

**Section A**  
**District/Central Office Level Responses**

**1. Actions to Support the Intervention Model:**

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

**Modifications of practices or policies**

The Turnaround Model requires a new governance structure under which the Principal reports to the Superintendent and collaborates with the Community School Director, also a Turnaround requirement. Central office will support building leadership capacity at all levels by leveraging its partnership with MSU K-12 Outreach to provide professional learning for a building leadership team via participation in the MSU Fellowship of Instructional Leaders. This Instructional Leadership Team (ILT) will be responsible for developing the capacity of the each PLC through job-embedded professional development, a Turnaround requirement.

The ILT and PLC will be the structures through which the continuous use of data to inform and differentiate instruction will be promoted and ongoing, high-quality professional development will be implemented, both necessary components of the Turnaround Model. They will also be the mechanism for implementing and improving the MYP/IB curriculum and instructional practices to maintain a focus on teaching and learning, as well as to support the professional learning for and implementation of PBIS and Restorative Practices, and WEB/LINK programming in order to improve school culture and climate.

During Year Two of the Turnaround Intervention Plan, 2017-18, FSCA will implement a balanced year-round calendar. Under the balanced calendar schedule the large summer hiatus is reduced significantly and the instructional days are balanced throughout the calendar year.

No Memorandum of Understanding (MOU) is required to support planning year 2016-17 as the requirements to support the after school tutoring currently exists in the UTF contract. For the 2017-2018 school year, however, it will be necessary to secure a MOU for operational flexibility including support of increase learning time, school calendar, and staffing.

**Involvement of human resources**

The Turnaround Model was selected based on the required elements of the model and restructuring occurring in the district under newly hired Superintendent Tawwab and Deputy Superintendent Farris. With a focus on academics, culture and climate, and leadership the Turnaround Model promotes a new governance structure and the

replacement of the principal. All existing staff will be screened and no more than 50% will be rehired. Staff will be provided ongoing, high-quality, job embedded professional development aligned with FSCA instructional program and designed with school staff.

Human resources also will be involved in supporting the hiring of three critical building positions including the SIG Coordinator, Data Coach and Family Liaison. During the SIG V application, the FSCA team analyzed current programming and staffing to ensure resource alignment with their turnaround intervention model and Community School strategies. FSCA will work closely with to Central Office maintain alignment of financial and human capital resources funded through multiple funding sources.

### **Alignment of community resources**

During the planning year (2016-17) SIG V Family Liaison will collaborate with SIG V Grant Coordinator, Title I Parent Engagement Facilitator and Principal to develop an action plan to update families and community members on student achievement and the progress of the reform model. Examples of activities that might be included in the action plan would be sharing at open house, parent meetings, social media, building website, new flyers, media. FSCA is hoping to utilize the SIG V funded Family Liaison to collaborate with the Family Engagement Facilitator to strengthen relationships and increase family and community engagement.

Leaders (Academic Engagement Officer (AEO), MYP, DP Coordinators, and PLC chairpersons) will collaborate with the Data Coach and Instructional Specialists (I/S) to develop community partnerships to integrate the real world experience component of the instructional program, and similarly provide staff with necessary supports.

### **Alignment with state reform/redesign efforts**

The proposed model supports district and building ownership and capacity to support a rapid turnaround, in addition to creating a model preventing priority building status in Flint Community Schools in the future. Programming elements in support of state reform/redesign efforts include

- Leadership. FSCA will support hiring and retaining leaders/school teachers qualified to turn around the struggling school.
  - Human Capital. FSCA will enhance capacity through professional development opportunities designed to enhance staff ability to make strategic decisions, improve classroom instruction, and prioritize student academic achievement.
  - Performance Management. FSCA will build a preliminary shared vision, with mutual accountability and strategic partnerships focused on improved capacity for instruction.
  - Rigorous instructions. FSCA leaders will prioritize the highest leverage points in rapid school turnaround: rigorous instruction, aligned curriculum, culture, context and maximized instructional time.
2. **Oversight of SIG Implementation:** The LEA (district/central office) must describe how it will provide effective oversight for implementation of the selected intervention for each school it proposes to serve. Who will perform this work? Will

it be existing staff, or does the LEA propose to add additional staff or contract with another entity to perform this work? **(maximum length 1 page)**

Central office has established a comprehensive process for program oversight. Overall, oversight will focus on the faithful implementation of model components including professional development activities and professional learning communities. Central office staff (Superintendent/Deputy Superintendent) will engage in periodic classroom observations and review monthly reports submitted by the FSCA.

The support provided by an ESP is subject to the same intensive scrutiny and oversight. The ESPs, working with central office and building level support (SIG Coordinator), will analyze the impact of services on core metrics and use disaggregated data from several sources to monitor service and program impact on measurable goals and outcomes. The district's relationships with ESPs is formalized through a written contract (i.e., a Contract Service Agreement) that specifies costs, deliverables, a timeline for services and supports, and a termination/non-renewal clause that allows the district to terminate the relationship if the district is not satisfied, in any way, with services and supports being provided. Contracts will outline the District's policies for oversight.

During the planning year (2016-17) the SIG Grant Coordinator will work collaboratively with the principal, data coach, school improvement leadership team, and MDE SIG Facilitator/Monitor to develop a SIG V monitoring calendar and rubrics to expected outcomes. The SIG Grant Coordinator will meet with Central administration once/twice per month as a monitoring strategy and will use the monitoring calendar and rubrics as the basis for these meetings.

In addition to program implementation monitoring, the SIG Grant Coordinator will work collaboratively with the principal and the school improvement leadership team on a regular basis to monitor the efficiency of the budget funds being utilized to support the grant initiatives.

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

The Turnaround Intervention Model and strategies will be evaluated for effectiveness to the extent the strategies meet the goals and objectives of the grant. Effectiveness measures will include: improvements in student achievement measured by achievement on formative and summative assessments, improved culture and climate, and increased leadership opportunities and persons in leadership positions, disciplinary referrals, community partnerships, sustained ongoing professional development, student and staff attendance, and the quality and impact of the work.

The Central office will support building staff in utilizing the four types of data to determine the effectiveness of the SIG V. Student achievement will be measured through the analysis and disaggregation of state and building data in the core areas: State assessment data ( M-STEP); building assessment data (NWEA); and building demographic, process and perception data (Attendance, Discipline, Administrative/Teacher Coach Collegial Walkthroughs, Student/Parent/Staff Surveys) . Building Leadership and Climate and Culture will be measured utilizing process data (e.g. data protocol, administrative/teacher

coach walkthroughs), demographic data (e.g. ethnicity, attendance, discipline), and perception data (e.g. student, parent and staff surveys)

Results of data analysis will be shared with stakeholders in the following manner: the data coach will facilitate the process of collecting, analyzing and disseminating data to all stakeholders. Building staff will analyze and plan next steps for multiple-sources of data in the context of staff meetings and team/department professional learning communities' collaboration time.

The data coach will work collaboratively with the parent liaison with regards to collecting, analyzing and disseminating multiple-sources of data to parents. They will collaboratively plan next steps in response to what the data says.

The principal and data coach will work collaboratively to identify how best to publicly share multiple-sources of data analysis with all stakeholders, including community (i.e. Building Annual Report, FSCA Website).

Ongoing data analysis will be done on the implementation of the Turnaround Model with a focus on the three key components (1) building leadership capacity at all levels to support a community school environment, (2) improving student academic achievement through providing job-embedded professional development in the context of our professional learning communities (PLCs) with a laser-light emphasis on teaching and learning with the continued implementation of the IB instructional model, as well as, (3) focusing on improving our building's culture and climate through the utilization of WEB and LINK transition programs for students transitioning to middle school and high school, respectively, along with the building-wide implementation of PBIS Restorative Practices, and Family/Community Engagement to ensure that our students are successfully career and college ready upon graduation. Ongoing analysis of multiple-sources of data will be used to progress monitor our movement with regards to improving leadership capacity, academic achievement, as well as, culture and climate.

The timeline or cycle of evaluation varies depending upon the specific evaluation; State Evaluations (M-STEP) will occur annually. District-wide Evaluations (NWEA) will occur three times per year; (Fall, Winter and Spring). Students receive progress reports every five weeks. Staff and students will be surveyed with regards to culture and time three times per year. Parents will be surveyed two times per year.

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

**Not Applicable**

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

**NOTE:** The district and school may choose not to work with an ESP; however, the SIG still requires a description of how the district will hold ESPs accountable should they ever have one in place. A response consisting simply of “N/A” or one indicating the district or school does not plan to work with ESPs and does not describe an accountability or monitoring plan will receive a score of zero.

All providers selected will be monitored for effectiveness by school level staff. Bi-weekly meetings will be held during the planning process with all stakeholders and service providers. These meetings will be facilitated by the SIG Coordinator.

The district’s relationships with ESPs is formalized through a written contract (i.e., a Contract Service Agreement) that specifies costs, deliverables, a timeline for services and supports, and a termination/non-renewal clause that allows the district to terminate the relationship if the district is not satisfied, in any way, with services and supports being provided. Contracts will outline the District’s policies for oversight. Contracts will be reviewed quarterly for performance.

**6. District Level Budget:**

- a. Complete a five year budget overview for all eligible schools and applying for the SIG. Include annual district costs. **(Attachment F.1; a template has been provide for your reference)**
  - i. Annual district level costs should not exceed 5% of the overall LEA allocation.
  - ii. Building level costs or positions should not be duplicated at the district level. For example, if the SIG coordinator is a building level position, associated costs come out of the building budget. In this scenario, these costs may not come from the district budget, nor could the district employ additional SIG coordinators at the district level.
  - iii. District level oversight and associated costs must reflect the actual amount of time spent on those duties.
    1. This may include restructuring duties and time of current district/central office staff.
    2. This may include hiring new staff to perform SIG-specific duties. However, the district must have a plan for how this work will be sustained after the grant period ends.
    3. This may include contracting with a third party.
  - iv. District level duties may include, but are not limited to:
    1. Financial oversight

2. Support for school buildings receiving the grant
  3. Monitoring schools and other entities for compliance with grant requirements
  4. Monitor progress on annual goals and implementation of the grant and selected intervention model.
- b. Describe how the district budget represents the costs incurred by the district over each of the five years of the grant will support grant implementation, monitor the progress of each school, and monitor external service providers and charter school operators/CMOs/EMOs to hold them accountable for meeting SIG requirements. How does this align with and support the existing state reform/redesign plan? (N/A for focus schools) If proposing to add SIG-funded positions at the district level, describe how these will be funded and sustained when the grant ends? **(maximum length 2 pages)**

Oversight and fiscal compliance will be provided in-kind or through existing categorically funded positions within the district). At the district level only indirect at 2% is being taken out in order to streamline the budget and ensure that every possible dollar is used to support student and teachers in the implementation of the grant activities. Monitoring progress and oversight of external service providers will be addressed through in-kind or through existing categorically funded positions. This model further supports the Turnaround Model and supporting greater autonomy at the building rather than district level.

No district level positions are being funded. With respect to sustainability beyond SIG funding, the SIG Coordinator position will be eliminated and building leadership will conduct stakeholder meetings. Title I & II funds will be leveraged – AEO and I/S will assume Data Coach role, Family Liaison will be eliminated with the responsibilities returning to the Title I Family Engagement Specialist. Culture and climate, technology, family and community engagement supports will be funded from Title I as student needs arise.

Need how it aligns with state reform/redesign plan...

The narrative :

- describes how the district will monitor the progress of each school,
- describes how the district will monitor external service providers,
- how the district will monitor charter school operators/CMOs/EMOs,
- how these efforts will align with/support the state reform/redesign plan,
- how district level positions will be funded when the grant ends, and
- adheres to the two page limit.