materials to support efforts to improve instruction for English Learners. Federal funds may be used by grantees to purchase devices for students to access digital learning materials and collaborate with peers and educators. Our district may use Title I-A funds to acquire devices (tablets, laptops, etc.) in addition to curriculum and professional development as part of a comprehensive plan in a Title I school-wide program school. This may include transitioning to school-wide blended learning or personalized learning models. Our district may use IDEA Part B funds to provide the specific assistive technology.

12. State Reform Plan

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

Section B.

Complete the attachment that describes the requirements and permissible activities for the chosen intervention. **Only select the model that aligns to the approved SRO Plan.**

Attachment A – Transformation

Attachment B – Turnaround

Attachment C – Restart

Attachment D – Closure

Section C.

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

Example:

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

Section D.

Baseline Data Requirements

The MDE is required to send this information to the United States Department of Education (USED) on a yearly basis.

USED Baseline Data Requirements

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

Metric	
Which intervention was selected (turnaround, restart, closure or transformation)	Transformation
Number of minutes in the school year	76,549.8 minutes
Dropout rate (Numeric %)	5%
Number of Disciplinary Incidents	334
Number of Students Involved in Disciplinary Incidents	39
Increased Learning Time	15 days
ILT – Longer School Year	YES
ILT – Longer School Day	YES
ILT – Before or After School	YES

ILT – Summer School	YES
ILT – Weekend School	YES (Year 2)
ILT - Other	N/A
Student attendance rate (Numeric %)	84%
Advanced Coursework	N/A
Dual Enrollment Classes	YES
Advanced Coursework and Dual Enrollment Classes	N/A
International Baccalaureate	N/A
Early college/college credit	YES
High School Graduation Rate	76.2%
College Enrollment Rates (Numeric %)	68%
Truants (Numeric)	24
Teacher Attendance Rate	93%
Highly Effective Teachers (Numeric %)	0%

Effective Teachers (Numeric %)	90%
Minimally Effective Teachers (Numeric %)	10%
Ineffective Teachers (Numeric %)	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.

Select only 1 Model

Attachment A--Transformation Model

The following items are required elements of the transformation model. Give a brief description after each requirement as to how each required element will be implemented.

1A. Replace the Principal

Muskegon Heights High School Academy was able to hire a turnaround specialist in Mrs. Carla Turner-Laws who meets all five turnaround competencies. Mrs. Turner-Laws galvanized staff around big ideas that broke organizational norms. Mrs. Turner-Laws acted quickly and in a fast cycle to impact the daily average attendance rate by increasing from 63% to 84% during her first month as Head of School. Her decision to immediately change the Advisory period from first hour/no credit to third hour/.5 credits was the catalyst for the increase in attendance. Mrs. Turner-Laws collected and analyzed achievement data weekly using an Instructional Learning Cycle to identify and focus on early wins and big payoffs so the teachers and students would take ownership of their academic achievement and the behavior/social success.

1B. The district will increase leadership capacity by providing on-going, focused, professional development for instructional coaches and building principals in the areas of Cognitive Coaching provided by The Institute for Excellence in Education, Leverage Leadership provided by the Muskegon Area Intermediate School District, Adaptive Schools, and a leadership academy. The Superintendent provides weekly professional development for school leadership during the weekly Head of School meeting. Instructional coaches and the building principal will participate in Train the Trainer professional development opportunities in order to provide weekly in-house professional development and support for teachers and support staff in the areas of student centered learning, 1:1 technology, small group instruction, differentiated instruction, learning targets, school-wide PBIS, and CHAMPS.

2. Include student data in teacher/leader evaluation

75% of each teacher's evaluation is based on student growth. Teachers are expected to provide quality instruction which will result in students reaching at least 1.5 years' growth in Reading and Mathematics based on the Scantron Performance Series test. Evaluations are designed with teacher/principal involvement. Three times a year, with feedback provided to the teacher, an administrator conducts formal classroom

observations. Classroom walk-throughs are frequent, and during the collaborative process, strengths and weaknesses are identified.

3. Evaluations that are designed with teacher/principal involvement

Formal evaluations, using Mosaica Education's evaluation template, are completed a minimum of three times a year with face to face feedback provided to the teacher within a week. The Principals complete all teacher evaluations. During the collaborative process, strengths and weaknesses are identified. Classroom walk-throughs are done on a daily basis where feedback is given in person and at grade level meetings. The Superintendent completes the principal's evaluations.

Classroom walk-throughs may be announced or unannounced and are completed weekly with face to face meetings, grade level meetings, or through emails. The classroom teacher may invite a colleague or coach to observe his /her classroom and the observer will provide constructive feedback with suggestions for an identified area within a week. As a part of the leader evaluation quarterly student achievement, behavior, and attendance data will be taken into account along with the culture and climate of the building. Ratings for the culture and climate of the building will be based on student, teacher, and parent surveys. At least 92% attendance rate is expected school wide. Parent surveys are required to be at 90% or higher. The parent liaisons will assist with attendance and parent satisfaction surveys.

4. Remove leaders/staff that have not increased achievement

Muskegon Heights High School Academy has processes to identify educators who have not positively contributed to increase student achievement. Muskegon Heights High School Academy offers multiple opportunities to those identified to improve professional practice. A plan is formed to support the teacher in their professional growth as an educator. If they are not reaching their goals, the teacher is put on a plan of assistance. The plan is visited frequently throughout the year with the teacher to evaluate progression of meeting goals. If the leader/staff is unable to improve they will not have their contract renewed for the following year.

5. Provide on-going job embedded staff development

The Head of School and building leaders have participated in multiple professional development opportunities to enhance student achievement and develop leadership skills. The Head of School participated in three opportunities that focused on four areas:

- **Achievement**: Common Core, teacher evaluations, principal and counselor connections, achievement gap, data-driven decision-making
- **Culture and Equity**: school culture & climate, personalization, learning styles, support systems, enlisting parents, student voice
- **Leadership**: collaborative leadership, mentoring and coaching, *Breaking Ranks*, innovation, enhancing teacher leadership
- **Technology**: social media, classroom technology, transition training, 3.0 schools, staying connected

- The Leverage Leadership professional development provided strategies to help school leaders succeed by managing their time effectively: what they do, and how and when they do it. The outcomes of Leverage Leadership included - leaders having the tools and systems to drive as much teacher development in a year that most schools do in 20; leaders being able to build the habits of mind and heart that can shape a strong school culture.
- The Carnegie Learning 2014 Blended Learning Summit to learn how leverage technology can help all students reach that full potential and plan next steps towards developing a culture to support a digital learning environment.
- Cognitive Coaching
A cognitive coach helps another person “to develop expertise in planning, reflecting, problem-solving, and decision-making. It is a reciprocal learning process between both individuals. A good cognitive coach must be able to work effectively with different personality types, different learning styles, different philosophies, and different stages of a teacher’s development.
- CHAMPS- class-wide positive behavior support. Over the course of the 2013-2014 school year, during staff development sessions, teachers learned how to:
 - Establish a vision for their classrooms
 - Organize classrooms for student success
 - Prepare for the first month of school
 - Specify classroom behavioral expectations
 - Motivate even the most uncooperative students
 - Monitor and revise classroom behavioral plans
 - Correct specific misbehaviors

MHSA has implemented multiple professional development programs to build the leadership capacity necessary to increase student achievement.

Comprehensive Needs Assessment Process: The purpose of the Needs Assessment is to bring administrators and teachers together as a team to identify the strengths and weaknesses of the school and make decisions on how to bring about needed improvements in the classroom and in the school as a whole. The needs assessment is not an evaluation, but rather is designed to guide a school’s staff through a journey of self-renewal. Information is gathered through a series of classroom observations,

interviews, and surveys and compiled into a comprehensive report. This report will be shared with the principal, who will review the data and comment on its accuracy. Modifications will be made as necessary. The school will use the data from the reports to develop suggestions for improvement.

6. Implement financial incentives or career growth or flexible work conditions.

Muskegon Heights High School Academy has developed an improved work environment and other incentives with an emphasis on attaining and retaining appropriately skilled staff. Implementing such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible conditions that are designed to recruit, place, and retain staff with skills necessary to meet the needs of the students in the transformational model. Teachers are expected to reach 1.5 years growth in math and reading according to Ed Performance, as well as a 5% increase on MEAP and MME scores. School staff members are provided additional professional development opportunities to enrich their teaching strategies. Merit pay is also provided for those staff members who meet their 1.5 years growth with up to \$2,000 per year. An additional \$500 will be awarded to the teacher of the year. Staff members will have opportunities to attend college courses to continue life-long learning. Teachers who are meeting their benchmark will also be recognized at board meetings and offered other leadership opportunities.

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.

Our school has weekly data dialog meetings, Instructional Learning Cycles (ILCs) and professional learning communities to regularly monitor our progress academically throughout the year. Teachers were trained on Thinking Maps to assist with organization for the writing curriculum. Each teacher has been trained to analyze our school data to facilitate their instruction (Ed Performance, MEAP, etc.). MHSA uses multiple data sources to improve instruction and achievement. Prior to taking the MEAP test, teachers worked to isolate HSCEs that would be tested. Teachers used weekly assessments to decipher what objectives needed to be taught and retaught. Every week teachers have a focus strand in each subject to have the students to master. At the end of each week assessments are given in all subject areas to identify which students have mastered the grade level content that was taught throughout the week. Teachers use Instructional Learning Cycle (ILC) documents to review which students are making progress from week to week and which students need additional support. The students are divided into categories 1.) Advanced 2.) Proficient 3.) Partially Proficient 4.) Not Proficient. The teacher can then decide who needs to be retaught, what the classroom as a whole might struggle with, and which students have mastered the skills. Teachers have on-going Data Dialogue meetings within grade level and across the grades to converse about successes and struggles and to inform daily instruction.

Muskegon Heights High School Academy

In the 2012-13 school year, Muskegon Heights High School Academy (MHSA) was able to hire a turnaround principal to focus on changing the high school culture to one of college and career-readiness. Beginning in the fall of 2014, Muskegon Heights High School Academy School's school improvement team worked together to complete an extensive Comprehensive Needs Assessment. The team compiled data in the areas of student achievement data, AYP data, teacher/parent data, and student demographic data. A summary of each type of data is included in this document.

Student Achievement Data

Performance Series Quarterly assessment data for 2013-2014 Quarter 1 to Quarter 3 indicates academic growth for the following grade levels:

9 th Grade Reading	97%
9 th Grade Math	111%
10 th Grade Reading	198%
10 th Grade Math	222%
11 th Grade Reading	171%
11 th Grade Math	159%
12 th Grade Reading	73%
12 th Grade Math	107%

The MiDashBoard Michigan Department of Education 2013-2014 academic growth indicators showed a MHSA ACT composite of 13.5 vs. the State Average of 19.5; and the MME data from 2012 to 2013 indicates that all student subgroups perform 20% below peer groups in both reading and math. Our student proficiency falls below the state average AYP targets.

Listed are some of the causes for the gap in reading and math.

- Inconsistent use of reading strategies
- Lack of student prior knowledge of content and rigorous instruction
- Lack of accessibility of technology for teachers and students
- High staff turnover in our Math department
- Lack of Parental involvement
- Not required for Graduation

All students will increase their proficiency on the composite ACT and MME (in reading and math) 10% by spring 2014.

Attendance

The daily average attendance rate increased from 63% to 84%.

Graduation Rate

Our 2013-2014 graduation rate was at 76.2% vs the State average of 77%

Our average daily attendance rate will increase from 84% to 90% by the spring of 2014, in addition to a graduation rate increase from 51.5% to 62%.

Teacher/Parent Data

The percentage of parents attending conferences has increased by 65% from the 2012-2013 school year. We have quarterly Parent meetings and a Parent University led by our Parent Liaison; on average 40% of our parents are regular attendees.

Student Demographic Data

Based on our current enrollment data there are 249 students that attended Muskegon Heights High School Academy. 100% of the students receive Free/Reduced Lunch. The fall enrollment has decreased from 267 students in 2012-2013 to 254 students in 2013-2014. 96% of our population is African American and 4% is Caucasian.

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

Creating an actual culture of data-based decision making for Muskegon Heights High School Academy means utilizing current data to: develop a clear understanding of the performance levels of each and every student and make decisions about curriculum, instruction, and assessments. Promoting the continuous use of students data (such as formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students occurs on weekly basis. Using data structure, Muskegon Heights High School Academy can accurately validate areas of strengths and needs, identify priority issues, and effectively make adjustments in order to meet the needs of the students. Administrators and teachers can learn the knowledge and skill to collect and analyze data, turn it into meaningful information, and then change the school process that will positively impact student achievement. Using a data-driven decision making as a model and teachable moments for staff development relative to the use of data (customized leadership development coaching plans). This includes a thorough analysis process and interpretation to all stakeholders. Not only do teachers receive information on the curriculum they are teaching, they also receive professional developments on how the brain functions, best practices for PBIS and analyze student behavior, inquiry based learning, analysis of student performance data, technology in the classrooms and observations of other schools using a Transformation Redesign Plan.

Through close analysis of data, teachers will identify the students who need interventions with content coaches.

9. Provide increased learning time

a. Extended learning time for all students in the core areas

In the 2013-2014 school year, an additional 15 school days were added. MHPSA is pursuing a grant from the MDE to implement a year round school year. The year round calendar will provide 200 instructional days per year spread throughout 12 months to ensure that loss of learning does not take place. According to data, students in a longer school day, with a longer school year will help close the achievement gap. By having both of these in place, we are closing our achievement gap. By providing rigorous instruction during the school day; we are allowing the students more practice with concepts they have yet to master.

b. Instruction in other subjects and enrichment activities that contribute to a well-rounded education

MHSA will implement the SPOKES (Smart Perspective on Kids Enrichment Self-help) initiative Fall 2014. Every Friday the 9th – 12th grade students will engage in activities related to college and career areas of interest. Community partners and consultants from M.A.D.E. (Making A Difference Everyday) Training & Consulting, Inc. will create these opportunities.

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

MHSA has implemented multiple professional development programs to build the leadership capacity necessary to increase student achievement. Our school has weekly data dialog meetings, Instructional Learning Cycles (ILCs) and professional learning communities to regularly monitor our progress academically throughout the year. Throughout multiple professional development opportunities, staff meetings, and professional learning communities, teachers develop skills on how to best analyze the achievement data of their students.

10. Provide ongoing mechanisms for family and community engagement

The school uses multiple strategies to engage families. Teachers are in close communication in an on-going basis to update families on student progress. Family nights are planned for students and families to be engaged in learning. Student programs and presentations happen frequently throughout the school year. Some programs might include MEAP night, Social Studies night and Literacy night, monthly student of the month breakfast, as well as parents meetings scheduled by our Parent Liaison. Students and their families are encouraged to come to after school events by awarding them with incentives on student achievement and parent involvement. Parents are exposed to data through Personal Student Achievement Plans. PSAPs are addressed at conferences

throughout the year. Within each PSAP, academic goals are created by the teacher, parent and student. Differentiation is based on the achievement data outlined in each PSAP.

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

By focusing on effective instructional strategies and practices, design safe, secure, and caring learning environments that enhance relationships and personalized instruction for all students, such as supportive transitional programs and community partnerships. Such structures facilitate staff collaboration, connect students with caring adults, and nurture learning environments. Programs, structures, and the physical environment reflect a concern for and reinforce relationships, address student needs, and offer a safe, secure, and nurturing and engaging environment for learning. Instructional goals determine organizational issues and structures are adapted to support the learning needs of all students, to forge staff collaboration, and to provide a personalized environment that supports relationships and encourage achievement. Time, use of space, “environmental,” physical plant, and resources are aligned with student learning and engagement goals.

The implementations of the professional development, time, staffing and academic calendars are monitored by the administrative staff. Our administrative staff conducts walkthroughs and observations in the classrooms. Feedback is given regularly. Teachers are expected to use insight from professional development to aid in their instruction. The Principal will also identify weaknesses within his staff to provide professional developments to individual teachers. One of the on-going professional developments provided is the analysis of data throughout the school year. The district recruits highly qualified teachers through teacher job fairs and through online screening of applications. Teachers are assigned to schools based on the qualifications necessary to increase student achievement inside the classroom. Teachers are placed into positions depending on what is necessary for success of the students. The Principal has recruited staff members who demonstrate qualities of raising student achievement and the ability to work in a turnaround school. New teachers are recruited based on their commitment to school turnaround. Teacher retention opportunities also include participation as a mentor teacher and teacher leadership incentives with opportunities for advancement. Teachers also will be given opportunities to be key stakeholders in the school.

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

There has been a writing team developed that consists of teachers from Edgewood, along with a writing consultant contracted through the MAISD, that has restructured our writing curriculum to help support student achievement. Teachers have been trained throughout the year on the MAISA units of writing with on-going progress monitoring to track the growth of each individual student. The district will provide additional professional developments during pre-service, after school and on weekends to ensure that teachers are using their best practices and highly effective teaching strategies. On-going training from the MAISD with Instructional Learning Cycles (ILC), Thinking Maps, and the writing curriculum will aid in highly effective teaching in the classroom.

The following items are permissible elements of the transformation model. Provide a brief description after each element that the school plans to implement under the proposed reform plan.

1. Provide additional funding to attract and retain staff.

Muskegon Heights High School Academy plans to provide additional funding to attract and retain staff. Starting salary for new teachers will be at or above the local school districts. All staff who are rated "effective" or "highly effective" on the evaluation tool on their final evaluation for the school year will receive a professional development allocation of \$500 to be used during the following school year. Merit pay of up to \$2,000 annually will also be provided for teachers who have met the 15 years' growth on Scantron Performance Series and non-core salary staff merit will be based on. The school's growth. The central office will use incentive plans in order to retain teachers who demonstrate the ability to close the achievement gap. Some of the incentives offered include merit pay, meaningful learning resources, mentor/mentee programs, and competitive salaries. Merit pay will be tiered with several attainable goals for each teacher to meet throughout the year. Merit pay will not be an "all or nothing" payment. Options for partnerships with universities will be made for graduate school tuition reimbursement of at least 50%.

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

The implementation of professional development is monitored by the administrative staff during walkthroughs and observations in the classrooms. Feedback is given regularly on an individual basis during formal and informal observation evaluation discussions. Teachers will be supported in their efforts to utilize instructional practices that result

from professional learning activities, by having individual conferences with the school's Curriculum Implementation Specialist and/or instructional coaches. Teachers will examine data from MME, Performance Series, and a combination of classroom formative and summative assessments to determine the impact of the student centered learning strategies which have been implemented into classroom instruction.

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

The Muskegon Heights High School principal will exercise right of refusal to deny a teacher the ability to move into Muskegon Heights High School if their capacity does not align with Muskegon Heights High School's direction and programming needs.

4. Conduct reviews to ensure that the curriculum is implemented with fidelity and is impacting student achievement.

ILCs show which grade level content strands are being mastered. PLCs are used to share resources and review data. Observations and feedback is given to enhance teaching in the classroom.

5. Implement a school wide Multi-Tiered System of Supports model.

The student centered learning approach would utilize core curriculum coaches, and advisory teachers within a three tier structure. Each student will take the Performance Series test at the beginning of the year, which will be used to set goals. Based on these results, students will be set on individual performance paths. On these paths, students will not be advanced until they have demonstrated mastery of the current target. The baseline results will be used to create intervention groups with similar needs. Tier I students receive small group instruction by general education teachers within the classroom. Tier II students receive more intensive intervention within small group settings. Tier III supports students with IEPs or 504 Plans and will be monitored by the Special Education Department.

6. Provide professional development to teachers/principals on strategies to support students in least restrictive environment and English Language Learners.

On-going professional developments educate staff members on how to best serve students in least restricted environments to include: Supportive Climate and Culture, Brain-Based Research and Growing and Supporting Effective Teams.

7. Use and integrate technology-based interventions.

MHSA will use the following technology-based interventions:

- READ 180
- Carnegie Math
- Core Learning Adaptive Learning Software for the D.L.S. Café

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

Our school will provide a Multi-Tier Support System classroom in each grade level. MHSA students will also participate in rigorous programs through our differentiated learning café and our thematic academies.

9. Provide summer transition programs or freshman academies.

Beginning Summer 2014, MHSA will implement transition programs for incoming freshman students.

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

Muskegon Heights High School Academy will increase our graduation rate through:

- offering E2020 Credit Recovery courses during the summer school program
- implementing Thematic Academies
- Freshman Academies

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

The primary role of the High School Graduation Coach will be to ensure that every student has a Personalized Student Achievement Plan that will successfully lead to graduating on time from MHSA. The Graduation Coach will remain in constant communication with the ILT to identify students who may be at risk of failure.

12. Partner with parents and other organizations to create safe school environments that meet students' social, emotional, and health needs. According to Albert Ellis' ABCDE Model of Emotional Disturbance, students' behavior is based on a belief system developed towards what they experience. It is a well-known fact that students spend approximately sixteen (16) hours outside of the school building

versus the 6-8 hours spent inside during a five-day period. Behavior specialists concur that 70% of behavioral issues arising from students evince from their environment (i.e., from what they see, hear, experience, feel, smell and taste on a daily basis). As a result, the culture and climate of the school environment is greatly influenced by what takes place outside of its infrastructure. Examples of such include: gang activity, violence, bullying, pop culture, diet, communication, compliance to reasonable directives, rationale, perception, etc.). We recognize that thinking distortions that lead to behavioral issues and subsequent low academic performance cannot be directly challenged by normal everyday curriculum implementation. Therefore, we must provide the students with a curriculum-base core behavior support and intervention.

Students must be empowered with tools and skills that will help them identify and properly manage their emotions, belief system, behavior and healthy lifestyles. Students must learn how to use these skills to become stewards in their schools' community while contributing positively to their social environment "the other 16 hours of the day." To accomplish this, we are currently partnered with The 180 Program.

The 180 Program is an intense curriculum-based behavior modification program and comprehensive professional development system. It is designed to provide schools (currently in five (5) school districts throughout the State of Michigan) with proven strategies to correct student behavior, improve classroom management, and support education professionals in developing the academic environment necessary to accelerate student overall growth. It is housed in the school and functions under the push-in, pullout and small groups methodology. It is our belief that this program is most effective and we hope to expand these the services therein."

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

The Muskegon Heights High School Academy will restructure the school day by implementing a differentiated learning café, launching The WHEELS and SPOKES thematic academies and launching an after-school program.

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

The Muskegon Heights High School Academy staff is committed to creating a positive learning environment for students and staff in order to enhance the learning outcomes of our students. Our teachers are committed to improving the culture and climate of the school through the implementation of a school wide Positive Behavioral Interventions and Supports (PBIS) system. Teachers are committed to furthering their professional development on PBIS programs, such as CHAMPS in order to improve classroom management, and school climate as a whole.

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

N/A

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

N/A

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

N/A

Attachment B—Turnaround Model

The following items are required elements of the turnaround model. Give a brief description after each requirement as to how it will be implemented.

1. Replace the principal.
2. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet student needs.
3. Screen all existing staff and rehire no more than 50 percent.
4. Select new staff.
5. Implement strategies such as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions.

6. Provide staff ongoing, high-quality, job embedded Professional Development aligned with instructional program and designed with school staff.
7. Adopt a new governance structure. (May include turnaround office/turnaround leader who reports to the Superintendent or Chief Academic Officer.)
8. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as with State academic standards.
9. Promote continuous use of student data to inform and differentiate instruction to meet student needs.
10. Establish schedules and implement strategies that provide increased learning time.
11. Provide appropriate social-emotional and community-oriented services and supports for students.

The following items are permissible elements of the turnaround model. Provide a brief description after each element that the school plans to implement under the proposed reform plan.

1. Any of the required and permissible activities under the transformation model.
2. A new school model (themed, dual language academy, etc.).

Attachment C—Restart Model

The following items are required elements of the Restart model. Give a brief description after each requirement as to how it will be implemented.

1. A restart model is one in which an LEA converts a school or closes and reopens a school under a charter school operator, charter management organization (CMO), or an education management organization that has been selected through a rigorous review process.
2. A restart model must enroll, within the grades it serves, any former student who wishes to attend the school.

Attachment D—School Closure

The following items are required elements of the School Closure model. Give brief description after each requirement as to how it will be implemented.

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



Instructional Learning Cycle

School Name:
Grade Level/Content Area:

Head of School:
Date:

Content or Grade Level Team Meeting 1:

Identify and Align *aligning measureable objective to standards, assessment and strategy*

Identify CCSS or state focus standard(s)/performance indicator which will be the target of this ILC

Student Level Learning targets/Skills to be taught

Identify the Measureable Objective for this ILC

Identify an Instructional Strategy for this ILC

Describe how this instructional strategy is connected to your Reform and Redesign Plan and your building level school improvement plan:

Plan the common formative assessment that will be used during this cycle

Determine the score to be considered proficient on the chosen common formative assessment

Determine pre- instruction common formative assessment window

Team Members:

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Instructional Learning Cycle

School Name:
Grade Level/Content Area:

Head of School:
Date:

Content or Grade Level Team Meeting #2:
Analyze Pre-Instruction Assessment Results, Predict & Plan *discussing data and planning for instruction*

Pre- Instruction Common formative assessment scores (percent in each category)

Description of group (Use sheets attached to list individual students by category of proficiency)	Individual classroom results	Individual classroom results	Individual classroom results	Combined classroom results	Predict Post-Instruction assessment results
Students at or above proficient 95-100%					
Students Proficient 80-84%					
Students Partially Proficient - 70-79%					
Students Not Proficient - Below 79%					

What patterns emerged from our pre-instruction data?

Plan for instruction

How will we plan for instruction based on the student data?

How will the chosen instructional strategy be implemented?

How will we plan differently for students who are already proficient, close to proficient and far from proficient?

Refer to ILC Template # 1 Classroom Results

What data will be collected on implementation and how will this data be collected? (Adult actions)

Plan for post-instruction common formative assessment

Set post-instruction assessment window

Set date for meeting #3

Team Members:



Instructional Learning Cycle

School Name:
Grade Level/Content Area:

Head of School:
Date:

Weekly Instruction / Assessment Cycle

Teacher:

Data Wall

Students Partially Proficient

Students Not Proficient

Plan for adjusting classroom instructional strategy to support students

Plan for additional support (Timeline / Resources / Staff Responsible)

Team Members:



Instructional Learning Cycle

School Name:
Grade Level/Content Area:

Head of School:
Date:

Weekly Instructional Learning Cycle

Week Ending:	Focus Standard/Performance Indicator	Student Level Learning Target/Focus Skill/Performance Indicator to be Retaught
Nov. 18		
Nov. 25		
Dec. 2		
Dec. 9		

Team Members:

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Instructional Learning Cycle

School Name:
Grade Level/Content Area:

Head of School:
Date:

Weekly Common Assessment Tracker

Teacher:

Week Ending: _____

Focus Standard/Performance Indicator: _____

Question/Task	Learning Target/Indicator	Percent Correct
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

Did 100% of students master a minimum of 80% of the questions/tasks? ___ Yes ___ no

If less than 80% master, plan to adjust instruction, re-teach and reassess:

Support provided for students who did not achieve 80% master:

Team Members:

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Instructional Learning Cycle

School Name:
Grade Level/Content Area:

Head of School:
Date:

Content or Grade Level Team Meeting Meeting #3: Analyze, Reflect & Respond

reflecting and responding to results

Analyze implementation Data

(Did we do what we said we would do?)

Discuss the data collected on adult implementation of the strategy

How successful was our implementation?

What factors might have influenced the implementation?

What other data might we need to collect on adult implementation of this strategy?

Post-instruction common formative assessment scores (percent proficient in each category)

Description of group	Individual classroom results	Individual classroom results	Individual classroom results	Combined classroom results	Change in proficiency
Students at or above proficient 95-100%					
Students Proficient 80-84%					
Students Partially Proficient - 70-79%					
Students Not Proficient - Below 79%					

Reflect and respond to results

What conclusions can we draw about student learning?

Why did we get these results?

How well did the standard and strategy and assessment align to increase student learning?

Compare the student results using the individual teacher's ILC Templates #1 and # 2 Classroom Results . What do we notice about the student distribution?

From this reflection, how do we build on what we have done? How might we strengthen the next ILC?

Team Members:

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INSTRUCTIONAL STAFF PERFORMANCE EVALUATION

Name: _____

Position: Teacher Instructional Aide Special: _____

Type of Evaluation: Mid Year Annual Promotion Other:

Assignment: _____

School Year: _____ Date of Conference (MM/DD/YY): ____/____/____

Explanation of Rating Scale:

Exceeds Standard: Employee stands out prominently above others *at the same level*, exceeds skill standards, makes valuable contributions to the school in terms of work produced on a regular basis, upholds the culture and mission of the school. Employee consistently demonstrates high levels of skill and proficiency in meeting criteria, performed assigned job functions in order to achieve results far beyond those expected for the job.

Meets Standard: Employee consistently met and may occasionally have exceeded requirements. Levels of quality, quantity, job knowledge and overall performance consistently met expectations to perform the job.

Below Standard: Did not fully meet job requirements and performance was not consistent; improvement is necessary. Employee needs coaching and training to meet full competence. Employee is well below minimum job requirements. Employee displayed marginal or unacceptable performance. A corrective action plan is in process. Unless there is significant improvement, the employee will be removed from the position.

Major Duty Outline: _____

RATING SCALE (Mark One) _____

I. KNOWLEDGE OF SUBJECT MATTER:	Exceeds Standard	Meets Standard	Below Standard	N/A
a. In the fields of special competence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Across-the-curriculum subjects	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Paragon Curriculum	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments: _____

II. INSTRUCTIONAL SKILLS:	Exceeds Standard	Meets Standard	Below Standard	N/A
a. Offers content and instruction that ensures Student achievement of school's academic standard	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Supports and fully participates in a school culture that focuses on student and adult learning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Demonstrates strong lesson planning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Demonstrates strong lesson presentation skills	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Uses appropriate correction procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Monitors students independent work in class	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Uses technology effectively for instruction, record keeping, communication	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Effectively implements assessments in planning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Effectively implements progress reports	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Effectively implements report cards	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Appropriately assigns homework	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Instruction considers the Multiple Intelligences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Prepares materials and resources in advance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. Demonstrates sensitivity to different learning styles	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o. Instruction is relevant to every day life	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p. Record-keeping	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q. Open to communication with parents	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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INSTRUCTIONAL STAFF EVALUATION

Name: _____

V. PARENT SATISFACTION:	Exceeds Standard	Meets Standard	Below Standard	N/A
a. Results from parent surveys and other indicators reflect satisfaction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
b. Individual faculty member contributes to measurable impact on enrollment (i.e. increased enrollment is linked to parent satisfaction, word of mouth and independent marketing; conversely student attrition is caused by parent dissatisfaction, negative word of mouth)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments: _____

VI. CLASSROOM/BEHAVIOR MANAGEMENT:	Exceeds Standard	Meets Standard	Below Standard	N/A
a. Results from parent and student surveys and other indicators reflect satisfaction with implementation of effective behavior management plan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Demonstrates the effective use of time	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Demonstrates smooth transitions between activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Effective room arrangement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Clear expectation for student conduct	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Greater frequency of praising students to correcting them	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Effective, appropriate use of reward systems	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Students demonstrate focus and appropriate conduct in the classroom, halls, restrooms, play areas and other non-classroom environments	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Individual student behavior management plans are implemented correctly	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Proper referrals to the CAO's office	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Fairness and consistency in recognizing negative behavior and imposing consequences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments: _____

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INSTRUCTIONAL STAFF EVALUATION

Name: _____

VII. PROFESSIONALISM:	Exceeds Standard	Meets Standard	Below Standard	N/A
a. Shares a commitment to the success of the mission, goals, and objectives of the school	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Sets high expectations and standards for the achievement of own personal performance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Supports continuous learning for adults tied into student learning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Conduct one's self according to professional, ethical principles	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Share responsibility for professional, cooperative staff relations and for out-of class activities important to operation of school	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Identifies and participates in professional development opportunities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Attendance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Punctuality	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Dress	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Gets along well with others	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Contributes to a collegial work culture	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Participates in team planning meetings	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Models appropriate behavior for peers and subordinate staff	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. Knowledge of the school and its context	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o. Participates in informal professional development discussions; shares expertise with colleagues	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p. Faithfully, willingly, diligently, and effectively implements the policies and procedures of the school	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q. Demonstrates strong work-ethic and positive attitude	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
r. Meets other basic organizational expectations including assigned duties i.e. lunch monitoring	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
s. Works independently with minimum supervision and guidance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments: _____

VIII. SERVICE TO THE SCHOOL:	Exceeds Standard	Meets Standard	Below Standard	N/A
a. Committee work	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Attendance at meetings	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Service at school events	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments: _____

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INSTRUCTIONAL STAFF EVALUATION

Name: _____

IX. OVERALL EVALUATION:

Exceeds Standards

Meets Standards

Below Standards

Comments: _____

X. STATUS OF BONUS (if Annual Evaluation) Applicable Not Applicable

Complete if Applicable

- > Reading Scores (25%) _____
- > Mathematics Scores (25%) _____
- > Parent Survey (25%) _____
- > Paragon Portfolio (25%) _____
- > Summary Comments _____

Prepared by: _____

(Administrator's Signature) _____/_____/_____
(Date)

Instructional Staff Acknowledgement:

I have read the above observation and have the following comments *(Use additional pages as necessary)*:

- I am in general agreement with this evaluation
- I am in general agreement with this evaluation. Exceptions are noted and attached
- I am not in general agreement with this evaluation. Exceptions are noted and attached.

(Instructional Staff Member's Signature) _____/_____/_____
(Date)

The instructional staff member may add additional material to this document within 7 days of receipt. Signature indicates only that the instructional staff member has read the document. Evaluator Comments are required for an indicator of "Exceeds Standard" or "Below Standard. Copies of the completed evaluation will be provided to the staff member being evaluated, the CAO and personnel file.

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School Based Staff Performance Evaluation

Employee: _____ Date of Review: ____/____/____
 Job Title: _____ Date of last Review: ____/____/____
 School: _____ Date of Hire: ____/____/____
 Evaluator: _____
 Type of Review: Annual Promotion Other: (Explain): _____

Performance Ratings Codes

- E EXCEPTIONAL** – Employee stands out prominently above others *at the same level*, exceeds skill standards, makes valuable contributions to the school in terms of work produced on a regular basis, upholds the schools culture and mission.
- S SUPERIOR** - Employee consistently demonstrates high levels of skill and proficiency in meeting job requirements, contributes in creating a productive, cost efficient, smooth running school. Employee performed assigned job functions in order to achieve results far beyond those expected for the job.
- MS MEETS STANDARDS:** Employee consistently meets and may occasionally exceed requirements. Levels of quality, quantity, job knowledge and overall performance consistently met expectations to perform the job
- NI NEEDS IMPROVEMENT** – Did not fully meet job requirements and performance was not consistent, improvement was necessary. Employee needs coaching and training to meet full competence..
- U UNSATISFACTORY** – Employee is well below minimum job requirements. Employee displayed marginal or unacceptable performance. A Corrective Action Plan is in process. Unless there is significant improvement, the employee will be removed for the position.

MAJOR OBJECTIVES AND/OR PROJECTS (PLANNED AND UNPLANNED)

*Status of Objective: [E] Exceeded [M] Met [P] In progress [DNM] Did Not Meet [D/C] Delayed/Cancelled

OBJECTIVE/PROJECT <i>DESCRIPTION OF THE OBJECTIVE OR PROJECT</i>	WEIGHT(%) <i>Assign Weight 5-100%</i>	STATUS OF OBJECTIVE* <i>SEE STATUS CODES ABOVE</i>	EVALUATOR COMMENTS <i>Brief, Specific</i>

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Staff Performance Evaluation

Employee Name: _____

Date: ____ / ____ / ____

EVALUATION STANDARDS FOR JOB SKILLS	EVALUATOR COMMENTS
<p>Technical Knowledge</p> <ul style="list-style-type: none"> • Provides understanding, knowledge, and technical ability to fulfill job requirements • Utilizes all features of computer programs necessary for completing the school reporting procedures • Adheres to the policies and procedures related to the maintenance of all office records and student files • Uses technology with efficiency for record keeping, administrative tasks, and communications 	<p>Performance Rating:</p>
<p>Quality of Work</p> <ul style="list-style-type: none"> • Accurate and thorough in completing job requirements 	<p>Performance Rating:</p>
<p>Efficiency/Quantity of work</p> <ul style="list-style-type: none"> • Demonstrates productivity and ability to meet deadlines and/or standards 	<p>Performance Rating:</p>
<p>Flexibility and Adaptability</p> <ul style="list-style-type: none"> • Demonstrates adaptability and flexibility in adjusting to changing conditions to meet objectives • Suggests or develops new ways to complete job responsibilities • Responds to change as demanded by the situation/environment 	<p>Performance Rating:</p>
<p>Judgment and Problem Solving Skills</p> <ul style="list-style-type: none"> • Ability to isolate, define and solve problems • Identifies, evaluates and proposes alternative solutions • Evaluates data and makes appropriate decisions, shows willingness to make decisions • Contributes positive energy to the organization 	<p>Performance Rating:</p>
<p>Quality Improvement</p> <ul style="list-style-type: none"> • Makes suggestions and/or contributions with the intent to improve the quality and efficiency of the school • Acts as self-starter, demonstrates ability to recognize and/or solve problems appropriately on own, shows • Desires to learn new responsibilities and approaches, makes useful suggestions for improvement; part of the solutions, not the problems, displays initiative and creativity in developing new approaches to problem solving • Participates formally and informally in professional development activities 	<p>Performance Rating:</p>

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Staff Performance Evaluation

Employee Name: _____

Date: ____/____/____

Organizational Skills

- Displays awareness of job responsibilities, uses available time efficiently in order to balance designated priorities, balance multiple priorities with standard level of accuracy
- Tracks documentation, as required, for student files, parent contact, visitors, incident and accident reporting, employee tardiness and absences

Performance Rating:

Accountability and Dependability

- Demonstrates reliability, earns level of confidence
- Takes timely and decisive action appropriate to level of authority
- Knows and supports board and management goals; follows policies and procedures
- Satisfactory attendance and punctuality
- Displays initiative
- Provides continuous support to the CAO and all administrative personnel
- Keeps CAO informed of all necessary information including: customer and staff complaints and incidents, planned and unplanned time off
- Demonstrates genuine concern for the students and the staff by maintaining high personal standards and strong work ethic
- Adheres to all procedures and policies as outlined in the Employee Manual

Performance Rating:

Interpersonal Skills and Teamwork

- Works well with others, interacts effectively with supervisors, co-workers, and colleagues
- Displays willingness to listen
- Participates in team planning meetings
- Interacts with co-workers, children, and parents in a courteous and professional manner

Performance Rating:

Communication Skills

- Demonstrates ability to express information verbally and/or in writing; provides information on a timely basis
- Communicates with peers, supervisors, and managers, including good listening skills
- Responds appropriately to others, staff, students, and parents
- Demonstrates formal presentation skills (if applicable)
- Maintains good parent relations and communication through a positive manner and professional image
- Works effectively with parents and staff and generates parent's confidence in the school

Performance Rating:

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Staff Performance Evaluation

Employee: _____

Date of Review: ____ / ____ / ____

Leadership Skills

- Initiates, promotes and mobilizes change adaptive behavior
- Models appropriate behavior for peers and subordinate staff
- Uses influencing skills to motivate and engage staff
- Uses advocacy skills appropriately
- Conducts one-self according to professional, ethical principles. Continuously strives to improve office methods, clerical techniques, and interpersonal relationships

Performance Rating:

EVALUATION STANDARDS FOR SAFE, SECURE AND ORDERLY ENVIRONMENT

(If Applicable)

EVALUATOR COMMENTS

- Is familiar with and supports school administration in the effective implementation of the school's Emergency Response Plan.
- Monitors school for safe and secure standards

Performance Rating:

PARENT AND COMMUNITY INVOLVEMENT

(if applicable)

EVALUATOR COMMENTS

- Establishes productive and trusting working relationships with parents and community members
- Handles concerns from parents and other community members effectively
- Shares responsibility for professional, cooperative staff relations and for activities important to the operation of the school
- Maintains a volunteer program

Performance Rating:

OVERALL PERFORMANCE RATING

Summary:

OVERALL PERFORMANCE TREND

Since the last review, this employee's performance has:

Improved

Remained Stable

Declined

N/A Explanation:

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Staff Performance Evaluation

Employee: _____

Date: ____/____/____

PROFESSIONAL DEVELOPMENT PLAN

As a result of their discussion of staff member's performance at the annual review, the staff member and his/her supervisor will develop a plan for promoting the staff member's professional growth.

Prepared by:

(ADMINISTRATOR'S SIGNATURE)

____/____/____
(DATE)

Staff Acknowledgement:

I have read the above observation and have the following comments *(Use additional pages as necessary)*:

- I am in general agreement with this evaluation
- I am in general agreement with this evaluation. Exceptions are noted and attached
- I am not in general agreement with this evaluation. Exceptions are noted and attached.

(Staff Member's Signature)

____/____/____
(Date)

Staff member may add additional material to this document within 7 days of receipt. Signature indicates only that the staff member has read the document. Evaluator Comments are required for an indicator of "Exceptional" or "Unsatisfactory". Copies of the completed evaluation will be provided to the staff member being evaluated, the CAO and personnel file.

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School Improvement Plan

Muskegon Heights High School

Muskegon Heights Public School Academy

Mrs. Carla Laws, Principal
2441 Sanford St.
Muskegon Heights, MI 49444

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Introduction

The SIP is a planning tool designed to address student achievement and system needs identified through the school's comprehensive needs assessment (CNA). Additionally, the SIP provides a method for schools to address the school improvement planning requirements of Public Act 25 of the Revised School Code and the Elementary and Secondary Education Act (ESEA) as applicable.

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Executive Summary

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Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

 The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

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