

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

LEA Information

Legal Name of LEA Applicant: Muskegon Public Schools

District Code: 61010

Applicant's Mailing Address: 349 West Webster, Muskegon MI 49440

LEA Contact for the School Improvement Grant

Name: Cheri Millisor

Position and Office: Director of Curriculum and Instruction

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Jon Felske

LEA School Superintendent/Director (Printed Name)



Signature of the LEA School Superintendent/Director

Louis Churchwell

LEA School Board President (Printed Name)

231-720-2201

Telephone

6-21-16

Date

(231) 670-4007

Telephone



Signature of the LEA Board President



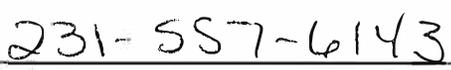
Union Representative (Printed Name)



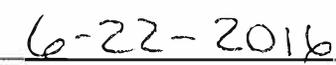
Signature of Union Representative



Date



Telephone



Date

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

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

LEA Application Schools to be Served

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

The LEA must identify each Eligible school the LEA commits to serve and identify the model that the LEA will use in each Eligible school. Detailed descriptions of the requirements for each intervention are in attachments B.1 – B.6. An LEA in which one or more priority schools are located must serve all of these schools before it may serve one or more focus schools.

Note: Weight will be given to applicant schools that:

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

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SCHOOL NAME	NCES ID #	PRIORITY (check)	FOCUS (check - if applicable)	INTERVENTION MODEL
Nelson	262484006153	x		Transformation

Overview of Application Requirements

- DO NOT RESPOND HERE -

1. **Analysis of Need: (Section B, Question 1)** For each priority and focus school that the LEA commits to serve, the LEA must demonstrate that the LEA has analyzed the needs of each school, such as instructional programs, school leadership and school infrastructure, based on a needs analysis that, among other things, analyzes the needs identified by families and the community, and selected interventions for each school aligned to the needs each school has identified.
2. **Family and Community Input: (Section B, Question 1.b)** For each priority and focus school that the LEA commits to serve, the LEA must demonstrate that it has taken into consideration family and community input in selecting the intervention.
3. **Intervention Plan: (Section B, Question 3)** The LEA must describe actions it has taken, or will take, to design and implement a plan consistent with the final

requirements of the turnaround model, restart model, school closure, transformation model, evidence-based whole school reform model, early learning model, or state-determined model.

4. **Capacity to Provide Adequate Resources: (Section A, Question 1)** The LEA must describe actions it has taken, or will take, to determine its capacity to provide adequate resources and related support each priority and focus 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 on the first day of the first school year of full implementation.
5. **External Service Provider Selection: (Section B, Question 5)** The LEA must describe actions it has taken, or will take, to recruit, screen, and select external providers, if applicable, to ensure their quality, and regularly review and hold accountable such providers for their performance.
6. **Resource Profile: (Section B, Question 4)** The LEA must describe actions it has taken, or will take, to align other resources (for example, Title I funding) with the selected intervention.
7. **LEA Actions to Support the Intervention Model: (Section A, Question 1)** The LEA (district/central office) must describe actions it has taken, or will take, to modify its practices or policies, if necessary, to enable it to implement the selected intervention fully and effectively.
8. **LEA Oversight of SIG Implementation: (Section A, Question 2)** The LEA must describe how it will provide effective oversight and support for implementation of the selected intervention for each school it proposes to serve.
9. **Family and Community Engagement: (Section B, Question 3.e)** The LEA must describe how it will meaningfully engage families and the community in the implementation of the selected intervention on an ongoing basis.
10. **Sustaining Reforms: (Section B, Question 9)** The LEA must describe how it will sustain the reforms after the funding period ends.
11. **Reform Model Implementation: (Section B, Question 3, Attachment B)** The LEA must describe how it will implement, to the extent practicable, in accordance with its selected SIG intervention model(s), one or more evidence-based strategies.
12. **Annual Goals:** The LEA must describe how it will monitor each priority and focus school, that receives school improvement funds including by
 - a. Establishing annual goals for student achievement on the State's assessments in both reading/language arts and mathematics **(Section B, Question 8)**
 - b. Measuring progress on the leading indicators from attachment A, Baseline Data. **(Section A, Question 3)**
13. **Charter School and External Service Provider Accountability: (Section A, Questions 4 and 5)** An LEA must hold the charter school operator, CMO, EMO, or other external provider accountable for meeting these requirements, if applicable.
14. **Pre-Implementation Activities: (Section B, Question 3, Attachments B and D)** An LEA that intends to use the first year of its School Improvement Grants award for planning and other pre-implementation activities for an eligible school, the LEA must include a description of the activities, the timeline for implementing those

activities, and a description of how those activities will lead to successful implementation of the selected intervention.

15. **Rural LEA Model Modification: (Section B, Question 3.d)** For an LEA eligible for services under subpart 1 or 2 of part B of Title VI of the ESEA (Rural Education Assistance Program) that chooses to modify one element of the turnaround or transformation model, the LEA must describe how it will meet the intent and purpose of that element.
16. **Evidence-Based, Whole-School Reform Model: (Section B, Question 3, Attachment B.4)** For an LEA that applies to implement an evidence-based, whole-school reform model in one or more eligible schools, the LEA must describe how it will
 - a. Implement a model with evidence of effectiveness that includes a sample population or setting similar to the population or setting of the school to be served; and
 - b. Partner with a whole school reform model developer, as defined in the SIG requirements.
17. **Restart Model: (Section B, Question 3, Attachment B.5)** For an LEA that applies to implement the restart model in one or more eligible schools, the LEA must describe the rigorous review process (as described in the final requirements) it has conducted or will conduct of the charter school operator, CMO, or EMO that it has selected or will select to operate or manage the school or schools.
18. **Implementation Timeline: (Section B, Question 7, Attachment D)** the LEA must include a timeline delineating the steps it will take to implement the selected intervention in each school identified in the LEA's application.

Section A

District/Central Office Level Responses

1. Actions to Support the Intervention Model:

- The LEA (district/central office) must describe actions it has taken, or will take, to modify its practices or policies, if necessary, to enable it to implement the selected intervention fully and effectively
- Describe how the district/building's human resources will be more involved in intentional hiring of the best staff possible to implement the grant and build capacity
- Describe how community resources will be aligned to facilitate implementation of the selected intervention
- If the applicant is a priority school, how does this align with and support the existing state reform/redesign plan? **(maximum length 2 pages)**

The Central Office has taken actions to enable Nelson School to implement the selected intervention fully and effectively. In supporting Nelson school as a Priority School, all actions taken align with and support the existing Transformation redesign plan. The Nelson building principal was replaced by Janelle Duffey in fall, 2013, who continues to meet the five turnaround competencies by identifying early wins and big payoffs, breaking organizational norms, acting quickly and in a fast cycle, and collecting and analyzing data. The Director of Curriculum and Instruction from Central Office is working closely with Nelson principal, Janelle Duffey, to identify needs and roadblocks that may limit the implementation of the Transformation Plan in order to fulfill the needs and eliminate the roadblocks.

District leadership has been fully engaged in implementing the Transformation plan at Nelson School and has not found that policy change has been necessary to support Nelson in this reform. District leadership has adapted its practices by negotiating and working with Union leadership to provide Nelson letters of agreement, an adjusted calendar, and compensation to provide extended learning time to students and extended work days to teachers. As opportunities for instructional and content initiatives arise through the MAISD, such as AdVantage+ Math Recovery training (AVMR) including Math Recovery Intervention Specialist training (MRIS), and Lexia Core online for reading supports and needed training, Central Office has practiced intentionality in supporting Nelson by having dialogue with building leadership to make these opportunities available to Nelson School staff when initiatives fully support and align with the goals of the building and the Transformation Plan. Intensive work on the Instructional Learning Cycle, focusing on the continuous use of achievement and other data to improve student achievement at Nelson School has been validated by the district, and teachers at Nelson School are viewed by the district leadership as resources in contributing to this work across the district. All staff at Muskegon Public School will be engaging in Instructional Learning Cycles beginning next school year during Professional Learning Community time during weekly late start.

In order to build leadership at Nelson school, Janelle and her staff are supported through ongoing professional development and access to resources as needed to implement the intervention fully and effectively. Professional development needs are determined through analysis of student achievement data, teacher observation and evaluation by the administrator, as well as by teacher request. Professional learning opportunities are made available within the district, through the MAISD, and through external consultants and conferences. Decisions regarding professional learning content and delivery are made using student achievement data based on a thorough analysis of current and trend data including strand and item analysis to identify specific learning needs of both students and staff. For example, Muskegon Public Schools made arrangements for in-depth training on implementing Professional Learning Communities with a consultant from Solution Tree for all Nelson staff. This decision was made based on identified student achievement needs and on interventions identified in the Nelson Transformation Plan. The training was then made available to all Muskegon Public Schools Staff.

The Central Office has negotiated with the Bargaining Unit to build weekly professional collaboration time into the contract day in order to allow teachers to learn from one another and collaborate around student work and achievement. This focus on the purposeful implementation of professional learning communities is supported through professional development provided by Solution Tree on the DuFour model of PLCs and through Adaptive Schools training, as well as Cognitive Coaching training for building and teacher leadership.

The Central Office has adopted and implemented the 5D+ Teacher Evaluation System and the School Advance Administrator evaluation system in order to provide a system of observation and evaluation for teachers and administrators that provides individualized learning and support and improves performance in an ongoing manner through frequent and regular coaching conversations. This process begins with each teacher and the administrator writing a growth plan based on a self-assessment to determine areas needing growth. The self-assessment and the district priorities are used as a point of reference in writing the growth plan. These evaluation tools are on the Michigan Department of Education list of approved evaluation tools. Evaluations for both teachers and administrators include and are partially based on student achievement using local data. Teachers at Nelson school are allowed by Central Office to transfer to an open position outside of the school if they feel that are unable to implement the Transformation Intervention Plan fully and effectively. Additionally, teachers who are rated minimally effective or ineffective from the 5 Dimensions Teacher Evaluation for two consecutive years will be removed from the priority school prior to the start of the 3rd year. Tenured teachers will be transferred to another building. Probationary teachers will be dismissed if minimally effective or ineffective.

Human Resources is highly involved at the Priority School in the intentional hiring of the best staff possible to implement the Transformation Plan and SIG and build capacity; this is being accomplished through regular and frequent communication between the Nelson building principal and the Assistant Superintendent of Human Resources. Human Resources helps in creating positions by sharing the information needed to comply with hiring practices, pay rates, and bargaining unit positions. Human Resources posts openings for positions for Nelson school created through the grant and assists in developing job descriptions, qualification requirements, and compensation packages. The principal reviews the applications and helps to build the interview committee for each person hired to work at Nelson school and participates on that committee.

District administrators have worked with the Nelson Leadership Team to identify and help recruit and coordinate access to community resources that will support the Transformation Plan and improve student achievement. Community Agencies are supporting the Transformation Design plan and have a presence with the Nelson school building. Hackley Community Care (Hackley Hospital) provides on-site health services for students, including counseling for students, staff, and parents. The Family Resource Center provides families with access to all community agencies and provides a Success Coach for each family to help them in navigating access to services and to support adults in parenting and helping their children to be successful academically. Resulting from contacts made by the district superintendent, the Boys and Girls Club has a center at Nelson School and provides three hours per day of afterschool activities including education and career programs, leadership and character programs, and instruction in life and health skills. Art programs, sports, fitness, recreation, and other specialized programs are also available. The Nelson Neighborhood Association meets at the school and encourages community members to help the school through funding for field trips and other supplemental school activities.

Central office personnel have taken an integral role in partnering with the Nelson Leadership team in developing and implementing all structures, processes, and interventions of the Transformation Plan and potentially, the SIG. The vision of the superintendent is for Nelson staff to take the lead in implementing effective interventions, then duplicate those in all Muskegon Public Schools buildings.

2. **Oversight of SIG Implementation:** The LEA (district/central office) must describe how it will provide effective oversight for implementation of the selected intervention for each school it proposes to serve. Who will perform this work? Will it be existing staff, or does the LEA propose to add additional staff or contract with another entity to perform this work? **(maximum length 1 page)**

The Director of Curriculum and Instruction (DCI), an existing central office administrator, will have primary responsibility for oversight of the effectiveness of implementation of the Transformation Plan and SIG at the district level. The DCI will work closely with the SIG Coordinator to monitor implementation and impact data on at least a monthly basis.

The district DCI will be an integral part of the Nelson School Support Team (SST) consisting of a SIG coordinator, the Muskegon Area Intermediate School District (MAISD) School Improvement/MTSS Consultant, a parent representative, and an administrator or teacher from another MPS building. The SST will meet quarterly to review all data, both implementation and impact. The purpose of these quarterly meetings will be to evaluate strengths as measured against annual performance targets identified in this grant application (Attachment G) and identify barriers and additional supports that may be needed to continue to improve implementation performance. The School Support Team meets quarterly with the Nelson School Leadership Team to review all data, determine progress and effectiveness, and make decisions for adjustments in implementation of all aspects of the transformation plan and SIG components.

The DCI will be involved in continuous monitoring of the effectiveness of the external service provider (ESP), Muskegon Area Intermediate School District (MAISD). The activities of the ESP coaches will be monitored and evaluated by the School Leadership Team monthly and the School Support Team quarterly. Coaches provided by MAISD will be required to submit progress reports at least quarterly that will include data such as: goals for the quarter, action steps, teacher/staff contact logs, areas of growth/progress, barriers, and next steps. Teachers/staff who are working with coaches will be asked to submit data as well as documenting supports received, areas of growth/progress, barriers, next steps, and impact on student progress. This data will be analyzed by the Nelson leadership team and School Support Team for decision-making and action-planning.

The DCI will assist in monitoring effectiveness of the selected interventions by reviewing implementation data with the school leadership and School Support Team members. This collective team will also continuously monitor student achievement data in order to oversee effectiveness of all initiatives. The DCI will work with building leadership, the SIG coordinator, and MAISD School Improvement Consultant to monitor performance by the external service provider by collecting data using frequent classroom walkthroughs to measure implementation of SIG and Transformation Plan initiatives.

The DCI will monitor state and local achievement data to measure implementation of initiatives and the effectiveness and impact of the work of the external service provider. State data will be analyzed annually. Local achievement data will be analyzed on an on-going basis. The DCI will work closely with the SIG Coordinator to monitor appropriateness of activities aligned with the SIG and Transformation Plans as well as compliance with SIG requirements.

- 3. Monitoring Progress on Annual Goals:** The LEA must describe how it will monitor the progress on meeting annual goals for each school receiving a SIG. Refer to Attachment E, Annual Goals, as appropriate. **(maximum length 1 page)**

The District Director of Curriculum and Instruction (DCI) will work with the Nelson Leadership Team to monitor progress toward meeting annual goals. The district already has a district leadership team in place. This team meets quarterly to review district level data to determine strengths and barriers to achievement and make appropriate decisions to support teachers and students. In addition, the DCI already has a process in place to meet with building leadership to review annual data and make decisions around budgeting for categorical funds and general funds.

The DCI has been and will continue to be a member of the Nelson School Support Team (SST), which meets quarterly to review all implementation and impact data and make decisions related to adjustments in implementation of initiatives and interventions for students. The SST is a structure in place in partnership with school improvement consultants from the Muskegon Area Intermediate School District (MAISD). Part of the SST collaborative process includes the Instructional Learning Cycle- reports by teacher teams on progress in using data to inform instruction in a collaborative learning environment.

The DCI along with the building leadership team continually monitor student achievement data to ensure progress is being made toward annual goals at all district schools including Nelson. Staff at Nelson use data from NWEA Map for benchmark assessments, MEAP/M-STEP for annual assessments, NWEA CPAA Progress Monitoring for grades K-3, AIMSweb Progress monitoring for grades 4 through 6, district assessments, common formative assessments, and classroom formative assessments to monitor student achievement and to guide decisions. Students take the NWEA MAP in reading, math, and science three times throughout the year for benchmark assessing. Progress monitoring is done every three weeks to monitor continuous improvement. District assessments are done every marking period. Formative assessments are done daily in the classroom to guide instruction. In addition, interventionists use embedded assessments to monitor progress in Tier 2 and Tier 3.

The Nelson Leadership Team, including the DCI, building administrators, the Academic Interventionist, data coach, SIG coordinator, family liaison, content coaches, and representative teacher leaders meets monthly to review building level data to determine progress toward annual goals using NWEA benchmark and progress monitoring assessment data along with other local data collected. These ongoing data reviews will be used to make decisions on adjustments and support for staff and students. The DCI will be a part of that meeting to monitor implementation and impact of initiatives and interventions at least quarterly. The DCI will work with the SIG Coordinator for updates and to provide guidance on implementation and to communicate progress to the superintendent and board of education.

- 4. Charter School Accountability:** If the applicant is a Michigan charter school, describe how district/central office will regularly review the charter school operator, CMO, or EMO and hold them accountable for meeting the SIG requirements. **(maximum length 1 page; please respond "N/A" if the applicant entity is not a charter school) N/A**

5. **External Service Provider Accountability:** Describe how the district/central office will regularly review the performance of external service providers (ESP) and hold them accountable for meeting the SIG requirements. **(maximum length 1 page)**

The DCI will work closely with the SIG Coordinator, building leadership, and the Nelson School Leadership Team to monitor the performance and impact of the external service provider, Muskegon Area Intermediate School district (MAISD). The effectiveness of the work of the external service provider will be monitored and evaluated continuously over the five years of SIG funding for impact on student achievement. The Nelson School Leadership Team (SLT) will collect and analyze implementation data monthly to measure quality and consistency of implementation for the English Language Arts Coach and the Technology Implementation Specialist provided through the External Service Provider, MAISD.

Implementation data to be collected will include principal walkthroughs, classroom observational data through peer observations, such as Instructional Rounds and/or "Learning Labs," teacher evaluations, lesson plans, agendas and minutes from teacher team meetings, professional learning communities (PLCs), and the Instructional Learning Cycle.

Impact data will be collected and analyzed on an ongoing basis to generate and inform action planning and for decision-making. Student impact data from multiple sources will be analyzed, including state-level assessments, local assessments, such as NWEA benchmark assessments, and progress monitoring data from classroom assessments as well as those administered as part of tier 2 and tier 3 interventions.

The Nelson SLT will meet monthly with the SIG Coordinator and instructional coaches from MAISD. The team will meet to analyze all data for effectiveness of the SIG reform strategies and make adjustments, and to identify and provide any needed on-going supports and professional learning for staff. In addition, the School Support Team (SST) consisting of a SIG coordinator, the district Director of Curriculum and Instruction, School Improvement/MTSS Consultant, a parent representative, and an administrator or teacher from another MPS building will meet quarterly to review all data, both implementation and impact. The purpose of these quarterly meetings will be to identify strengths as measured against annual performance targets identified in this grant application, identify barriers and supports that may be needed to continue to improve implementation performance, and to determine effectiveness of the services provided by the MAISD.

Effectiveness of the external service provider will be monitored and evaluated by the School Leadership Team monthly and the School Support Team quarterly. Coaches provided by MAISD will be required to submit progress reports at least quarterly that will include data such as: goals for the quarter, action steps, teacher/staff contact logs, areas of growth/progress, barriers, and next steps. Teachers/staff who are working with coaches will be asked to submit data as well documenting short-term and long-term goals, supports received through each teacher's work with the coaches, areas of growth/progress, barriers, next steps, and impact on student progress. The External Service Provider will be held accountable for setting and meeting short term and long term goals in their work with instructional staff and building leaders.

The DCI along with the SIG Coordinator will monitor this data collection and analyze all data sources for effectiveness of the work of the External Service Provider in supporting instructional staff and effecting change toward full implementation of SIG and Transformation Plan interventions.

6. District Level Budget:

- a. Complete a five year budget overview for all eligible schools and applying for the SIG. Include annual district costs. **(Attachment F.1; a template has been provide for your reference)**
 - i. Annual district level costs should not exceed 5% of the overall LEA allocation.
 - ii. Building level costs or positions should not be duplicated at the district level. For example, if the SIG coordinator is a building level position, associated costs come out of the building budget. In this scenario, these costs may not come from the district budget, nor could the district employ additional SIG coordinators at the district level.
 - iii. District level oversight and associated costs must reflect the actual amount of time spent on those duties.
 1. This may include restructuring duties and time of current district/central office staff.
 2. This may include hiring new staff to perform SIG-specific duties. However, the district must have a plan for how this work will be sustained after the grant period ends.
 3. This may include contracting with a third party.
 - iv. District level duties may include, but are not limited to:
 1. Financial oversight
 2. Support for school buildings receiving the grant
 3. Monitoring schools and other entities for compliance with grant requirements
 4. Monitor progress on annual goals and implementation of the grant and selected intervention model.
- b. Describe how the district budget represents the costs incurred by the district over each of the five years of the grant will support grant implementation, monitor the progress of each school, and monitor external service providers and charter school operators/CMOs/EMOs to hold them accountable for meeting SIG requirements. How does this align with and support the existing state reform/redesign plan? (N/A for focus schools) If proposing to add SIG-funded positions at the district level, describe how these will be funded and sustained when the grant ends? **(maximum length 2 pages)**

The district budget represents costs to be incurred by district level staff in order to support implementation of the Transformation Plan and School Improvement Grant initiatives at Nelson Elementary, as well as to assist with coordination of resources including state and federal programs. Costs include .1 FTE of the Director of Curriculum and Instruction and five hours of overtime for an employee in the Business/Finance department.

The district is anticipating the Director of Curriculum and Instruction (DCI) will spend a minimum of one-half day per week (.1 FTE) providing support, monitoring, and oversight of Transformation Plan and SIG initiatives at Nelson. Responsibilities have been detailed in previous responses and include meeting at least monthly with the building SIG Coordinator and Nelson Leadership Team for review and updates on student achievement data and review of progress data on implementation of SIG strategies and initiatives. The DCI will also collaborate with the SIG Coordinator on monitoring and evaluating the effectiveness of SIG funded personnel and the services of the External Service Provider. This will be accomplished by review of contact logs and feedback from Nelson staff along with student achievement data.

The DCI will work with the SIG Coordinator to provide oversight and support to ensure all district policies and procedures are followed for hiring, developing contract agreements for purchased services, completing business/finance paperwork and reports, etc. This includes assistance with monitoring and oversight of the work of the External Service Provider, including development of tools for collecting implementation and impact data for ESP coaches.

The DCI will meet with the SIG Coordinator, instructional coaches, and school leadership team monthly and with the School Support Team (consisting of school leadership and MAISD consultants) quarterly to monitor progress toward fully implementing the SIG/Transformation Plan strategies, and evaluate impact of initiatives on student achievement.

The Director of Curriculum and Instruction will also provide technical assistance with school improvement planning, and budgeting at the building level of state and federal categorical funds to ensure coordination of funding sources to fully support SIG initiatives. The DCI will collaborate with the building leadership and the SIG Coordinator to facilitate the planning and implementation of professional learning opportunities for Nelson staff based on on-going data collection and analysis.

The funding level for this support will change over the five years of the grant. For implementation years one through three, while Nelson staff are in the process of fully implementing SIG and Transformation Plan initiatives, the DCI will support activities at .1 FTE. As Nelson staff become more proficient and initiatives become “how we do business,” less support from district leadership will be required. For years four and five, the portion of the DCI position dedicated to implementation and oversight of the SIG will be reduced to .08 FTE. It is anticipated that by years 4 and 5, all staff will have been trained in core instructional strategies, and systems and structures will have been established to support embedded professional learning, and a culture of collaboration among staff. The DCI is an existing position at Muskegon Public Schools and is split-funded through general funds, Title I, and Title II. For the five years of SIG funding, the Title I and Title II portions would be reduced. After the five years of SIG funding, the portion of the position funded through SIG would revert to be funded from the above named sources at the pre-SIG levels.

Muskegon Public Schools is also anticipating the need for additional support by the Business/Finance staff to assist with SIG related business and finance processes and record-

keeping, including budgeting, oversight of compliance with district policies and procedures, and the processing of business and finance records and reports. The district is planning for one existing employee of the Business office to work up to five hours of overtime each week to take on these responsibilities. The estimated cost for this support is \$21.78 per hour for five hours per week for 46 weeks, plus benefits. Total cost for year 1 of the grant is \$10,500, planning approximately a 2% increase each year of the grant. Once the grant funding is ended, there will no longer be a need for these supports. The employee will continue with his/her normal, on-going responsibilities.

Attachment F.1: Five Year Budget Overview

NOTE: Preliminary budgets are for planning and review purposes only. **Initial approval** of the grant application **does not grant explicit approval to preliminary budget items.** Final approval of SIG budget items occurs in the Michigan Electronic Grants System Plus (MEGS+) and is subject to Title I rules of supplement vs. supplant, tests of allowability, and reasonable and necessary expenditures to support the approved reform model. **Inclusion of an item in the preliminary budget does not guarantee it will be approved as a line item submitted in MEGS+.**

Annual awards per building are capped at the following amounts:

- Planning (Option 1, Year 1): **\$500,000**
- Implementation (Option 1, years 2-4 or Option 2, years 1-3): **\$750,000**
- Sustaining reforms (Option 1 year 5 or Option 2 years 4 & 5): **\$500,000**

Any district level costs are charged against the school level budget. District level costs are considered in the overall totals for schools applying for the grant.

Here is an example:

- The district has two eligible schools. Each school initially plans to request \$750,000 for year one.
- The maximum the district can receive in year 1 is \$1,500,000.
- \$75,000 will be used for district level costs; the school requests must be reduced by that amount so as not to exceed the \$1,500,000 maximum.
- Overall district proposed budget for year 1:
 - o District costs (\$75,000) + school A (\$712,500) + school B (\$712,500) = \$1,500,000

Complete the budget overview on the next page using the template provided.

LEA BUDGET OVERVIEW

Budget Year	Year 1	Year 2	Year 3	Year 4	Year 5	5 Year Total
Eligible School #1 <i>Indicate if choosing option 1 or option 2</i>	Nelson Ele. Option 2 Implementati on year: \$724,270	Nelson Ele. Option 2 Implementati on year: \$723,755	Nelson Ele. Option 2 Implementat ion year: \$723,230	Nelson Ele. Option 2 Sustaining year: \$475,000	Nelson Ele. Option 2 Sustaining year: \$475,000	\$3,121,255
LEA Costs	\$25,730	\$26,245	\$26,770	\$25,000	\$25,000	\$128,745
Total Budget	\$750,000	\$750,000	\$750,000	\$500,000	\$500,000	\$3,250,000