

1 - Actions to Support the Intervention Model For the years prior to MacGregor Elementary being formally identified as a Priority School in August, 2014, the district had serious concerns about the continual decline of student achievement at that school and began taking steps toward understanding and reversing this trend. During the 2013-14 school year, in addition to the standard district support for Curriculum, Instruction, and Assessment provided to all schools, the Superintendent engaged an outside consultant to meet with MacGregor's School Improvement Team, review their data and processes, and provide an opinion on action steps for improving that school's achievement. By the end of that school year, the Superintendent made the decision to remove the former principal and to post the position of MacGregor Elementary Principal in search of an experienced, transformational leader who could guide that school through the necessary instructional changes to bring about radical improvement. This was an extraordinary step for the district, but one necessary to help improve student achievement. Mr. Wenzell was hired before the 2014-15 school year as the new principal for MacGregor Elementary.

After MacGregor was identified as a Priority School, a Central Office Administrator was assigned to work directly as a liaison to and partner with the MacGregor School Leadership Team as they worked through their data analysis and transformation plan development process. Multiple times each year, the principal meets with the Superintendent, the district's Central Office Management Team, and the Board of Education, to discuss and present updates on their plan. Throughout this process, all subsequent discussion and problem solving centered solely on successfully supporting and implementing the school's plan. Some examples of this responsive partnership include reallocation of both Federal Grant and General Fund dollars to support MacGregor's plan despite a minimal fund balance, negotiating a Memorandum of Understanding with the BCEA (teachers' union) to remove certain restrictions due to current contract language, and identifying professional learning opportunities for teachers based on the data-identified needs. At the request of the School Leadership Team, MacGregor Elementary was allowed to eliminate the current "special areas" courses of Music and Art in favor of developing a new STEAM (Science, Technology, Engineering, Arts, Math) course they believe will better support students in these areas of identified academic weakness.

Additionally, the district's Personnel and Employee Relations Department adapted and changed many current practices related to staffing and hiring to better support needs of MacGregor Elementary. Knowing this school would require high quality teacher hires, a number of steps were taken to modify district practices and procedures to better ensure success. The district accelerated the traditional staffing timelines to more quickly specify staffing needs prior to University Job Fairs. Each teacher at MacGregor was presented with requirements of their collaboratively developed Transformation Plan and then given the opportunity to express an interest for a specific position, or positions, within the school. Teachers also had the opportunity to request a district-level

placement to another school if they could not commit to the plan. The principal used this information to place the staff within MacGregor. The principal joined the Assistant Director of Personnel and Employee Relations at University Job Fairs, where he was able to personally meet all Elementary Teaching candidates and conduct initial screening interviews. From those fairs, he selected candidates to invite for a formal first round interview. In that interview, the principal was able to adapt and add the normal questions to better address the needs of MacGregor in their plan. From these interviews, the Principal selected candidates to move forward to a second round which the School Leadership Team designed and implemented. In that round, candidates were met at the door by the building's content coach who engaged them with some standard questions while touring the building. The candidate conducted a short lesson while building staff observed. Then the candidate finished by meeting with the principal before leaving. All staff involved in the process provided written input to the principal before he made his final staffing selections. Nearly every aspect of this hiring procedure was modified from the typical district process. The district supported these changes to help MacGregor's select high quality staff to implement their redesign plan.

Another area where the District's Central Office team has, and will continue to, support MacGregor's plan to improve student achievement is through recruiting and coordinating support from Community agencies and resources. One example was the Superintendent learning of a new mentoring program being piloted by Big Brothers/Big Sisters which partners responsible high school students with at risk elementary students. He immediately connected them with MacGregor Elementary. Central Office Administrators serve on many community boards and committees, from the Chamber of Commerce to United Way, YMCA to Bay Sail, Rotary to Noon Optimists, and advisory boards and committees at Delta College and Saginaw Valley State University. Through these professional relationships and networks, district administrators seek to develop opportunities to identify volunteers and partners for MacGregor Elementary. Partnerships that have been developed include reading buddies, mentors, field trip opportunities, or material donations. A partnership with the Bay City State Recreation Area resulted in a collaborative grant-funded program providing a no cost site-based learning opportunity for MacGregor students at the State Park.

These examples highlight just some of the ways the district's leadership team has been flexible and responsive to supporting MacGregor Elementary's needs and redesign plan. When policies or procedures need to be adopted or adapted, they have partnered with the School Leadership Team to understand the need, and then worked with the necessary parties to bring those changes to fruition. Supporting MacGregor Elementary has become a priority for everyone in the district. The success of the district depends on the success of MacGregor. To that end, the district is committed to the success of all students, and the district has clearly demonstrated a willingness to do whatever it takes to ensure this happens at MacGregor Elementary.

2 - Oversight of SIG Implementation When the district is awarded this SIG, it is recognized that additional oversight and attention will be prioritized in order to ensure both compliance and success. Using 5% of the awarded SIG funds, the district will fund a portion of a position (to be determined) to serve as the district level SIG Budget/Compliance Manager. This position will be assigned specifically to the oversight and implementation of SIG. This person will work directly with the School Leadership Team to coordinate activities and approve expenditures related to this grant which are allowable, reasonable, and tightly aligned to the redesign plan. The SIG Budget/Compliance Manager will work in partnership with the District Liaison and Building Principal to facilitate a compliant and successful SIG implementation

When the district is awarded this SIG, it is recognized that additional oversight and attention should be paid in order to ensure both compliance and success. The district proposes to fund, through SIG funds, a district level SIG Coordinator assigned specifically to the oversight and implementation of SIG. This person will work directly with the School Leadership Team to coordinate activities and approve expenditures related to this grant. No less than once per quarter, this person will work with the School Leadership Team to develop formal reports and updates to the Superintendent, Central Office Management Team, Board of Education, and community at large. These reports will include Budget updates and transparency, qualitative and quantitative measures of the impact of SIG activities, and updates on the progress toward short and long term goals in the MacGregor plan.

3 - Monitoring Progress on Annual Goals The district will use a variety of data points to monitor progress toward annual goals, as expressed in **Attachment E**. Data, including NWEA, progress monitoring data, and classroom activities data related to goal areas will be reviewed and updated at least quarterly. Additionally, state assessment data will inform progress toward MacGregor's annual goals at least annually. The district's Central Office Liaison and the SIG Budget/Compliance Manager will work directly with the MacGregor School Leadership team to review data and activities, report progress, and revise strategies as necessary to attain annual goals.

No less than once per quarter, the SIG Budget/Compliance Manager will work with the School Leadership Team to develop formal reports and updates to the Superintendent, Central Office Management Team, Board of Education, and community at large. These reports will include Budget updates and transparency, qualitative and quantitative measures of the impact of SIG activities as well as updates on the progress toward short and long term goals in MacGregor's Transformational plan. Reports will include necessary modifications identified by the team for better attaining annual student achievement growth goals.

4 - Charter School Accountability MacGregor is not a charter school.

5 - External Service Provider Accountability –

Though the leadership team at MacGregor Elementary has relied upon, and will continue to utilize, expert advice and guidance from multiple partner agencies and experts beyond our district, including Bay-Arenac ISD and Saginaw Valley State University, at this time there is no plan to engage the services of an External Service Provider. That said, if data shows the need to partner more exclusively with one provider to continue improvement of student achievement through the selected reform plan, the following process will be followed for the selection and evaluation of said providers.

The role of an ESP would be to directly support the building principal in guiding and overseeing the implementation of the SIG reform model, assisting in the planning, implementation, and monitoring of grant outcomes and goals. Initial screening and selection is completed early in the process by the SIG planning and writing team (composed of members from the central office and schools). Members of this team are selected based on professional specializations (i.e., knowledge of state and federal regulations) and/or knowledge of the SIG reform interventions and strategies. The initial screening and selection of an ESP is driven by (a) a review of data-based needs, (b) a review of ESPs registered on MiSigRegistry through MDE, (c) the requirements embedded in the specific reform model selected for implementation (the Early Learning Intervention Model), (d) recommendations from colleagues that have previously worked with a given ESP, and (e) review of evidence of prior effectiveness. Specifically we will ask any potential ESP to provide documentation of previous work, similar in scale and scope, along with evidence of impact data. Ultimately when selecting an ESP we strive for district and building-level consensus.

Upon selection, the ESP and district will collaboratively develop an implementation and review plan for their specific role in advancing student achievement through the school's reform plan, included expected targets for growth and participation for the year. This plan will include at least biennial reviews of all available data related to student growth and reform plan activities implemented. Agreements will be reviewed and renewed annually based upon the ESP meeting the expected targets for growth and demonstrated success.

6a-District Level Budget Overview:

Budget Year	Year 1	Year 2	Year 3	Year 4	Year 5	5 Year Total
MacGregor Elementary Option 2	\$712,500	\$712,500	\$712,500	\$475,000	\$475,000	\$3,087,500
LEA Costs	\$37,500	\$37,500	\$37,500	\$25,000	\$25,000	\$162,500
Total Budget	\$750,000	\$750,000	\$750,000	\$500,000	\$500,000	\$3,250,000

6b- Budget Narrative- When the district is awarded this SIG, it is recognized that additional oversight and attention will be prioritized in order to ensure both compliance and success. Using 5% of the awarded SIG funds, the district will fund a portion of a position (to be determined) to serve as the district level SIG Budget/Compliance Manager. This position will be assigned specifically to the oversight and implementation of SIG. This person will work directly with the School Leadership Team to coordinate activities and approve expenditures related to this grant which are allowable, reasonable, and tightly aligned to the redesign plan. The SIG Budget/Compliance Manager will work in partnership with the District Liaison and Building Principal to facilitate a compliant and successful SIG implementation.

Once per quarter, SIG Budget/Compliance Manager will work with the School Leadership Team to develop reports and updates for Superintendent, Central Office Management Team, Board of Education, and community review. These reports will include Budget updates, qualitative and quantitative measures of the impact of SIG activities, and updates on the progress toward short and long term goals in the MacGregor reform plan.

In the design of the plan, MacGregor leadership team determined that an external service provider was not necessary for the successful implementation of the plan. If during this grant the school decides to engage an ESP, their effectiveness will be determined annually before renewing any contract with the ESP. The district and school will meet with the ESP at least quarterly to review progress monitoring data and determine any recommended modifications to the implementation of MacGregor's redesign plan.

The Superintendent and Central Office administrators are responsive to supporting MacGregor Elementary needs and plans. When policies or procedures need to be adopted or adapted, they meet with the School Leadership Team to understand the need, and then work with the necessary parties to make it happen. This level of collaboration with district leaders is focused on addressing the Transformational Plan to increase student academic opportunities by strengthening the academic core, implementing proven researched based instructional strategies to increase student

achievement, and establishing a culture focused on learning at McGregor Elementary. Supporting MacGregor Elementary has become a priority for everyone in the district. The success of the district depends on the success of MacGregor. The district is committed to the success of all students.

The completion of funding for the SIG will take place after the academic year of 2020-21. It is the intent of the district to continue to fund the SIG Budget/Compliance Manager for the life of the SIG.

SIG Budget/Compliance Manager progress monitoring duties include:

- Ensure accounting and reporting for the school improvement grant are consistent with the District's system as directed by the Director of Finance
- Review and approve expenditures related to the grant purchases, contracts and personnel
- Ensure contracts are properly authorized and competitively bid when required
- Prepare reports and conduct financial analysis on a monthly, quarterly and annual basis
- Communicate weekly
- Assist district administrators with interpreting federal requirements
- Work closely with district's Finance Department to adhere to policies and procedures
- Assist with implementing and maintaining internal financial controls and procedures
- Provide monthly updates to the building Principal, and Superintendent
- Prepare required documentation and support schedules for the drawdown of grant funds
- Assist with ensuring district-level activities are directed toward school improvement
- Maintain records that document grant activities
- Complete and submit time and effort reports
- Assist with audit process and provide outside auditors with documentation in response to requests for financial information
- Understand state and federal regulations

Sustainability of district level positions associated with oversight of MacGregor's reform efforts will be supported through General Fund when exceeding available grant funds. District administrators will meet with MacGregor administrative and support staff on a scheduled basis to continue long-established collaborative efforts. Tracking long-term progress toward attainment of goals will remain a primary focus of this oversight activity.