

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

LEA Information

Legal Name of LEA Applicant: Godwin Heights Public Schools

District Code: 41020

Applicant's Mailing Address: 15-36th Street SW, Wyoming, MI 49548

LEA Contact for the School Improvement Grant

Name: Chad Conklin

Position and Office: Principal, Godwin Heights High School

Contact's Mailing Address: 50-35th Street SW, Wyoming, MI 49548

Telephone: 616-252-2050

Fax: 616-252-2067

Email address: cconklin@godwinschools/org

William Fetterhoff
LEA School Superintendent/Director (Printed Name)

Signature of the LEA School Superintendent/Director

Allen Johnston
LEA School Board President (Printed Name)

Signature of the LEA Board President

Mark Holsworth
Union Representative (Printed Name)

Signature of Union Representative

616-252-2090
Telephone

7/13/16
Date

616-252-2090
Telephone

7/13/16
Date

616-252-2050
Telephone

7/14/16
Date

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

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

LEA Application
Schools to be Served

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

The LEA must identify each Eligible school the LEA commits to serve and identify the model that the LEA will use in each Eligible school. Detailed descriptions of the requirements for each intervention are in attachments B.1 – B.6

An LEA in which one or more priority schools are located must serve all of these schools before it may serve one or more focus schools.

Note: Weight will be given to applicant schools that:

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

SCHOOL NAME	NCES ID #	PRIORITY (check)	FOCUS (check - if applicable)	INTERVENTION MODEL
Godwin Heights High School	01434	X		Transformation

Section A

District/Central Office Level Responses

1. Actions to Support the Intervention Model:

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

The district of Godwin Heights Public Schools has supported Godwin Heights High School to implement the Transformation intervention model. Since the designation in late summer of 2013, the district established a goal of transparency with a team comprised of central office administration, Board of Education members, High School administrators and instructional staff. The team worked together to analyze multiple sources of data and root causes, and studied other schools that had successfully transformed their schools. District level administrators worked directly with all building level teams, including the High School to communicate causal data and articulate the plan for improvement. The plan for redesign success weighed heavily on a full K-12 responsibility.

Over the past three years, the big three ideas of the Transformation Redesign model have been implemented at all grade levels and buildings. Establishing a clear vision for instructional improvements district-wide was an important step. The leadership of the High School team, including the principal, assistant principal, director of instruction (central office), and instructional specialist made a commitment to meet and review the progress of the plan within the Priority building on a weekly basis.

All professional development for staff and/or administrators was focused on the big three ideas and working towards full implementation and progress of core instruction. The District has taken action to provide hands-on, in-house professional learning in the form of establishing protocols for monitoring instruction that promote honest conversation about instructional practices. The following three are examples of efforts of District oversight working together to impact teaching and learning: K-12 Instructional Leadership Team, Classroom Learning Labs, and School Improvement Walks.

A district K-12 instructional leadership team was established in the fall of 2013. This team is comprised of the Superintendent, Director of Special Education, Director of Instruction, HS Principal, HS Asst. Principal, MS Principal, MS Asst. Principal, both elementary Principals, four Instructional Specialist (one from each building in the district) and a K-12 Educational Consultant. The goal of this team is to build a better understanding together of instructional practice to impact continuous improvement of student learning. This team is dedicated to sustaining a system to monitor progress at every level, and provide support when/if there are hurdles in implementation. This team meets a minimum of 8 times per year, visiting each school twice per school year.

Classroom Learning labs began in 2013 at the K-6 level and have grown to a K-12 level, even across buildings. CLL is a protocol that affords teachers the opportunity to observe each other's teaching and learn from one another's best practices. CLL are facilitated by teacher leaders within the building or department.

Knowing the importance of open communication about the intention of the Transformation Plan, the district has also introduced School Improvement walks at every building. These walks include teaching staff that are members of the district school improvement team, instructional specialists, principals, staff from each building, central office administrators, as well as Intermediate School District school improvement members and a K-12 Educational Consultant. These observational walks are an opportunity for dialogue that fosters shared responsibility that leads to success for all Godwin Heights students. A protocol for monitoring and modifying K-12 alignment is used, similar to that of the K-12 Instructional leadership team.

Central Office Human Resource department is dedicated to working with the principal and the director of Instruction to recruit and retain highly qualified candidates. Each posting has and will continue to be reviewed and careful attention paid to certificate qualifications and past experience in urban, diverse settings. Additionally, the Superintendent has been supportive of principals in establishing a unified understanding of the current evaluation model and recent changes in law regarding teacher effectiveness ratings. He has facilitated meetings in collaboration with the Director of Instruction and ISD support that allow for alignment of evaluation across the district.

The District also works to support the school with aligning community resources in this impoverished, diverse setting. The District sponsors food trucks each month to support the community's nutritional needs at no cost to the public.

In the spring and summer of 2014, the High School applied and was awarded a grant through the Steelcase Foundation. This grant helps to pay for membership in the Kent Community School Services network. Godwin Heights High School operates as a community school, which means we are providing coordination of Health and Human services for our parents and students. The district has supported North Godwin Elementary in becoming a community school since 2012, and Godwin Heights Middle School, beginning in the fall of 2016.

Through the summer of 2015, the Superintendent and the Principal worked to establish a partnership with GVSU that employs an additional school counselor to focus attention on career and college readiness. The district also provides financial support and oversight of an early college and middle college program in conjunction with Grand Rapids Community College. This program affords students college preparatory and college level courses at the expense of the district.

The existing plan will be enhanced by providing financial assistance and additional oversight and support of implementation of the three big ideas: Sheltered Instruction Observation Protocol, Content Area Literacy and 21st Century Collaborative Skills. Funding will be used to complete whole staff training of research based instructional best practices such as SIOP and Close and Critical Reading. Collaborative group work, financial literacy, and use of technology are critical components to success in the 21st century. Dedicated to serving a large population of English as a Second Language students, the district has adopted the goal of embedding meaningful activities in the daily lessons to encourage collaborative teamwork and improved acquisition of the English language.

- 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)**

Oversight of SIG Implementation will be a team effort. Existing staff including the Director of Finance, Director of Instruction, HS principal will meet bi-monthly to monitor implementation of the grant. Director of Instruction, HS Principal, HS Asst. Principal, and HS Instructional Specialist will continue to meet on a weekly basis to monitor implementation of instructional strategies of the Transformation Plan, as well as the implementation of the grant. Additional positions will be posted for a School Improvement Grant Coordinator, Data Coach, Math Coach, and Family & Community Liaison. The Family & Community Liaison will be a district funded position. At this time the other additional staff will be contracted through an outside agency.

- 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)**

See attachment E for specifics on Annual Goals. District School Improvement Team sets protocol for monitoring progress on annual goals. Building School Improvement Team will review and analyze proficiency data specifically for Godwin Heights High School. This review allows for modifications to programming and instructional strategies as necessary to progress towards the goal of any specific content area or subgroup.

- 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)**

NA

- 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.

Godwin Heights Public Schools, specifically the Superintendent (Human Resources), Director of Instruction, and the Director of Finance will oversee External Service Providers for accountability. Principal and Instructional Specialist of Godwin Heights High School will serve in monitoring accountability measures, as well. External Service Providers, including the SIG Coordinator, Data Coach, Math Coach and agencies providing professional learning will meet initially to agree on terms of service. The early meetings will be focused on sharing the major highlights of the Transformation Redesign plan and past efforts to make academic progress across the district and, specifically Godwin Heights High School. Frequent planning and monitoring meetings will document progress and next steps to meet goals and SIG requirements. Documentation of crucial conversations, agendas, and minutes will be reviewed by Director of Instruction, Instructional Specialist, and Principal.

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)**

See attachment F for 5-year budget overview.

Godwin Heights Public Schools will restructure duties and time of current district/central office staff. Director of Finance and Director of Instruction will work with Instructional Specialist and Principal of Godwin Heights High School to review implementation of SIG requirements. Specifically, Director of Finance will have oversight of purchased materials and services. The Director of Instruction will be responsible for collaborating with the principal in quarterly

reporting to the Superintendent and Board of Education. The Director of Instruction will meet weekly with High School Principal and Instructional Specialist throughout the entire life of the grant and beyond. This team will also monitor implementation of strategies and External Service Providers. This time/cost adjustment is reflected in the budget over the five years of the grant. The annual district level costs will not exceed 5% of the overall allocation. Also reflected in the district cost will be the addition of a Math Coach.

With support of central office staff, positions for Data Coach, SIG Coordinator, Math Coach and Family & Community Liaison will be posted and hired. At the end of the five year period, the Director of Instruction, Instructional Specialist, and Principal will be responsible for monitoring the progress of instructional goals.

At this time there is no intention of adding SIG-funded positions at the district level.

Existing Transformation Plan focuses on the three big ideas we believe will afford our students a greater opportunity for academic achievement. The Director of Instruction, Principal and Instructional Specialist have been meeting weekly since the late summer of 2013. These meetings are platforms for review of implementation strategies and analysis of data, including perception data from students, staff and parents. Per the Transformation Plan, the Board of Education receives a quarterly update of progress toward goals. Continuing professional learning time for staff will focus on the instructional strategies of SIOP, Content Area Literacy, and 21st Century Skills. SIG funds will be used to support the strategies already in place through the Transformation plan.

Attachment F.1: Five Year Budget Overview

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

Annual awards per building are capped at the following amounts:

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

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

Here is an example:

- The district has two eligible schools. Each school initially plans to request \$750,000 for year one.
- The maximum the district can receive in year 1 is \$1,500,000.
- \$75,000 will be used for district level costs; the school requests must be reduced by that amount so as not to exceed the \$1,500,000 maximum.

- Overall district proposed budget for year 1:
 - o District costs (\$75,000) + school A (\$712,500) + school B (\$712,500) = \$1,500,000

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

LEA BUDGET OVERVIEW-Option 2

Budget Year	Year 1	Year 2	Year 3	Year 4	Year 5	5 Year Total
Godwin Heights High School	715,029	694,475	648,229	451,228	451,228	2,960,189
LEA Costs	32,499	32,499	32,499	18,000	18,000	133,497
Total Budget	747,528	726,974	680,728	469,228	469,228	3,093,686