

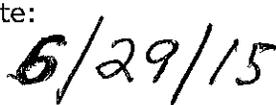
SECTION B

LEA Application - School Building Level Information

MICHIGAN SIG COHORT IV

APPLICATION COVER SHEET

COMPLETE IN ENTIRETY FOR EACH SCHOOL APPLYING FOR A GRANT

Legal Name of School Building: South Lake Middle School School Building Code: 02444	Mailing Address: 21621 California St. Clair Shores, MI 48080
School Building Contact for the School Improvement Grant Name: Michael Bruce Position and Office: Principal Contact's Mailing Address: 21621 California St. Clair Shores, MI 48080 Telephone: (586) 435 - 1301 Fax: (586) 778 - 3151 Email address: mbruce@solake.org	
Building Principal (Printed Name): Michael Bruce	Telephone: (586) 435 - 1301
Signature of the Building Principal x 	Date: 
<p>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.</p> <p>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 H, 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.</p>	

Identify the Intervention Model Used in This School:

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

Intervention Model: Transformation Model

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

NOTE: Narratives should follow the sequence of the grant application.

1. Analysis of Need

When preparing responses, the school should consider evidence of need by focusing on improvement status; all core content achievement results, as measured by the state and local assessments, poverty level, graduation data, extended learning opportunities, special populations, etc. Refer to the School Data Analysis, EdYES! Report, and results of the Data Dialogues facilitated by the Intervention Specialist (IS) or District Improvement Facilitator (DIF). Consider how subgroups within the school are performing and possible areas to target for improvement. The narrative should include, at a minimum:

- Identified data source(s)
 - Relevant student achievement data
 - Connection(s) to student achievement data and targeted areas of improvement.
- a. Based on the information above, describe the school and LEA’s method and rationale for how and why the implementation activities of the selection intervention model were identified. **(maximum length 1 page)**

As part of the process for determining the reform model and the components that would be included, data dialogues were conducted with all relevant stakeholders. The first of these occurred on September 25th, 2014 and follow-up meetings were held. During the data dialogues the following data was reviewed:

- MEAP Data
- NWEA Data
- Demographic Data
- Discipline Data
- Perception Data (Student, Teacher, Parent)

Based upon the review of the data, stakeholders identified areas of concern that resulted in SLMS's identification as a priority school.

- Large achievement gap between African American students and White students, particularly with African American males
- Low achievement for all students in the areas of math and science
- High numbers of student discipline referrals
- Perception surveys from students and teachers each demonstrated the belief that relationships between students and between students and teachers were disrespectful

SLMS also participated in a School Improvement Review (SIR) conducted by consultants from the Macomb Intermediate School District. The result of the two day visit was a report on what was observed through classroom walkthroughs and interviews conducted with students, teachers, and parents. The report indicated that most classroom instruction was at a low level (DOK 1 and 2) and that teachers were doing most of the talking in class with little participation from students.

Based upon this information the District Support Team developed three big ideas for reform and all activities fall under these big ideas:

1. Effective instructional strategies implemented with fidelity in all classrooms is more likely to result in student growth.
 - a. Writing Fluency Tracker, Student engagement techniques, Classroom Instruction that Works strategies, Instructional Learning Cycle Model.
2. Review the articulation of curriculum in mathematics and science to focus on high priority standards.
 - a. Curriculum Time, Content Area Consultants
3. Improve the school climate and culture so that it encourages high expectations for students and teachers
 - a. Positive Behavior Interventions & Supports (PBIS), Restorative Practices

- b. Describe the LEA's process for involving parents and the community in selecting the reform model. **(maximum length 1 page)**

SLS, in conjunction with SLMS, involved all relevant stakeholders (e.g. district administration, SLS Board of Education, union leadership, teachers, parents, community leaders, etc.) regarding the district's application and implementation of SLMS's transformation plan. Below is a summary of how this process was carried out:

- In June, 2014 the Michigan Department of Education (MDE) notified South Lake Schools that South Lake Middle School was in the lowest achieving five percent of schools on the Top-to-Bottom list, consequently being identified as a priority school. Upon this notification administrators and the SLS Board were

notified of SLMS's new status. SLS assigned several district representatives (Pamela Balint, Superintendent and John Thero, Director of Instruction) to be part of the District Support Team (DST). This team was formed with other stakeholders (i.e. SLS Board members, SLMS staff members, new principal, parents, etc.) to provide support in selecting the reform model and writing the plan.

- In August, 2014 the Superintendent and Director of Instruction attended a meeting with the State School Reform Office (SSRO) to learn about the priority process.
- In August, 2014 the SLS Board approved Mr. Michael Bruce as the new principal of South Lake Middle School. Mr. Bruce was added to the DST.
- Parents and community were recruited through information shared at the Fall Open House/Curriculum Night. The SLMS Principal shared information regarding SLMS's status as a Priority School and then held monthly meetings for 1 hour with parents and the community to collect input on the issues facing South Lake Middle School.
- After consulting with all relevant stakeholders, the SLS Board of Education and the Superintendent directed SLMS to submit a redesign plan to the State Reform Office (SRO). The redesign plan chosen by the district was the Transformation Model. The model included a memorandum of understanding with the South Lake Education Association (SLEA) that were necessary to implement the intervention model as specified by statute in MCL 380.1280c, Section 8
- Quarterly reports are presented to the SLS Board of Education. Copies of each quarterly report are uploaded into MEGS+ and are on file at the SLS Administration Office.

2. **Baseline Data (Attachment A)**

Complete the baseline data worksheet.

3. **Intervention Model – provide narrative on the following:**

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

See Attachment E

- b. Describe how the school, to the extent practicable, will implement one or more evidence-based strategies in accordance with the selected SIG reform model. **(maximum length 1 page)**

SLMS will implement three evidence-based strategies in accordance with the Transformation Plan beginning in the 2015 – 16 school year.

Restorative Practices

SLMS will implement Restorative Practices as a schoolwide initiative beginning in the fall of 2015. The Principal, Counselor, and Social Worker will attend two days of training in July, 2015 on how to facilitate Restorative Practice Circles with students and their families when behavior issues rise to the point when students are removed from the learning environment. A Restorative Practices Coordinator will also be funded out of SIG funds to help facilitate this process in the school and support teachers in the classroom. All teachers will be provided with two days of training on how the Restorative Practices Model works and be provided with strategies to use in the classroom. SLMS will also contract with a Restorative Practices Coach, who will visit the school on a monthly basis to observe classrooms and provide feedback and support to teachers and administrators as this initiative is implemented. SLMS will use data collected on student discipline from the SWIS database to measure the effectiveness of the Restorative Practices Implementation. This strategy supports the reform model by providing clear, timely, and useful feedback that guides professional development, provides ongoing, job embedded professional development, provides mechanisms for family and community engagement, and provides technical assistance from an external partner. This initiative is also an approach to improve school climate, culture, and discipline.

Instructional Learning Cycle (ILC)

SLMS Mathematics and Science Teachers will participate in the Instructional Learning Cycle beginning in the 2014 – 15 school year. The ILC requires teachers to analyze state standards and break them down into essential learning targets. Teachers then create short cycle (3 – 4 week) unit pre and post-tests to help guide instruction. Teachers will meet for 90 minutes per week during their common planning time to collaborate on the creation of these units, assessments, and analyze achievement data. This initiative supports the reform model by providing teachers with ongoing job embedded professional development, and use data to implement an instructional program that is aligned from grade to grade and to state standards.

Writing Fluency Tracker

SLMS Science, Social Studies, and Mathematics teachers will implement Writing Fluency Tracker in the 2015 – 16 school year. Teachers will be provided with a half day of training in August, 2015 and be provided with all of the necessary supplies for implementing Writing Fluency Tracker. The trainer will visit the school to work with teachers five times throughout the school year for the purpose of supporting the implementation and analyzing data collected. The evidence used to measure the effectiveness of the initiative will be the number of words that students are able to write during the weekly writing prompts. The goal is for all students to be able to write 25 – 27 words per minute. This data is collected by teachers and tracked by students during each Writing Fluency Tracker activity. This activity supports the SIG reform model by providing clear, timely, and useful feedback that guides professional development, providing ongoing, job embedded professional development, uses data to identify and implement an instructional program that is aligned from one grade to the next and to state standards, allows for teachers to collaborate, plan, and engage in professional development, and provides technical assistance from an external partner.

- c. Describe how the implementation of the SIG will be evaluated for effectiveness. **(maximum length 2 pages)**

The implementation of the SIG will be evaluated for effectiveness in the following manner:

The District Support Team (DST), consisting of the Superintendent, Director of Instruction and Assessment, SLMS Principal, and SIGC will create an implementation guide for all SIG activities that includes the initiative, timeline for implementation, people responsible, and data collected to measure effectiveness. This guide will be used by the DST to keep all stakeholders including district administration, Board of Education, parents and community informed of the status of each activity in terms of implementation and effectiveness. The DST and ESPs will meet on a monthly basis in order to review the status of each activity, analyze data, and determine if goals (attachment G) are being met. The information gathered at these meetings will be shared with district administration and the Board of Education via information packets and Board reports. This information will be shared with families and the school community through monthly parent meetings led by the SLMS Principal, and quarterly school newsletters. The SLMS Principal will gather input from families and the community at the monthly parent meetings on an ongoing basis and share this information during DST meetings. The metrics used to evaluate the initiatives will be academic data from Writing Tracker, NWEA MAP assessments, AIMSweb Assessments, ILC Assessments, and Grades. Culture and climate data will be analyzed from discipline data maintained in the SWIS database, information gathered from parent meetings, and parent/student/teacher perception surveys conducted bi-annually in the fall and spring semesters. The DST will regularly analyze this data to determine if goals are being met. For any goals not being met, an action plan will be developed to address the issue and improve results.

d. Title VI Rural Schools Element Modification

- i. If the LEA receives rural school funding Title VI, it is allowed to modify one element of the transformation or turnaround model. Indicate which element the school will modify, and describe how it will meet the intent and purpose of the original element. NOTE: this modification does not apply to the other models. **(maximum length 1 page)** If the LEA does not receive Title VI rural school funding, mark section 6.d as "N/A."

N/A

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

The school and district will meaningfully engage families and the community in the implementation of the reform model on an ongoing basis in the following manner:

The DST and ESPs will meet on a monthly basis in order to review the status of each reform activity, analyze data, and determine if goals (attachment G) are being met. The information gathered at these meetings will be shared with district administration and the Board of Education via information packets and Board reports. This information will be shared with families and

the school community through monthly parent meetings , and quarterly school newsletters. The SLMS Principal will gather input from families and the community at the monthly parent meetings on an ongoing basis and share this information during DST meetings.

4. Resource Profile

- a. Describe how the district will leverage state and federal funds and coordinate resources to implement the selected intervention model. As you develop your response, consider how SIG funds will be used to supplement and support other funding resources such as general funds, Title I, Part A, Title II, Part A, IDEA special education funds, and Michigan Section 31a At-Risk funding. **(maximum length 1 page)**

South Lake Schools receives Title I Part A, Title II Part A, and IDEA special education funding. South Lake Schools does not receive Michigan Section 31a At-Risk funding. South Lake Schools plans to identify South Lake Middle School as a Title I school for the 2015 – 16 school year. SLMS will align building and community resources to facilitate the implementation of its transformation plan by coordinating and integrating federal, state, local, and SIG resources to support SLMS’s academic and behavioral programs as follows:

FEDERAL:	LOCAL:	SIG:
<ul style="list-style-type: none"> • Title I Schoolwide Program • Corrective Reading • Connecting Math Concepts • Professional Development (Staff) • Parental Involvement Activities 	<ul style="list-style-type: none"> • Youth athletic programs (e.g. basketball, football, baseball, soccer, etc.) • Student Leadership (WEB) Team • Lego Robotics • Band • Science Olympiad • Opportunity Center (tutoring) • ILC (PLC) Time • Music • Art • Physical Education 	<ul style="list-style-type: none"> • SIG Coordinator • Data Coach • Family Liaison • Social Worker • Restorative Practices Coordinator • Assistant Principal • Intervention Teacher • Technology Para Educators • Technology (i.e. interactive board systems, student response systems, document cameras, tablets, laptops, desktops, wireless routers, Apple TV’s, iPads, digital cameras, etc.)

		<ul style="list-style-type: none"> • Computer/Tablet Accessories • Books, DVD's, Supplies, etc. • Schoolwide Improvement Model • Multimedia devices • State approved external providers (e.g. MISD)
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- b. The MDE requires the district to have three SIG- funded positions **at the building level** as a condition of receiving the grant. These positions are:
1. The SIG coordinator
 2. Data coach
 3. Family liaison coordinator/director
- ii. The SIG school principal or assistant principal cannot perform any of the duties outlined above.
- iii. The Full-Time Equivalencies (FTEs) for each of these positions are based on the enrollment on each school. These are detailed below:
1. Building enrollment of 250 students or less: should not exceed 0.5 FTE per position.
 - 2. Building enrollment of 251 to 500 students: should not exceed 0.7 FTE per position.**
 3. Building enrollment of 501 or more students: should not exceed 1.0 FTE per position.
- iv. Districts applying for multiple schools may combine FTEs. For example:
1. Two buildings with enrollment of 250 or less students are applying. They could have:
 - a. 1.0 FTE SIG coordinator to cover both buildings.
 - b. 1.0 Data Coach to Cover both Buildings.
 2. These are examples only. The school and district must decide how best to leverage the recommended FTEs to meet their unique needs.
- v. In a single building, any of the three positions may be combined at the building level. For example:
1. One individual could be 0.5 FTE as the SIG coordinator and 0.5 FTE as the Data Coach.

2. This is provided as an example only. The school and district must decide how best to leverage the recommended FTEs to meet their unique needs.
- vi. Describe how these positions will be operationalized, how they will be funded, how the appropriate FTEs will be assigned at the school level, and how they will support the SIG. **(maximum length 2 pages)**

SLS will fund the following positions with SIG Funds:

SIG Coordinator/Data Coach – 1.0 FTE

This position will be responsible for ensuring that all aspects of the SIG grant are being met at the building level. Responsibilities will include:

- Coordinate Grant Activities
- Facilitate data collection (i.e. assessments)
- Provide technical support for assessments
- Provide assistance in data analysis
- Meet with teachers during ILC (PLC) time
- Provide training in data analysis
- Communicate regularly with the Principal and Director of Instruction
- Other duties as assigned

Family Liaison/Restorative Practices Coordinator – 1.0 FTE

Responsibilities will include:

- Coordinate extracurricular programs for students
- Market programs to families at South Lake Middle School
- Facilitate informational meetings for families
- Act as a liaison between families and the school
- Coordinate Restorative Practices activities as required
- Other duties as assigned

These positions will be posted as soon as SLS is notified with an award letter from the Michigan Department of Education. Once the positions are filled, SLS will determine what training is required that will enable the coordinator(s) to be successful in their position(s).

NOTE: SIG positions **funded at the building level may not be duplicated** at the **district** level. Some district costs for oversight of the SIG are allowable. See LEA level application for more information.

- c. The district may choose to employ staff or contract for mental health services to support SIG receiving schools.

- i. Indicate whether or not the school will provided mental health services.
- ii. If providing these services, indicate if the services will be provided by a staff member or if the district will contract for the services.

NOTE: Contracted mental health services should be for an amount that is in line with the FTE requirements based on enrollment outlined in 3.b.iii above (i.e. the school enrollment is 250 or less, so the amount for the contracted service must be equal to or less than what it would cost for 0.5 FTE of an employee performing the same service).

- iii. Describe how this work will be operationalized, how it will be funded, how the appropriate FTE will be assigned at the school level, and how it will support the SIG. If not providing this service, no response is necessary. **(maximum length 1 page)**

South Lake Schools will provide mental health support to students using SIG funds. These services will be provided by a staff member at a .7 FTE. This staff member will interface with students and their families to ensure that students are able to remain in the learning environment as much as possible. Responsibilities will include:

- Conducting student groups for at-risk students
- Act as a liaison between families and community resources
- Providing regular contact with students on caseload
- Act as a liaison between the school and family concerning behavior and academics
- Other duties as assigned

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

Describe how student data will be used to identify content of professional learning and how the school will deliver the required professional development throughout the year. Provide a draft professional development calendar for year 1 of the grant **(Attachment B) (Narrative maximum length is 1 page; the Year 1 PD calendar does not have a length limit)**

At least 8 hours of professional development per month (72 hours for the year) will be provided to all staff at SLMS through a combination of Early Release time, stipended time after school, and half days.

Early Release (Wednesdays)

There will be 34 early release days in the 2015 – 16 school year for .75 hours each. This will provide teachers with 25.5 hours of professional development for the year.

Stipended Time (Wednesdays)

On each early release day, staff will be stipended for an additional hour of professional development from SIG funds. This will provide 34 hours of professional development for the school year.

School Improvement Time

Staff will participate in .75 hours of school improvement time per month totaling 7.5 hours of professional development for the school year.

Half Days

There will be two half days with students in which teachers will be provided with 3 hours of professional development for each day, totaling 6 hours of professional development for the school year.

This totals 73 hours of professional development for the 2015 – 16 school year (8.1 hours per month).

Early Release/After School ILC (PLC)

Teachers will meet for 1.75 hours on each early release day for the purpose of implementing the Instructional Learning Cycle (ILC). In the ILC, teachers review state content standards and break the standards down into essential learning targets. Teachers then create short-cycle units (3-4 weeks) that include a pre and post assessment. The pre-assessment is implemented and analyzed to guide instruction. After the instruction is complete, the post-assessment is implemented and data reviewed for purposes of improvement of curriculum and instruction. This cycle is repeated for every short-cycle unit. At the end of each ILC, teachers will report progress to the SLMS Principal and the SLMS Principal will regularly attend ILC groups to provide feedback and support teachers.

School Improvement Time/Half Day

The monthly school improvement meeting and two half days will be used for the purpose of implementation and development of the SLMS Transformation Plan. Each meeting will be focused on the goals and activities outlined in the Transformation Plan and reporting progress on those goals in required quarterly reports to the Board of Education.

Additional Professional Development

Additional professional development will be provided to teachers based upon specific areas of improvement as identified in the SLMS Transformation Plan. This will include professional development in Restorative Practices, Writing Fluency Tracker, Science curriculum and instructional development, Connected Math Project 3 training, and ILC training.

See professional development calendar for a detailed outline of professional development offered to teachers.

5. External Service Provider Selection (maximum length 2 pages)

Describe the process the building and district has used or will use to screen and select external service providers (ESPs) or Whole School Reform Model Developer from the MDE approved ESP list. Include the following:

- How the individuals, team, or committee responsible for vetting and selecting ESP was determined

- Process used to research provider and review evidence of effectiveness
- A description of the decision making process (i.e. voting or staff consensus)

SLS, in collaboration with SLMS, will look to the state for guidance to choose its external providers based upon identified needs. The District Support Team (DST) will be responsible for vetting and selecting all ESPs. The DST will write Request for Proposals (RFPs) for needed services. RFPs will be sent to external providers identified by the state. The committee will evaluate each provider using tools from American Institutes for Research's Guide to Working with External Providers found at http://www.learningpt.org/pdfs/External_Provider_Guide.pdf . Recommendations will be made by the DST to the Superintendent using a consensus model. Final decisions regarding providers will be made via vote by the South Lake Schools Board of Education.

The DST will monitor and evaluate the ESPs through monthly meetings with the ESP and analysis of student achievement data.

Providers that have already been selected are the Macomb Intermediate School District (MISD), and The Christopher and Virginia Sower Center for Successful Schools. Both of these providers have a proven track record of success with transformation efforts and will assist in the implementation of SLMS's transformation plan.

6. Increased Learning Time (maximum length 1 page)

- a. Describe how increased learning time (lengthening the school day, week or year) will be scheduled.
- b. Describe how increased learning time will be spent engaging students in learning, not just adding clock time to a schedule.
- c. Indicate whether or not an agreement with the union will be required to support increased learning time, and if so, will the agreement be signed prior to the start of the school year?

South Lake Schools will increase learning time for core academic subjects by redesigning the current schedule. The current schedule is made up of six academic class hours and an advisory period that run between the hours of 7:50 a.m. – 2:50 p.m. Each class period, including the advisory period, run for 51 minutes with a 4 minute passing time between periods. Students have 35 minute lunch with a 4 minute passing time before and after lunch.

For the 2015 – 16 school year, SLMS will eliminate the advisory period, shorten the lunch period to 25 minutes, and eliminate the passing period prior to lunch starting. This will result in core academic classes increasing instructional time of at least 12 minutes per class period. This translates to 198 hours of increased instruction time in core classes for the 2015 – 16 school year. Teachers will use this increased time to provide students with rigorous instruction that pushes students to develop higher order thinking skills. The new schedule will be made up of six academic classes between the

hours of 7:45 a.m. – 2:50 p.m. Each class will run for 63 minutes with a 4 minute passing time between periods. Students will have a 25 minute lunch with a 4 minute passing time after lunch ends.

SLS and the South Lake Education Association signed a Memorandum of Understanding that allowed SLMS the flexibility to implement this schedule while the school is under the authority of the State School Reform Office.

7. Timeline

- a. Attach a comprehensive five-year timeline for implementing the selected intervention (**Attachment F**). Identify who is responsible for each implementation activity. (PRIORITY SCHOOLS ONLY): For year one, note which activities have already occurred due to being previously identified as a priority school.

8. Annual Goals

- a. **See Attachment G**
- b. Describe how data will be used for continuous improvement, and how often it will be analyzed. (**maximum length 1 page**)

SLMS will use data for continuous improvement through the following plans:

- The District Support Team (DST) will regularly meet for the purpose of reviewing goals data and determine if SLMS is on track for meeting identified goals. A data meeting will be held at least three times per school year by the DST for this purpose.
- The SLMS Principal and Data Coach will meet monthly to review available data on goals including: NWEA MAP, Writing Tracker, and AIMSweb. Needs will be identified and action will be put in place to address any area not progressing as expected.
- The SLMS core content area staff will meet during common planning time for at least 90 minutes per week to analyze individual students' data and differentiate instruction in order to meet the academic needs of students.

9. Sustaining Reforms (maximum length 2 pages)

Describe how the reforms from the selected intervention will be sustained in this school after the funding period ends. **How will capacity be increased as a result of receiving the grant, and what commitment(s) will be made to sustain reforms after the grant period ends?**

The Transformation plan of SLMS was designed to institute a sustainable framework and build upon teacher/leader capacity so the important work of school improvement can continue once SIG funding ends. The success of SLMS's three "Big Ideas" will provide a firm foundation for rapid and significant improvement of student achievement. Sustainability will be ensured through Data-Driven Dialogues facilitated by SLMS staff members, student achievement results, classroom walkthroughs, teacher evaluations, surveys, etc. Furthermore, classroom

instruction will employ research based strategies that actively engage students through challenging lessons that are supported with the effective use of technology. New staff members will be mentored and supported to employ these strategies and practices by veteran SLMS teachers.

The following SIG IV funding resources will either be sustained or not sustained by SLMS staff after the funding period ends. The District Support Team (DST), consisting of the Superintendent, Director of Instruction, Business Manager, and SLMS Principal will determine what SIG IV provided resources will be sustained or not sustained based upon the proven success of identified reforms in improving student achievement and maintaining a positive school climate that has high expectations for all students and staff.

Extended Learning Time: There are no costs related to the extended learning time since learning time was extended through redesigning the current schedule at SLMS.

Materials: All materials and supplies will be identified by SLMS staff and be funded through general funds or Title I funds.

Personnel: The SIG Coordinator position will no longer be necessary. Based upon identified needs, the District Support Team (DST) will determine to continue to fund SIG IV funded positions (i.e. Family Liaison, Data Coach, Restorative Practices Coordinator, Assistant Principal, Social Worker, etc.). If any positions need to be sustained, they will be funded through a combination of local, state, and federal funds.

Professional Development: There will be a limited need to provide professional development through external partners. PD will be determined by the SLMS staff surveys, and review of student achievement data. The PD, in partnership with the MISD, will be sustained through general funds, and Title I and II, Part A funds. Teacher trainers will provide professional development to new teachers.

Technology: Maintenance, replacement, software, and licenses for technology tools will be funded through a combination of local, state, and federal funds (i.e. Title I, Part A, Title II, Part A) and general funds.

Budget Narrative and Preliminary Budget

Provide narrative for this section that describes the following:

- a. Description of appropriate staffing and activities to the support the intervention model at the school level for the full five years of the grant. Indicate which option the school is selecting from those detailed in 4.b below. **(maximum length 1 page)**
 - i. Appropriate FTEs by enrollment must be documented for SIG funded positions.

Budget Narrative:

SLS has chosen to use option 2 for the SIG funded activities that will include 3 years of full implementation followed by 2 years of sustaining reforms.

Personnel

SIG Coordinator: (0.5) part-time person will manage implementation records, scheduling, purchases, calendars, and file all necessary reports. Average salary and benefits = \$51,400

Data Coach: (0.5) full time person will assist teachers and leaders to use data for instructional planning (ILCs, data teams, Data-Driven Dialogues, etc.) while maintaining SLMS's data wall and schoolwide records of progress. Average salary and benefits = \$51,400

Family Liaison: (0.5) part-time person will increase parent involvement through expanded communication and offerings, expanded communication and offerings, expand partnerships, and follow up on student attendance issues. Average salary and benefits = \$51,400

Restorative Practices Coordinator: (0.5) part-time person will coordinate all building level Restorative Practices activities and provide regular support to teachers and leaders in strategies related to Restorative Practices. Average salary and benefits = \$51,400

Social Worker: (0.7) certified person will support mental health services by working with individual and small groups of children struggling with social/emotional issues. Average salary and benefits for 3 years = \$105,994.62

Instructional Technology Coordinator: (1.0) one full-time person will train and assist teachers to implement technology with fidelity, keep technology tools in working order, provide support for students with 1:1 devices, and schedule equitable use of all tools. Average salary and benefits = \$102,800

Assitant Principal: (1.0) certified person will assist and support the Principal in leading instructional excellence in classrooms by monitoring students, observing instruction, evaluating teachers, gathering resources, and supervising building activities. Average salary and benefits = \$142,491

Activities

Summer Programs: SLS will contract with an external partner to run summer programs for all students in the core academic subjects. Estimated annual cost = \$50,000

Instructional Learning Cycle (PLC): SLMS teachers will be paid for 34 hours per year of time spent in professional development, data-dialogues, and curriculum development. Estimated annual cost = \$101,553

Instructional Related Technology: SLS will provide SLMS with up-to-date technology including computers, tablets, digital whiteboards, projectors, document cameras, instructional software, wireless infrastructure, 1:1 devices, etc. Estimated annual cost for 3 years = \$300,000

Planning, Research, Development and Evaluation: SLMS will contract with an external partner to work with SLMS teachers on the development of curriculum that is vertically and horizontally aligned from one grade to the next as well as aligned to state standards. The external partner will also work with teachers on high-quality instructional strategies that will be implemented in all classrooms with fidelity. Estimated Annual Cost = \$222,960.

Community Activities: SLMS will contract with an external partner to provide students with enrichment activities after school on a daily basis. Activities will focus on needed skills for success, career exploration, and STEAM activities.

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

SLS has chosen to use option 2 for the SIG funded activities that will include 3 years of full implementation followed by 2 years of sustaining reforms. See the following table for how budgets and activities will differ over the five years of the grant.

Personnel/Activity	Year 1	Year 2	Year 3	Year 4	Year 5	Total
	Full Implementation			Sustaining Reforms		
SIG Coordinator	\$51,400	\$51,400	\$51,400	\$51,400	\$51,400	\$257,000
Data Coach	\$51,400	\$51,400	\$51,400	\$51,400	\$51,400	\$257,000
Family Liason	\$51,400	\$51,400	\$51,400	\$51,400	\$51,400	\$257,000
Restorative Practices Coordinator	\$51,400	\$51,400	\$51,400	\$51,400	\$51,400	\$257,000
Social Worker	\$105,994.62	\$105,994.62	\$105,994.62			\$317,983.86
Instructional Technology Coordinator	\$102,800	\$102,800	\$102,800			\$308,400
Assistant Principal	\$142,491	\$142,491	\$142,491	\$142,491	\$142,491	\$712,455
Summer Programs	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000	\$250,000
Instructional Learning Cycle (PLC)	\$101,553	\$101,553	\$101,553	\$101,553	\$101,553	\$507,765
Instructional Related Technology	\$300,000	\$300,000	\$300,000			\$900,000
Planning, Research, Development, and Evaluation	\$222,960	\$222,960	\$222,960			\$668,880
Community Activities	\$120,000	\$120,000	\$120,000	\$110,355	\$110,355	\$580,710

Note: Planning, Research, Development, and Evaluation includes the following activities:

- Restorative Practices PD
- Writing Tracker PD
- Classroom Instruction that Works PD
- Mathematics/Science/ELA/Social Studies Curriculum Development
- PBIS PD
- Instructional Learning Cycle PD

- Science Inquiry PD
- Connected Math Project 3 PD
- i. **Option 1:** 1 Year of pre-implementation/planning not to exceed \$750,000, 3 years of full implementation not to exceed \$1.5 million annually, and 1 year of sustaining reforms not to exceed \$750,000.
 1. How will the Year 1 pre-implementation and planning activities differ from what will be budgeted for full implementation in years 2-4 and sustaining reforms in Year 5?

NOTE: schools selecting this option may not use the pre-implementation/planning year to research and select the intervention model. The intervention model must have been selected prior to the start of the grant.

Schools choosing this option are required to submit a “*Plan for Full Implementation*” to the MDE by July 1, 2016. Funding for years 2-5 are dependent on MDE approval of the *Plan for Full Implementation*. More information will be provided at a later date.

- ii. **Option 2:** three years of full implementation not to exceed \$1.5 million annually, and two years of sustaining reforms not to exceed \$750,000 annually.
 1. How will the year 1-3 full implementation activities differ from what will be budgeted for sustaining reform in Years 4 & 5?
- c. Complete the preliminary **building level** budgets for all five years of the grant. (**Attachment C.1**)

Section B Attachments

Attachment A: Baseline Data (to be uploaded into MEGS+ as a separate Excel file)

Attachment B: Professional Development Calendar

Attachment C.1: School Level Budgets

Attachments D.1 – D.3: SIG Funded Position Descriptions

Attachment E: Intervention Model

Attachment F: SIG Timeline

Attachment G: Annual Goals

Attachment H: Assurances and Certifications

Attachment A: Baseline Data Collection

SIG Data Requirements

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

USED SIG Data Requirements

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

Data Group (Office Use Only)	Heading & Description	SY 2013-2014 Baseline Year 1
DG5	Building Code	02444
XXX	School Name	South Lake Middle School
DG4	District Code	50200
XXX	District Name	South Lake Schools
DG728	School Improvement Status	Priority
DG728	Intervention Used The type of intervention used by the school under the School Improvement Grant (turnaround, restart, evidence-based whole-school reform, early learning intervention, closure, or transformation).	TRANS - Transformation
DG752	Baseline Indicator Status The baseline year is the school year immediately previous to the first year a school implemented one of the intervention models and received SIG funds.	NO
DG729	School Year Minutes <i>If decreased time please explain in DG745 Supplemental.</i>	74160.0
DG745	Increased Learning Time (ILT) Did the school provide for increased learning time from previous year?	NO
DG745	ILT - Longer School Year Did the school provide longer school year for increased learning time?	NO
DG745	ILT - Longer School Day Did the school provide longer school day for increased learning time?	NO
DG745	ILT - Before or After School Did the school provide before or after school for increased learning time?	NO
DG745	ILT - Summer School Did the school provide summer school for increased learning time?	NO
DG745	ILT - Weekend School Did the school provide weekend school for increased learning time?	NO

Data Group (Office Use Only)	Heading & Description	SY 2013-2014 Baseline Year 1
DG745	ILT - Other Did the school provide increased learning time other than longer school year, longer school day, before or after school, summer school, weekend school? <i>If yes, include information about the type of increased learning time in the explanation field in row 40.</i>	NO
DG745 Supplement	Explanation Explanation of other type of increased or decreased learning time. (maximum of 200 characters)	
Student Data		
DG731	Student Attendance Rate The count of school days during the regular school year (plus summer, if applicable) students attended school divided by the maximum number of days students could have attended school during the regular school year.	98.80%
XXX	Dropout Rate	0.00%
XXX	Number of Disciplinary Incidents	357
XXX	Number of Students Involved in Disciplinary Incidents	126
XXX	Number of Truant Students	1
High Schools Only Data		
DG732	Advanced Coursework The number of students who complete advanced coursework, such as Advanced Placement, International Baccalaureate classes, or advanced mathematics. Applies to grades 9-12 only.	
XXX	International Baccalaureate	
XXX	Early College/College Credit	
DG733	Dual Enrollment The number of high school students who complete at least one class in a postsecondary institution. Applies to grades 9-12 only.	
DG734	Advanced Coursework & Dual Enrollment The number of students who complete advance coursework and complete at least one class in a postsecondary institution. Applies to grades 9-12 only.	
XXX	High School Graduation Rate	
XXX	College Enromment Number of students enrolled in college from most recent graduating class.	
Teacher Data		

Data Group <i>(Office Use Only)</i>	Heading & Description	SY 2013-2014 Baseline Year 1	
DG735	Teacher Attendance Rate The number of FTE days teachers worked divided by the maximum number of FTE-teacher working days.	94.00%	

DG729 - School Year Minutes

The number of minutes that all students were required to be at school and any additional learning time (e.g., before or after school, weekend school, summer school) for which all students had the opportunity to participate.

Description	SY 2013-2014 Year 1
Minutes per Regular Day Number of <u>minutes</u> required <u>for all students</u> per regular day	381
Number of Regular Days of Instruction The number of <u>days</u> required <u>for all students</u> during the normal school year	180
Total Minutes - Regular Day	68,580.0
Minutes Before School per day Number of minutes <u>all student</u> had the opportunity to participate <u>before school</u> each day	0
Number of Before School days Number of days <u>all students</u> had the opportunity to participate <u>before school</u> during the normal school year	0
Total Minutes - Before School	-
Minutes After School per day Number of minutes <u>all students</u> had the opportunity to participate <u>after school</u> each day	45
Number of After School days Number of days <u>all students</u> had the opportunity to participate <u>after school</u> during the normal school year	124
Total Minutes - After School	5,580.0
Minutes from weekends per week Number of minutes <u>all students</u> had the opportunity to participate on <u>weekends</u>	0
Number of weekends per year Number of <u>weekends</u> <u>all students</u> had the opportunity to participate during the normal school year	0
Total Minutes - Weekend	-
Minutes per Summer Day Number of minutes <u>all students</u> had the opportunity to participate during <u>summer</u> each day	0
Number of Summer Days Number of days <u>all students</u> had the opportunity to participate during <u>summer</u>	0
Total Minutes - Summer	-

Attachment B: Professional Development Calendar

South Lake Schools Professional Development Calendar

2015 – 16

Date:	Time	Activity	Teachers involved
6/15/2015	8:00 – 3:00	MS Math Curriculum Work	SLMS Math Teachers
6/16/2015	8:00 – 3:00	MS Math Curriculum Work	SLMS Math Teachers
6/17/2015	8:00 – 3:00	MS Math Curriculum Work	SLMS Math Teachers
7/16/2015	9:00 – 3:00	Restorative Practices Admin Training	SLMS Principal, Counselor, Social Worker
7/17/2015	9:00 – 3:00	Restorative Practices Admin Training	SLMS Principal, Counselor, Social Worker
8/5/2015	9:00 – 3:00	Admin Science Training	Building Admins
8/17/2015	8:00 – 3:00	MS Science Curriculum Work	SLMS Science Teachers
8/18/2015	8:00 – 3:00	MS Science Curriculum Work	SLMS Science Teachers
8/18/2015	8:00 – 3:00	MS Science Curriculum Work	SLMS Science Teachers
8/31/2015	8:00 – 11:00	Writing Tracker Initial PD	SLMS Science, Math, and SS Teachers
9/1/2015	8:30 – 3:30	Restorative Practices Training	SLMS Staff
9/2/2015	8:30 – 3:30	Restorative Practices Training	SLMS Staff
9/8/2015	1:00 – 3:00	School Improvement	SLMS Staff
9/9/2015	2:05 – 3:50	ILC (PLC)	SLMS Staff
9/16/2015	2:05 – 3:50	ILC (PLC)	SLMS Staff
9/17/2015	9:00 – 3:00	NGSS Training	SLMS Science Teachers
9/22/2015	8:00 – 3:00	Restorative Practices Coaching	SLMS Teachers
9/23/2015	2:05 – 3:50	ILC (PLC)	SLMS Staff
9/29/2015	2:05 – 3:50	ILC (PLC)	SLMS Staff
9/30/2015	8:00 – 3:00	Writing Tracker	SLMS Teachers
10/1/2015	8:30 – 11:00	MIBLSI Data Review	Reading Teams
10/6/2015	2:50 – 3:35	School Improvement	SLMS Staff
10/7/2015	2:05 – 3:50	ILC (PLC)	SLMS Staff
10/8/2015	9:00 – 3:00	NGSS Training	SLMS Science Teachers
10/14/2015	2:05 – 3:50	ILC (PLC)	SLMS Staff
10/21/2015	2:05 – 3:50	ILC (PLC)	SLMS Staff
10/23/2015	8:00 – 3:00	Restorative Practices Coaching	SLMS Teachers
10/26/2015	8:30 – 10:00	MIBLSI District Data Review	Administration
10/28/2015	2:05 – 3:50	ILC (PLC)	SLMS Staff
11/3/2015	2:50 – 3:35	School Improvement	SLMS Staff
11/4/2015	2:05 – 3:50	ILC (PLC)	SLMS Staff
11/12/2015	8:00 – 3:00	Writing Tracker	SLMS Teachers
11/16/2015	8:00 – 3:00	Restorative Practices Coaching	SLMS Teachers
11/18/2015	2:05 – 3:50	ILC (PLC)	SLMS Staff
12/1/2015	2:50 – 3:35	School Improvement	SLMS Staff
12/2/2015	2:05 – 3:50	ILC (PLC)	SLMS Staff

12/8/2015	8:00 – 4:00	Restorative Practices Coaching	SLMS Teachers
12/9/2015	2:05 – 3:50	ILC (PLC)	SLMS Staff
12/10/2015	9:00 – 3:00	NGSS Training	SLMS Science Teachers
12/16/2015	2:05 – 3:50	ILC (PLC)	SLMS Staff
1/5/2016	2:50 – 3:35	School Improvement	SLMS Staff
1/6/2016	2:05 – 3:50	ILC (PLC)	SLMS Staff
1/13/2016	2:05 – 3:50	ILC (PLC)	SLMS Staff
1/20/2016	2:05 – 3:50	ILC (PLC)	SLMS Staff
1/26/2016	8:00 – 3:00	Writing Tracker	SLMS Teachers
1/27/2016	2:05 – 3:50	ILC (PLC)	SLMS Staff
1/28/2016	8:00 – 3:00	Restorative Practices Coaching	SLMS Teachers
2/2/2016	2:50 – 3:35	School Improvement	SLMS Staff
2/3/2016	2:05 – 3:50	ILC (PLC)	SLMS Staff
2/4/2016	8:30 – 11:00	MIBLSI Data Review	Reading Teams
2/10/2016	2:05 – 3:50	ILC (PLC)	SLMS Staff
2/17/2016	2:05 – 3:50	ILC (PLC)	SLMS Staff
2/22/2016	8:30 – 11:00	MIBLSI District Data Review	Administration
2/24/2016	2:05 – 3:50	ILC (PLC)	SLMS Staff
2/24/2016	8:00 – 3:00	Restorative Practices Coaching	SLMS Teachers
3/1/2016	2:50 – 3:35	School Improvement	SLMS Staff
3/9/2016	2:05 – 3:50	ILC (PLC)	SLMS Staff
3/16/2016	2:05 – 3:50	ILC (PLC)	SLMS Staff
3/16/2016	8:00 – 3:00	Writing Tracker	SLMS Teachers
3/22/2016	8:00 – 3:00	Restorative Practices Coaching	SLMS Teachers
3/23/2016	2:05 – 3:50	ILC (PLC)	SLMS Staff
3/24/2016	9:00 – 3:00	NGSS Training	SLMS Science Teachers
3/30/2016	2:05 – 3:50	ILC (PLC)	SLMS Staff
4/12/2016	2:50 – 3:35	School Improvement	SLMS Staff
4/13/2016	2:05 – 3:50	ILC (PLC)	SLMS Staff
4/20/2016	2:05 – 3:50	ILC (PLC)	SLMS Staff
4/26/2016	5:00 – 7:00	NGSS Training	SLMS Science Teachers
4/27/2016	2:05 – 3:50	ILC (PLC)	SLMS Staff
4/29/2016	8:00 – 3:00	Restorative Practices Coaching	SLMS Teachers
5/3/2016	2:50 – 3:35	School Improvement	SLMS Staff
5/4/2016	2:05 – 3:50	ILC (PLC)	SLMS Staff
5/18/2016	2:05 – 3:50	ILC (PLC)	SLMS Staff
5/24/2016	8:30 – 11:00	MIBLSI Data Review	Reading Teams
5/25/2016	2:05 – 3:50	ILC (PLC)	SLMS Staff
5/27/2016	8:00 – 3:00	Restorative Practices Coaching	SLMS Teachers
6/1/2016	2:05 – 3:50	ILC (PLC)	SLMS Staff
6/6/2016	8:30 – 11:00	MIBLSI District Data Review	Administration
6/7/2016	8:00 – 3:00	Writing Tracker	SLMS Teachers
6/8/2016	2:05 – 3:50	ILC (PLC)	SLMS Staff
6/15/2016	2:05 – 3:50	ILC (PLC)	SLMS Staff

Attachment C.1: Preliminary School Level Budget

NOTE: Preliminary budgets are for planning and review purposes only. Initial approval of the grant application does not grant explicit approval to all 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+.

LEAs may apply for School Improvement grants for each individual eligible school building within their jurisdiction. For the purposes of this grant, eligible school buildings are Title I eligible or Title I receiving Priority or Focus schools.

A separate budget and budget detail narrative is required for each building. Please use duplicate pages as necessary. The budget must cover the five-year period of the grant, with each year separate and distinct from the preceding year. Budgets that do not distinguish between the five years of the grant will be considered incomplete and will receive reduced scores accordingly.

There are two options allowed for the five-year grant period. These are detailed below:

Option 1:

- Year 1: Pre-implementation and planning not to exceed \$750,000. These activities comprise the budget for year 1.
- Years 2-4: Full implementation not to exceed \$1.5 million annually. Each year of implementation requires a separate budget.
- Year 5: Sustaining SIG funded reforms not to exceed \$750,000. Sustainable activities comprise the year 5 budget.

Option 2:

- Years 1-3: Full implementation not to exceed \$1.5 million annually. Each year of implementation requires a separate budget.
- Years 4 & 5: Sustaining SIG funded reforms not to exceed \$750,000 annually. Sustainable activities comprise the year 4 and year 5 budgets. Each year of sustainability requires a separate budget.

The following general guidelines must be adhered to in creating the school budget:

- External service provider expenditures should not exceed 30% of the total annual building award.
- Personnel expenditures should not exceed 30% of the total annual building award.
- Technology expenditures should not exceed 20% of the total annual building award.

- Professional development expenditures should not exceed 20% of the total annual building award.

Use the supplied templates on the following page to complete the school level budget.

A budget template for each five-year option is supplied; use the correct form as appropriate.

SCHOOL IMPROVEMENT GRANT PRELIMINARY BUDGET 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 Preliminary Budget for EACH building. Annual budgets are submitted in MEGS+ for final review and approval by MDE.

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

LEGAL NAME OF DISTRICT APPLICANT: South Lake Schools	District Code: 50200
BUDGET SUMMARY FOR: South Lake Middle School	Building Code: 02444

OPTION 2: Full implementation in years 1-3, and sustaining reforms in years 4& 5.

Year 1: Full Implementation (may not exceed \$1,500,000)								
FUNCTION CODE	FUNCTION TITLE	SALARIES	BENEFITS	PURCHASED SERVICES	SUPPLIES & MATERIALS	CAPITAL OUTLAY	OTHER EXPENDITURES	TOTAL EXPENDITURES
111	Elementary							
112	Middle/Junior High	71,016	30,537					101,553
113	High School							

Year 1: Full Implementation (may not exceed \$1,500,000)

FUNCTION CODE	FUNCTION TITLE	SALARIES	BENEFITS	PURCHASED SERVICES	SUPPLIES & MATERIALS	CAPITAL OUTLAY	OTHER EXPENDITURES	TOTAL EXPENDITURES
118	Pre-Kindergarten							
119	Summer School			50,000				50,000
211	Truancy/Absenteeism Services							
212	Guidance Services							
213	Health Services							
216	Social Work Services	62,234	43,760.62					105,994.62
221	Improvement of Instruction							
225	Instruction Related Technology					300,000		300,000
226	Supervision and Direction of Instructional Staff	260,000	179,800					439,800
227	Academic Student Assessment							
233	Grant Writer/Grant Procurement							
241	Office of the Principal	87,756	54,735					142,491
249	Other School Administration							
250	Support Services Business							

Year 1: Full Implementation (may not exceed \$1,500,000)

FUNCTION CODE	FUNCTION TITLE	SALARIES	BENEFITS	PURCHASED SERVICES	SUPPLIES & MATERIALS	CAPITAL OUTLAY	OTHER EXPENDITURES	TOTAL EXPENDITURES
257	Internal Services							
266	Security Services							
271	Pupil Transportation Services							
281	Planning, Research, Development, and Evaluation	83,548	35,926	103,486				222,960
283	Staff/Personnel Services							
331	Community Activities			120,000				120,000
	SUBTOTAL							1,482,798.62
	Indirect Costs 1.16% Restricted Rate							17,200.46
	TOTAL	564,554	344,758.62	273,486		300,000		1,499,999.08

Year 2: Full Implementation (may not exceed \$1,500,000)

FUNCTION CODE	FUNCTION TITLE	SALARIES	BENEFITS	PURCHASED SERVICES	SUPPLIES & MATERIALS	CAPITAL OUTLAY	OTHER EXPENDITURES	TOTAL EXPENDITURES
111	Elementary							
112	Middle/Junior High	71,016	30,537					101,553
113	High School							
118	Pre-Kindergarten							
119	Summer School			50,000				50,000
211	Truancy/Absenteeism Services							
212	Guidance Services							
213	Health Services							
216	Social Work Services	62,234	43760.62					105,994.62
221	Improvement of Instruction							
225	Instruction Related Technology					300,000		300,000
226	Supervision and Direction of Instructional Staff	260,000	179,800					439,800
227	Academic Student Assessment							
233	Grant Writer/Grant Procurement							

Year 2: Full Implementation (may not exceed \$1,500,000)

FUNCTION CODE	FUNCTION TITLE	SALARIES	BENEFITS	PURCHASED SERVICES	SUPPLIES & MATERIALS	CAPITAL OUTLAY	OTHER EXPENDITURES	TOTAL EXPENDITURES
241	Office of the Principal	87,756	54,735					142,491
249	Other School Administration							
250	Support Services Business							
257	Internal Services							
266	Security Services							
271	Pupil Transportation Services							
281	Planning, Research, Development, and Evaluation	83,548	35,926	103,486				222,960
283	Staff/Personnel Services							
331	Community Activities			120,000				120,000
	SUBTOTAL							1,482,798.62
	Indirect Costs 1.16% Restricted Rate							17,200.46
	TOTAL	564,554	344,758.62	273,486		300,000		1,499,999.08

Year 3: Full Implementation (may not exceed \$1,500,000)

FUNCTION CODE	FUNCTION TITLE	SALARIES	BENEFITS	PURCHASED SERVICES	SUPPLIES & MATERIALS	CAPITAL OUTLAY	OTHER EXPENDITURES	TOTAL EXPENDITURES
111	Elementary							
112	Middle/Junior High	71,016	30,537					101,553
113	High School							
118	Pre-Kindergarten							
119	Summer School			50,000				50,000
211	Truancy/Absenteeism Services							
212	Guidance Services							
213	Health Services							
216	Social Work Services	62,234	43,760.62					105,994.62
221	Improvement of Instruction							
225	Instruction Related Technology					300,000		300,000
226	Supervision and Direction of Instructional Staff	260,000	179,800					439,800
227	Academic Student Assessment							
233	Grant Writer/Grant Procurement							

Year 3: Full Implementation (may not exceed \$1,500,000)

FUNCTION CODE	FUNCTION TITLE	SALARIES	BENEFITS	PURCHASED SERVICES	SUPPLIES & MATERIALS	CAPITAL OUTLAY	OTHER EXPENDITURES	TOTAL EXPENDITURES
241	Office of the Principal	87,756	54,735					142,491
249	Other School Administration							
250	Support Services Business							
257	Internal Services							
266	Security Services							
271	Pupil Transportation Services							
281	Planning, Research, Development, and Evaluation	83,548	35,926	103,486				222,960
283	Staff/Personnel Services							
331	Community Activities			120,000				120,000
	SUBTOTAL							1,482,798.62
	Indirect Costs 1.16% Restricted Rate							17,200.46
	TOTAL	564,554	344,758.62	273,486		300,000		1,499,999.08

Year 4: Sustaining Reforms (may not exceed \$750,000)

FUNCTION CODE	FUNCTION TITLE	SALARIES	BENEFITS	PURCHASED SERVICES	SUPPLIES & MATERIALS	CAPITAL OUTLAY	OTHER EXPENDITURES	TOTAL EXPENDITURES
111	Elementary							
112	Middle/Junior High	71,016	30,537					101,553
113	High School							
118	Pre-Kindergarten							
119	Summer School			50,000				50,000
211	Truancy/Absenteeism Services							
212	Guidance Services							
213	Health Services							
216	Social Work Services							
221	Improvement of Instruction							
225	Instruction Related Technology							
226	Supervision and Direction of Instructional Staff	200,000	137,000					337,000
227	Academic Student Assessment							
233	Grant Writer/Grant Procurement							

Year 4: Sustaining Reforms (may not exceed \$750,000)

FUNCTION CODE	FUNCTION TITLE	SALARIES	BENEFITS	PURCHASED SERVICES	SUPPLIES & MATERIALS	CAPITAL OUTLAY	OTHER EXPENDITURES	TOTAL EXPENDITURES
241	Office of the Principal	87,756	54,735					142,491
249	Other School Administration							
250	Support Services Business							
257	Internal Services							
266	Security Services							
271	Pupil Transportation Services							
281	Planning, Research, Development, and Evaluation							
283	Staff/Personnel Services							
331	Community Activities			110,355				110,355
	SUBTOTAL							741,399
	Indirect Costs 1.16% Restricted Rate							8,600.23
	TOTAL	358,772	222,272	160,355				749,999.23

Year 5: Sustaining Reforms (may not exceed \$750,000)

FUNCTION CODE	FUNCTION TITLE	SALARIES	BENEFITS	PURCHASED SERVICES	SUPPLIES & MATERIALS	CAPITAL OUTLAY	OTHER EXPENDITURES	TOTAL EXPENDITURES
111	Elementary							
112	Middle/Junior High	71,016	30,537					101,553
113	High School							
118	Pre-Kindergarten							
119	Summer School			50,000				50,000
211	Truancy/Absenteeism Services							
212	Guidance Services							
213	Health Services							
216	Social Work Services							
221	Improvement of Instruction							
225	Instruction Related Technology							
226	Supervision and Direction of Instructional Staff	200,000	137,000					337,000
227	Academic Student Assessment							
233	Grant Writer/Grant Procurement							

Year 5: Sustaining Reforms (may not exceed \$750,000)

FUNCTION CODE	FUNCTION TITLE	SALARIES	BENEFITS	PURCHASED SERVICES	SUPPLIES & MATERIALS	CAPITAL OUTLAY	OTHER EXPENDITURES	TOTAL EXPENDITURES
241	Office of the Principal	87,756	54,735					142,491
249	Other School Administration							
250	Support Services Business							
257	Internal Services							
266	Security Services							
271	Pupil Transportation Services							
281	Planning, Research, Development, and Evaluation							
283	Staff/Personnel Services							
331	Community Activities			110,355				110,355
	SUBTOTAL							741,399
	Indirect Costs 1.16% Restricted Rate							8,600.23
	TOTAL	358,772	222,272	160,355				749,999.23

Attachments D: School Improvement Grant Funded Positions

Attachment D.1: SIG Coordinator Position Description

SIG Coordinator – 0.5 FTE

This position will be responsible for ensuring that all aspects of the SIG grant are being met at the building level. Responsibilities will include:

- Coordinate Grant Activities
- Manage implementation records
- Manage scheduling of required activities
- Manage required purchases
- File all necessary reports
- Communicate regularly with the Principal and Director of Instruction
- Other duties as assigned

Attachment D.2: SIG Data Coach Position Description

Data Coach – 0.5 FTE

This position will assist teachers and leaders to use data for instructional planning (ILCs, data teams, Data-Driven Dialogues, etc.) while maintaining SLMS's data wall and schoolwide records of progress. Responsibilities will include:

- Facilitate data collection (i.e. assessments)
- Provide technical support for assessments
- Provide assistance in data analysis
- Meet with teachers during ILC (PLC) time
- Provide training in data analysis
- Communicate regularly with the Principal and Director of Instruction
- Other duties as assigned

Attachment D.3: SIG Family Liaison Director/Coordinator

Family Liaison – 0.5 FTE

This position will increase parent involvement through expanded communication and offerings, expanded communication and offerings, expand partnerships, and follow up on student attendance issues. Responsibilities will include:

- Coordinate extracurricular programs for students
- Market programs to families at South Lake Middle School
- Facilitate informational meetings for families
- Act as a liaison between families and the school
- Coordinate Restorative Practices activities as required
- Other duties as assigned

Attachment E: Intervention Models

Checklist for Transformation Intervention Models

Transformation Model		Check One	
The following items are required elements of the Transformation model. Please indicate if the following have been addressed.		Yes	No
Requirement		Yes	No
1	The principal has been replaced within the last two years or a plan is in place to replace the principal consistent with this model.	X	
2	Plan for teacher/leader evaluations that includes: (this line is not checked; check 3a-3f below as appropriate)		
2	a) Be used for continual improvement of instruction;	X	
2	b) Meaningfully differentiate performance using at least three performance levels;	X	
2	c) Use multiple valid measures in determining performance levels, including as a significant factor data on student growth for all students (including English learners and students with disabilities), and other measures of professional practice (which may be gathered through multiple formats and sources, such as observations based on rigorous teacher performance standards, teacher portfolios, and student and parent surveys);	X	
2	d) Evaluate teachers and principals on a regular basis;	X	
2	e) Provide clear, timely, and useful feedback, including feedback that identifies needs and guides professional development; and	X	
2	f) Be used to inform personnel decisions.	X	
3	Evaluations are designed with teacher/principal involvement.	X	
4	Have removed leaders/staff that have not increased achievement, or a plan is in place to remove them.	X	
5	Evidence of providing on-going job embedded professional learning.	X	
6	Evidence of implementing financial incentives or career growth or flexible work conditions.	X	
7	Use of 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.	X	
8	Evidence exists of the continuous use of student data to inform instruction and meet individual needs of students.	X	
9	Evidence of increased learning time is provided; (this line is not checked; check 9a - 9c below as appropriate)		
9	a) That is increased learning time for all students in the core areas	X	
9	b) That includes instruction in other subjects and enrichment activities that contribute to a well-rounded education	X	
9	c) That allows for teachers to collaborate, plan and engage in professional development	X	
10	Evidence exists of ongoing mechanisms for family and community engagement.	X	

Attachment E: Intervention Models

Checklist for Transformation Intervention Models

11	Evidence exists of operational flexibility (staffing, calendars/time/budgeting) to implement comprehensive approach to substantially increase student achievement and increase graduation rates.	X	
12	Evidence exists the school receives ongoing, intensive technical assistance and related support from the LEA, SEA, or designated external leader partner or organization.	X	
Percentage met (calculated automatically)		100%	
The following items are optional elements of the Transformation model. They are not required. Please indicate if they have been addressed.		Yes	No
Optional Activity			
1	Evidence exists of additional funding to attract and retain staff.		X
2	Evidence exists of a system for measuring changes in instructional practices that result from professional learning.	X	
3	Evidence exists the school is not required to accept a teacher without the mutual consent of teacher and principal, regardless of seniority.		X
4	Evidence exists reviews are conducted to ensure that the curriculum is implemented with fidelity and is impacting student achievement.	X	
5	Evidence exists a school wide Multi-Tiered System of Supports model has been implemented.	X	
6	Evidence exists of professional learning to teachers/principals on strategies to support students in least restrictive environment and English Language Learners.	X	
7	Evidence exists of the use and integration of technology-based interventions.	X	
8	Evidence exists of Increased rigor through programs such as Advanced Placement, International Baccalaureate, Science, Technology, Engineering, Arts and Mathematics (STEAM), and others.	X	
9	Evidence exists of summer transition programs or freshman academies.	X	
10	Evidence exists of efforts to increase graduation rates through credit recovery, smaller learning communities, and other strategies.		X
11	Evidence exists of early warning systems to identify students who may be at risk of failure.	X	
12	Evidence exists of partnerships with parents and other organizations to create safe school environments that meet students' social, emotional, and health needs.	X	
13	Evidence exists of extending or restructuring the school day to add time for strategies that build relationships between students, faculty, and other school staff.	X	
14	Evidence exists of the school has implemented approaches to improve school climate, culture and discipline.	X	
15	Evidence exists of the school has expanded their program to offer full-day kindergarten or pre-kindergarten.		X
16	Evidence exists of the school has will be run under a new governance arrangement.		X
17	Evidence exists of the school has implemented a per pupil school based budget formula weighted based on student needs.		X

Attachment E.1: Transformation Model

The following items are required elements of the model. Describe how each element will be met. Responses must be in the sequence of requirements as listed. (Maximum length 5 pages)

NOTE: If applying for the rural school exemption, reference your response to question 6.d. for the element that is being modified.

1. Replace the principal.

SLS has taken the following actions:

- A principal with turnaround competencies has been assigned to SLMS at the beginning of the Planning Year 1
- The principal assigned to SLMS meets all five turnaround competencies
- Identify and focus on early wins and big payoffs
- Break organizational norms
- Act quickly in a fast cycle
- Collect and analyze data
- Galvanize staff around "Big Ideas" (COMPLETED)

2. Include student data in teacher/leader evaluation. Evaluations that are designed with teacher/principal involvement, and will:

a) Be used for continual improvement of instruction;

SLS has implemented a comprehensive teacher evaluation system using the Charlotte Danielson Model as the backbone of the system. This process is used to ensure that conversation occurs between the administration and each teacher for the purpose of improvement of instruction in each classroom. SLS has implemented a leadership evaluation system based upon the Interstate School Leaders Licensure Consortium (ISLLC) Standards. Each administrator selects goals in agreement with the superintendent that focuses efforts on improving achievement in every school. The evaluations systems in SLS weight student growth at 25% in 2014-15 and will continue in the 2015-16 school year unless there is a change in State Law. (COMPLETED)

b) Meaningfully differentiate performance using at least three performance levels;

The teacher/leader evaluation systems in SLS provides every employee with an overall performance rating of Highly Effective, Effective, Minimally Effective, or Ineffective. (COMPLETED)

c) Use multiple valid measures in determining performance levels, including as a significant factor data on student growth for all students (including English learners and students with disabilities), and other measures of professional practice (which may be gathered through multiple formats and sources, such as observations based on rigorous teacher performance standards, teacher portfolios, and student and parent surveys);

Performance levels are determined using the following valid measures: observations, walkthroughs, State and local growth data, State and local achievement data, student/teacher/parent perception data. (COMPLETED)

d) Evaluate teachers and principals on a regular basis;

All teachers and administrators in SLS are evaluated on an annual basis.
(COMPLETED)

- e) Provide clear, timely, and useful feedback, including feedback that identifies needs and guides professional development; and

The SLS evaluation system provided regular feedback to teachers and principals that includes the following required contacts:

- Fall goals meeting to establish goals and develop a professional development plan.
- Follow-up meeting after every observation to provide feedback and identify needs.
- End-of-year meeting to review goals, student growth data, and identified needs for the future.

- f) Be used to inform personnel decisions.

Beginning in the 2014 – 15 school year, teacher layoff decisions were made based upon each teacher's overall effectiveness score. Teacher's scores were rank ordered by certification and a slotting process was used to determine who would be placed in a position and who would be laid off.

The SLS evaluation system is used to determine if a teacher needs to be provided with additional support or needs to be removed from the teaching environment.
(IMPLEMENTED)

3. Evaluations are designed with teacher/principal involvement.

The SLS process for teacher and administrator evaluation was designed with involvement of the teachers and principals. Over the course of multiple years, regular meetings took place in which input was collected and discussed in the design of the teacher evaluation system. Administrators have had input on the design of the administrator evaluation system. (PARTIALLY IMPLEMENTED)

4. Remove leaders/staff that have not increased achievement.

SLS will remove SLMS leaders, teachers, and other staff members who have been given multiple opportunities to improve professional practice and have not increased student achievement. (PARTIALLY COMPLETED)

5. Provide on-going job embedded staff development.

SLS will provide staff with ongoing, high quality, job embedded professional development aligned with the school's comprehensive instructional program; this should be designed with school staff to ensure that staff can facilitate effective teaching and learning and have the capacity to successfully implement the school reform strategies.

SLS professional development is:

reflective of the SLMS Transformation Plan's Big Ideas;

is ongoing, offers coaching for repeated opportunities with a common focus;

is high quality with expectations for using PD in the classroom and includes opportunities for individualized feedback;

and has a process to provide support based upon teacher needs. (PARTIALLY COMPLETED)

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

SLS will implement strategies to recruit and retain staff with skills necessary to meet the needs of students in SLMS (i.e., financial incentives, increased opportunities for promotion and career growth, more flexible work conditions, etc.)

SLS has a process for recruiting and assigning teachers based upon student needs.

SLS has a process in place for retaining teachers at SLMS that includes incentives based upon student achievement. (PARTIALLY IMPLEMENTED)

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.

SLS will use data to identify and implement an instructional program that is based on research and aligned from one grade to the next, as well as with state standards.

SLS, in conjunction with SLMS, selected an instructional program through a diagnostic process that uses multiple data sources to understand priority school designation, identifies and prioritizes the underlying causes of low student performance, and describes a three-year sequence for improving instruction in all content areas related to priority school designation.

SLMS's instructional program reflects the three "Big Ideas" from the SLMS Transformation Plan, includes specific teaching and learning strategies for building-wide implementation, is based on research, identifies timelines, resources, and staff responsible, and provides curriculum that is vertically and horizontally aligned from grade to grade. (PARTIALLY IMPLEMENTED)

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

SLS and SLMS will promote the continuous use of student data (such as formative, benchmark, and summative assessment data and from student work) to inform and differentiate instruction to meet individual student needs.

SLS/SLMS's plan outlines expectations for regular, ongoing building-wide use of data, explains how data will be used as a basis for differentiation of instruction to meet the academic needs of individual students, describes how data about the instructional practices outlined in the instructional program will be collected, analyzed, and used to increase achievement and close achievement gaps. (PARTIALLY IMPLEMENTED)

9. Provide increased learning time:

a) That is increased learning time for all students in the core areas

b) That includes instruction in other subjects and enrichment activities that contribute to a well-rounded education

c) That allows for teachers to collaborate, plan and engage in professional development

SLS and SLMS will establish schedules and strategies that provide increased time for instruction in core academic subjects, enrichment activities, and professional learning for teachers.

SLMS has a plan for increasing time for core academic subjects through redesigning the school schedule

SLMS has a plan for establishing enrichment activities for students with SIG funds

SLMS has a plan for professional learning for teachers (PARTIALLY IMPLEMENTED)

10. Provide ongoing mechanisms for family and community engagement.

SLS will provide for ongoing mechanisms for engagement of families and the community at SLMS.

SLS and SLMS have identified multiple strategies to engage families in reform efforts such as regular parent meetings, committees, and two way communication.

SLMS has outlined activities to engage community partners in reform efforts. (PARTIALLY IMPLEMENTED)

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

SLS is providing SLMS with operational flexibility for issues such as staffing, calendars, time, and budgeting to implement a comprehensive approach to substantially increase student achievement. (IMPLEMENTED)

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

SLS will ensure that SLMS receives ongoing, intensive technical assistance and related support from the district, MISD, Michigan Department of Education, or other designated external partners or organizations.

SLS has designated a central office administrator responsible for monitoring and supporting the school.

SLS will participate in workshops and conferences offered by the MISD, Michigan Department of Education, and other external partners or organizations (i.e. Sower Center for Restorative Practices, etc.)

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.

SLS provides teachers with a competitive salary (7th highest average salary in Macomb County).

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

SLS is using NWEA MAP assessments, AIMSweb assessments, and local measures (i.e. common assessments), and discipline data to measure changes in student achievement that can be correlated to changes in instructional practice and school culture.

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

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

SLS has provided teachers in Science and Mathematics with time and access to content consultants to ensure that the curriculum is aligned vertically and horizontally across grade levels and aligned to state standards. (PARTIALLY IMPLEMENTED)

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

SLS has a Multi-Tiered System of Supports (MTSS) model in Reading and Mathematics. Students are screened 3x per year and placed into interventions as necessary.

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

SLS provides special education and English Language Learner services through cooperative classes and in-school tutoring.

7. Use and integrate technology-based interventions.

SLMS will offer students access to computer aided instruction in at least Mathematics and Reading with SIG funds.

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

SLMS offers STEAM courses such as Lego Robotics and Forces in Motion electives.

9. Provide summer transition programs or freshman academies.

SLMS, in conjunction with SLHS offers a freshman experience using the LINK program. SLMS will begin to offer a 5th grade transition program with SIG funds.

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

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

SLMS has an early warning system integrated into the district's student information system database. The early warning system is used by staff to identify students who struggle in academics, behavior, and attendance.

12. Partner with parents and other organizations to create safe school environments that meet students' social, emotional, and health needs.

SLMS has a parent group that meets regularly to provide input to the school and plan activities for students. SLMS will begin a mentoring program with a local church to provide students with social, academic, and career mentoring.

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

SLMS has planned for time in which older students (WEB Leaders) work with new 6th grade students to build relationships, build a team atmosphere, and reinforce a positive school climate.

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

SLMS is implementing an approach to improve school climate through implementing Positive Behavior Interventions and Supports as well as Restorative Practices strategies.

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

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

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

Attachment F: SIG Timeline

Action Steps	Person(s) Responsible	Timeline	Rationale
Pre-implementation			
Replace the Principal	Superintendent & Board of Education	Completed August, 2014	Turnaround Principal was hired that meets all five turnaround competencies
Corrective Reading	MIBLSI Consultants, Principal	September, 2013 – June, 2017	Tier II/III intervention based on student AIMSweb screening data three times per year.
Connecting Math Concepts/Essentials for Algebra	Director of Instruction, SLMS Principal	September, 2014 – June, 2017	Improve math performance.
SLMS teachers will complete a book study to improve strategies for student engagement. (COMPLETED)	SLMS Principal, SLMS Teachers	January, 2015 to April, 2015	Improve instructional strategies and student engagement in learning.
Engage families & Community	SLMS Principal	September, 2014 – June, 2020	Improve parent involvement & partnerships
Reconfigure Schedule	SLMS Principal	Spring, 2015	Increase learning time for core subjects
Full Implementation (Years 1 – 3)			
Action Steps	Person(s) Responsible	Timeline	Rationale
Hire Additional Staff: SIG Coordinator Data Coach Family Liaison Restorative Practices Coordinator Social Worker Assistant Principal Technology Consultant	SLS Human Resources Director, SLMS Principal	Upon notification – August, 2015	Employ the best educators
Purchase Technology	Director of Instruction, SIG Coordinator	Upon notification – August, 2015	Promote anytime, anywhere learning
Expand Licensing for digital tools	Director of Instruction, SIG Coordinator	Upon notification – August, 2015	Support differentiated instruction & data monitoring.

Purchase SIG Materials	Principal, SIG Coordinator, SLS Business Dept.	Upon notification – August, 2015	Have all materials on hand for full implementation
Requirements Conference	Principal, SIG Coordinator, SLS Business Dept.	Upon notification – August, 2015	Develop & sign contract
Develop ILC Calendar	Director of Instruction, Principal, SIG Coordinator	Upon notification – August, 2015	Identify protected dates
Develop Annual PD Calendar	Director of Instruction, Principal, SIG Coordinator	Upon notification – August, 2015	Create a cohesive plan for PD delivery
Writing Fluency Tracker PD	SLS Director of Instruction SLMS Principal Outside Consultant	August, 2015 – June, 2016	PD for new programs
Instructional Learning Cycle PD	SLS Director of Instruction SLMS Principal Outside Consultant	September, 2015 – June, 2019	PD for new programs
Restorative Practices PD	SLS Director of Instruction SLMS Principal Outside Consultant	September, 2015 – June, 2019	Increase mutual respect and understanding
Positive Behavior Interventions & Supports	SLS Director of Instruction SLMS Principal MISD Consultant	September, 2015 – June, 2019	PD for new programs
Curriculum Alignment PD	SLS Director of Instruction SLMS Principal MISD Consultants	September, 2015 – June, 2018	PD for curricular programs
Science PD	SLS Director of Instruction SLMS Principal MISD Consultant	September, 2015 – June, 2018	PD for curricular programs

Implement Classroom Instruction that Works (CITW) PD	SLS Director of Instruction SLMS Principal MISD Consultants	September, 2016 – June, 2020	Improvement of instruction
Quarterly Reports	SLS Director of Instruction, Principal	September, 2014 – June, 2019	Communicate transformation progress
Use data for learning	Data Coach, SIG Coordinator, Principal	September, 2015 – June, 2019	Expand data use to differentiate learning
Family Involvement	Principal	September, 2014 – June, 2019	Make monthly connections to community through communications and personal outreach
Annual Bonus	SLS Board of Education	September, 2014 – June, 2019	Reward teachers and leaders
Sustaining Reforms (Years 4 & 5)			
Improvement of instruction	SIG Coordinator, Principal, Teachers	September, 2018 – June, 2020	Application of instructional PD and Curriculum Development
Improved School Climate	Principal, SIG Coordinator	September, 2018 – June, 2020	Application of Restorative Practices and PBIS
Improved Use of Technology	SIG Coordinator, Principal	September, 2018 – June, 2020	Application of anytime/anywhere learning, differentiated instruction, and data monitoring
Improved use of data	Principal, SIG Coordinator	September, 2018 – June, 2020	Application of the Instructional Learning Cycle

Attachment G: Annual Goals

	Current Proficiency Rate 2014-15	Goal for 2015-2016	Goal for 2016-2017	Goal for 2017-2018	Goal for 2018-19	Goal for 2019-20
Reading	MEAP – 79.5% NWEA 6 – 208 NWEA 7 – 208.6 NWEA 8 – 213.2 AIMS 6 – 56.4% AIMS 7 – 51% AIMS 8 – 60.2%	M-STEP – 80.6% NWEA 6 – 211 NWEA 7 – 212.5 NWEA 8 – 217.1 AIMS 6 – 61.1% AIMS 7 – 56.8% AIMS 8 – 64.2%	M-STEP – 81.7% NWEA 6 – 214 NWEA 7 – 216.4 NWEA 8 – 221 AIMS 6 – 65.8% AIMS 7 – 62.6% AIMS 8 – 68.2%	M-STEP – 82.8% NWEA 6 – 217 NWEA 7 – 220.4 NWEA 8 – 224.9 AIMS 6 – 70.5% AIMS 7 – 68.4% AIMS 8 – 72.2%	M-STEP – 83.9% NWEA 6 – 220 NWEA 7 – 224.3 NWEA 8 – 228.8 AIMS 6 – 75.2% AIMS 7 – 74.2% AIMS 8 – 76.2%	M-STEP – 85% NWEA 6 – 223 NWEA 7 – 228.2 NWEA 8 – 232.7 AIMS 6 – 79.9% AIMS 7 – 80% AIMS 8 – 80%
Language Usage	NWEA 6 – 206.9 NWEA 7 – 208.1 NWEA 8 – 215.4	NWEA 6 – 208.4 NWEA 7 – 209.9 NWEA 8 – 216.4	NWEA 6 – 209.9 NWEA 7 – 211.8 NWEA 8 – 217.4	NWEA 6 – 211.4 NWEA 7 – 213.6 NWEA 8 – 218.4	NWEA 6 – 212.9 NWEA 7 – 215.5 NWEA 8 – 219.4	NWEA 6 – 214.4 NWEA 7 – 217.3 NWEA 8 – 220.4
Mathematics	MEAP – 44.6% NWEA 6 – 209.4 NWEA 7 – 214.7 NWEA 8 – 221.6	M-STEP – 53.73% NWEA 6 – 212.1 NWEA 7 – 217.4 NWEA 8 – 223.9	M-STEP – 58.94% NWEA 6 – 214.8 NWEA 7 – 220.1 NWEA 8 – 226.1	M-STEP – 64.15% NWEA 6 – 217.5 NWEA 7 – 222.8 NWEA 8 – 228.4	M-STEP – 69.36% NWEA 6 – 220.2 NWEA 7 – 225.5 NWEA 8 – 230.6	M-STEP – 74.57% NWEA 6 – 222.9 NWEA 7 – 228.2 NWEA 8 – 232.8
Writing	MEAP – 70.2% Fluency – 22 wpm	M-STEP – 73.16% Fluency – 23 wpm	M-STEP – 76.12% Fluency – 24 wpm	M-STEP – 79.1% Fluency – 25 wpm	M-STEP – 82.04% Fluency – 26 wpm	M-STEP – 85% Fluency – 27 wpm
Social Studies	MEAP – 41.3%	M-STEP – 47.2%	M-STEP – 53.1%	M-STEP – 59%	M-STEP – 64.9%	M-STEP – 70.8%
Science	MEAP – 23% NWEA 6 – 203.2 NWEA 7 – 205.2 NWEA 8 – 212	M-STEP – NWEA 6 – 203.9 NWEA 7 – 206.1 NWEA 8 – 212	M-STEP – NWEA 6 – 204.6 NWEA 7 – 206.9 NWEA 8 – 212.2	M-STEP – NWEA 6 – 205.4 NWEA 7 – 207.8 NWEA 8 – 212.2	M-STEP – NWEA 6 – 206.1 NWEA 7 – 208.6 NWEA 8 – 212.3	M-STEP – NWEA 6 – 206.8 NWEA 7 – 209.5 NWEA 8 – 212.4

Attachment H: ASSURANCES AND CERTIFICATIONS

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

SPECIFIC PROGRAM ASSURANCES

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

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

CERTIFICATION REGARDING LOBBYING FOR GRANTS AND COOPERATIVE AGREEMENTS

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

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

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

ASSURANCE WITH P.L. 111-117 OF THE U.S. DEPARTMENT OF EDUCATION OMNIBUS 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 sub grantee that is a covered entity as defined in Sec. 108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

PARTICIPATION OF NONPUBLIC SCHOOLS

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

ASSURANCE REGARDING ACCESS TO RECORDS AND FINANCIAL STATEMENTS

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

ASSURANCE REGARDING COMPLIANCE WITH GRANT PROGRAM REQUIREMENTS

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

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

The Americans with Disabilities Act (ADA) provides comprehensive civil rights protections for individuals

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

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

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

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

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

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

AUDIT REQUIREMENTS

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

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

ASSURANCE AGAINST TRAFFICKING IN PERSONS

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

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

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

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

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

CERTIFICATION REGARDING UNIVERSAL IDENTIFIER REQUIREMENTS

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

ASSURANCE REGARDING REPORTING SUBAWARD DATA FOR SUBRECIPIENTS

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

IN ADDITION:

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