

**SECTION B**

**5 Year Budget Option 2**

**LEA Application - School Building Level Information**

**MICHIGAN SIG COHORT V**

APPLICATION COVER SHEET

COMPLETE IN ENTIRETY FOR EACH SCHOOL APPLYING FOR A GRANT

**School Building Information**

Legal Name of School Building: Nelson Elementary

School Building Code: 02675

Mailing Address: 550 W. Grand, Muskegon MI, 49442

**School Building Contact for the School Improvement Grant**

Name: Janelle Duffey

Position and Office: Principal

Contact's Mailing Address: 550 W. Grand, Muskegon MI 49442

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Fax:

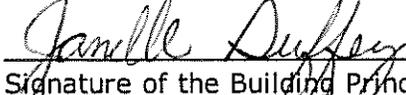
Email address: jduffey@mpsk12.net

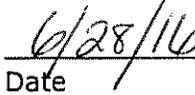
Janelle Duffey

Building Principal (Printed Name)

2317202201

Telephone

  
\_\_\_\_\_  
Signature of the Building Principal

  
\_\_\_\_\_  
Date

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

**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.

**Identify the Intervention Model Used in This School:**

- Transformation Model
- Turnaround Model
- Early Learning Intervention 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 selected intervention model were identified. **(maximum length 1 page)**

Nelson Elementary Leadership met in August and through the fall of 2014 to determine the reform model that would best fit our needs. The process for selecting the intervention model was conducted over multiple meetings including Central office, parents, the building Leadership Team, the School Improvement Facilitator (SIF), and the Intervention Specialist (IS). The team reviewed multiple sources of data both academic and social/emotional, and examined all of the possible reform models. The team decided that the Transformation Model was the best fit. Nelson has strong teachers across grade levels, and a strong principal had recently been placed just prior to being identified as a priority school.

Nelson Elementary initially conducted a Data Dig in the fall of 2014 using MEAP data to determine our needs. The Data Dig in 2014 identified our Big Ideas. Two big ideas were: "Teaching and Learning" Tier 1 instruction and improving Climate and Culture.

To further understand our specific needs, we conduct ongoing data dialogues in the following ways:

- Grade Level Meetings (3x/year): NWEA-Map, Fountas and Pinnell (F&P), Children's Progress of Academic Achievement (CPAA), and District Assessments.
- Instructional Learning Cycles (Bi-Weekly): Common Formative Reading / Math Assessments
- Staff Meetings and Leadership Meetings (Monthly): Schoolwide Information System (SWIS) Data (Office Discipline Referrals) and local Academic Data

Based on the data, we determined Nelson Elementary School is still struggling in the following areas:

- Tier 1 Instructional strategies: Reading/Writing and Math
- Climate and Culture

To address these two Big Ideas we are implementing the following initiatives:

<b>Target Areas</b>	<b>Sub Groups</b>	<b>Data Sources</b>	<b>Implementation Activities</b>
Improve Tier 1 Instruction in Reading/Writing (M-STEP, 2016: 12% of Nelson students were proficient on ELA.)	Bottom 30% (No other subgroups demonstrate significant gaps in achievement.)	NWEA-Map, F&P, CPAA, District Assessments, Common Formative Assessments, MEAP, M-Step, "Write From the Beginning and Beyond" (WFTBB) writing rubrics	Readers Workshop MAISA Units, Marzano's Vocabulary, Instructional Learning Cycle, Unpacking ELA Standards, Write From the Beginning and Beyond, Reading Coach, Writing coach, Thinking Maps comprehension strategies, Quality Questioning, Depth of Knowledge, Increase student engagement with Kagan Strategies
Improve Tier 1 Instruction Math (M-STEP, 2016: 4% of Nelson students were proficient on math.)	Bottom 30%, (No other subgroups demonstrate significant gaps in achievement.)	NWEA-Map, CPAA, Add-Vantage Math Recovery, District Assessments, Common Formative Assessments, MEAP, M-Step	Add-Vantage Math Recovery, Marzano's Vocabulary, Instructional Learning Cycle, Unpacking the Math Standards, Math Coach, , Quality Questioning, Depth of Knowledge, Increase student engagement
Improve Climate and Culture through implementation of Schoolwide and Classroom Positive Behavior Intervention and Supports, (2015-16 school year, there were 727 office discipline referrals (ODRs))	All students and the subgroup of students with the most discipline incidents. (No subgroups demonstrate significant gaps in ODRs.)	SWIS Data, Tiered Fidelity Inventory, School Climate Survey	Schoolwide PBIS, CHAMPS (PBIS in the Classroom), Be Nice, Kagan Strategies, Support from Project Best, Climate and Culture coaches, Increased support strategies at the Tier 2 and Tier 3 level

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

In selecting the Transformation Model, many steps were taken involving all stakeholders including parents and community members. First, a letter was sent home to parents explaining our identification as a Priority School and the need for reform. Community members were invited through email, and the principal attended the Nelson Neighborhood Association meeting to discuss the priority status. At this meeting we discussed the 4 different reform models. Then the SIT (School Improvement Team) met with central office to discuss options under priority schools. The Transformation Model was proposed by the SIT, based on changes already taking place within our school (Readers Workshop, Schoolwide PBIS/MTSS, and new administration).

Parents were recruited to be a part of selecting the reform model by invitation to the School Improvement Team meeting. After going over data and discussing the different reform models, input into possible initiatives was sought from parents and community members. Our parents and community members agreed with the decision to choose and develop a transformation plan. Parents and community members are supportive and expressed willingness to provide support in the completion and implementation of the transformation plan.

Once the decision was made to use the Transformation Model, teachers, parents, the principal, central office, the Muskegon Area Intermediate School District (MAISD) School Improvement Facilitator, the Intervention Specialist, and a board member were actively involved in the completion of the redesign plan. During this time, our Intervention Specialist and School Improvement facilitator lead data dialogues with the team members, including parents and a community representative, which helped us focus on our big ideas. These people worked collaboratively over a course of multiple meetings to create the Transformation Redesign Plan for Nelson School. The team met 8 different dates varying from 2-3 hours each meeting.

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

\_\_x\_\_ 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 B)**. Transformation plan

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)**

After completing the Data Dialogue protocol, the Nelson Redesign Team determined that "Teaching and Learning" and "Climate and Culture" are the two big ideas that will promote the most student growth. The Transformation Model was determined to best meet our big ideas.

"Teaching and Learning" will address Tier 1 instructional programs of reading, writing, and math. Specific attention will be focused on a common curriculum and effective instructional methods in Tier 1 instruction, improving academic vocabulary, effective use of CCSS, and job embedded coaching.

Nelson School developed a three-year plan to improve tier 1 instruction in the Transformation Model as outlined below:

1) MAISA Reading Units were implemented through professional learning. Reading Units curriculum was based on research of the seven steps of curriculum mapping.

2) Marzano's system for building academic vocabulary will be incorporated through professional learning and implemented in the classrooms.

3) Thinking Maps and Write From the Beginning and Beyond is a research-based program which provides Linguistic and Non-linguistic Representation. Teachers will use Thinking Maps in all areas of the curriculum. Teachers are receiving ongoing and embedded training in comprehension with fiction and informational text.

4) Professional development will be provided to continue Professional Learning Communities whose focus will be on collaboration, data gathering, analysis, and response. Teachers will use a variety of instructional methods such as depth of knowledge, guided reading with leveled books, vocabulary games, Thinking Maps, technology, consumable materials, and Kagan Structures to increase Tier I, Tier II and Tier III student engagement. A literacy coach from the MAISD, the external service provider, and the math coach will provide additional support to teachers to ensure fidelity in implementation.

In 2016-17, all activities from 2015-16 will be continued. Additionally, Everyday Math will be initiated through professional learning in the area of math learning progressions. Training and ongoing embedded professional development for this instructional program will begin in September 2016 continuing through 2017-18. Math Recovery for Kindergarten through third grade will be continued through professional learning. Informed Assessment for Math Teaching (AVMR), is a research-based assessment system to help teachers gain a detailed understanding of how children develop early numeracy. A math coach will provide additional support to teachers to ensure fidelity in implementation.

The Positive Behavior Intervention Supports and CHAMPS programs addresses the Big Idea of "Climate and Culture". Specific teaching and learning strategies within this program include direct and explicit instruction in behavior expectations, acknowledgement of positive behaviors at a 4:1 ratio of behavior acknowledgement, individual, small group, and whole group rewards for appropriate behavior, a progressive behavioral support system, and a data collection system to identify students with Tier 2 and Tier 3 behavior intervention needs. A behavior coach will work 1 on 1 with teachers to observe, model, and provide professional development on CHAMPS and ensure Kagan structures are being implemented. Another behavior and climate coach will address specific needs and support the PBIS initiatives. She will work directly with the assistant principal to develop quality tier 2 and tier 3 interventions for students with problem behaviors. Through the research of Classroom Design, Nelson will be working with Steelcase and Bluescape technology to create learning labs to increase student engagement and achievement.

All of these research-based strategies, when implemented and used with fidelity, will help improve student achievement. These evidence-based practices support Nelson's Transformation Plan by impacting instructional practices for all students leading to accelerated achievement in reading, writing, and math. Implementation of the evidence-based practice of PBIS supports accelerated student achievement by improving student engagement and reducing classroom disruptions due to off-task behavior.

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

Muskegon Public Schools (MPS) has a proven track record in evaluating initiatives for effectiveness, problem-solving, and action-planning to improve impact on teacher effectiveness and student achievement. Nelson School and MPS have leadership teams who meet regularly to engage in reviewing and analyzing multiple sources of data for this purpose. The teams use the "Collaborative Learning Cycle" data protocol from "Got Data, Now What" by Wellman and Lipton.

The implementation of the SIG, as operationalized by the strategies selected to address the big ideas of improving teaching and learning and school climate and culture will be monitored and evaluated continuously over the five years of SIG funding and beyond to sustain initiatives for impact on student achievement. Building on existing structures and systems, the Nelson School Leadership Team (SLT) will collect and analyze implementation data to measure quality and consistency of implementation for each strategy. Impact data will be collected and analyzed on an ongoing basis to generate and inform action planning and decision-making. The membership of the Nelson SLT includes the principal, instructional coach, teachers representing all grade levels, special education, board member, and parents. SIG funded personnel that will be added to the SLT include the SIG coordinator, the data coach, family liaison, math coach, and the ELA/reading coach and Technology Integration Specialist from the ESP, Muskegon Area Intermediate School District (MAISD).

Using the research-based practices of implementation science of Dean Fixon and Karen Blaise, "Practice Guides" will be developed to identify the "gold standard" for each strategy. The guides will serve as a blue-print and vision for best practices. Once all staff have an understanding of components and a shared vision of effective instructional practices and learning activities, data will be collected to measure progress toward full implementation. Data will include principal walkthroughs, classroom observational data through peer observations, such as Instructional Rounds and/or "Learning Labs," teacher evaluations, lesson plans, agendas and minutes from teacher team meetings, professional learning communities (PLCs), and the Instructional Learning Cycle.

Student impact data will also be collected and analyzed at multiple levels of the Nelson School organization. Annually, state-level assessments are analyzed and progress is measured against the goals identified in this application. Local assessments to be collected and analyzed include NWEA math and reading, NWEA progress monitoring, Add+ Vantage Math Recovery for diagnostic math assessments, Benchmark Assessment System for diagnostic reading data, on-demand writing assessments scored using common rubrics from Write From the Beginning and Beyond, progress monitoring data from classroom assessments as well as those administered as part of tier 2 and tier 3 interventions.

Grade level teacher teams will meet once per week for 90 minutes during late start to analyze student impact data and make decisions regarding implementation and adjusting of reform strategies for all tiers. The Nelson SLT meets monthly with the SIG Coordinator and instructional coaches who will be providing support through our external service partner, MAISD. The team meets to analyze all data for effectiveness of the SIG reform strategies and make adjustments, and to identify and provide any needed on-going supports and professional learning for staff. In addition, the School Support Team (SST) consisting of a SIG coordinator, the district Director of Curriculum and Instruction, the Muskegon Area Intermediate School District (MAISD) School Improvement/MTSS Consultant, a parent representative, and an administrator or teacher from another MPS building will meet quarterly to review all data, both implementation and impact. The purpose of these quarterly meetings will be to evaluate strengths as measured against annual performance targets identified in this grant application (Appendix G.) and identify barriers and supports that may be needed to continue to improve implementation performance.

For the big idea of improving school climate and culture, implementation data tools will include data tools developed by and available through Positive Behavior Interventions and Supports (PBIS) Evaluation. The tools provide structures and systems to collect process data by the SLT, to monitor and evaluate team systems and processes as well as staff perception data from all Nelson staff using the School Climate Survey and the Tiered Fidelity Inventory. Implementation of PBIS in the classroom is monitored using data collection tools from *CHAMPS* by Randy Sprick and other resources from "Safe and Civil Schools" including *Coaching Classroom Management* and *Interventions*. This data will be collected by the principal, the school climate/culture coach, the data coach, instructional content coaches, the assistant principal, the Family Liaison, and by teachers using self-assessment tools.

Impact data to measure improvement in school climate and culture includes collection and monitoring of office discipline referral data using SchoolWide Information System (SWIS). Data is also collected and analyzed for suspensions, expulsions, attendance, tardy rates, and student, parent, and staff perceptions using survey data. Data around School Climate and Culture will be collected regularly and analyzed monthly by the PBIS Leadership Team and at the quarterly SST meetings. Results will be used to determine strengths and barriers, and to develop action plans when needed to support and improve implementation of school climate reform strategies.

Progress reports for both Teaching and Learning and School Climate and Culture will be shared with school staff by the School Leadership Team at least monthly at staff meetings, and with other stakeholders including the superintendent and school board through quarterly board reports by SLT members with the SIG coordinator. Data and progress will be shared with the Nelson community at quarterly Nelson Neighborhood Association meetings.

To further engage families and communities in the implementation of the transformation model we will utilize three strategies.

- The Family Liaison will ensure community input. The Family Liaison will recruit and organize a parent and community advisory group that will meet monthly. The group will be supporting the progress of the transformation model. The Family Liaison will review data with the Parent Community Liaison group, and the group will offer suggestions to further student achievement.
- Parent and community activity nights that include: learning celebration, math night focusing on math strategies, reading night, science night, social studies night and a Be Nice presentation from the mental health foundation. Parent and community nights will provide families with strategies that will help improve student behavior and achievement.
- Parent and community data wall will be utilized in order to openly communicate progress toward implementation of the SIG interventions.

Effectiveness of the external service provider, MAISD, will be monitored and evaluated by the School Leadership Team monthly and the School Support Team quarterly. Coaches provided by MAISD will be required to submit progress reports at least quarterly that will include data such as: goals for the quarter, action steps, teacher/staff contact logs, areas of growth/progress, barriers, and next steps. Teachers/staff who are working with coaches will be asked to submit data as well documenting supports received, areas of growth/progress, barriers, next steps, and impact on student progress.

Possible Metrics to be Used:

- Academic data: state level assessment results and local data as described above and in the baseline data worksheet.
- Climate/culture data: Schoolwide Information System (SWIS) for office discipline referrals, suspensions, and expulsions, implementation data using PBIS Evaluation tools.
- Perception data: Staff, student, leadership, parent, and community surveys.
- Process data: School Systems Review, classroom observation data, coach work logs, etc.

D. Title VI Rural Schools Element Modification N/A

- 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.

(Response included above in question 3.c.)

#### 4.a. Resource Profile

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)**

Muskegon Public Schools is supporting Nelson School in implementing their Transformation Redesign model by coordinating state and federal funds. SIG funds will supplement our other funding sources to best use all funds to improve student achievement.

2016-17 funding sources include:

**General Funding** has been allocated for the following: five half-days of professional development to clarify standards for highly effective instruction, implementation of MI CCSS in math and ELA in support of instructional strategies aligned with best practices; mentor texts, leveled classroom libraries, and Reader's Workshop consumables for support in the implementation of MAISA units; materials to support direct instruction of academic vocabulary and Professional Learning Communities; and registration, stipends, sub expenses, lodging and mileage for attending professional development to support Reader's Workshop instruction and PBIS/CHAMPS implementation.

**Title I Funding** has been allocated for the following: stipends for teachers to provide instruction during mandatory and encouraged extended learning days, attend training and collaborate around AVMR work, and receive professional development support in "Write from the Beginning and Beyond Response to Text", unpacking the MI CCRS Math Standards, direct instruction of academic vocabulary, and a book study utilizing "Mindset" by Carol Dweck; Math Coach at .5 FTE along with a .5 FTE to the Writing Coach. Title 1 funds are used to provide interventionists to work with targeted students in all content areas.

**Title IIA Funding** has been allocated for the following: stipends and fees for attending Kagan Engagement Strategies and for participating in the "Mindset" book study; training for reading, analyzing and planning from NWEA assessment reports; and training for implementing Achieve3000 including reading, analyzing and planning from Achieve3000 reports.

**IDEA Funding** has been allocated for the following: salaries for resource room teachers (IDEA funded/general funded) to serve non-IEP and IEP students together in small groups of like-need with their identified students during the intervention block "Big Red's Time."

**MAISD Regional Assistance Grant** has been allocated for the following: AVMR training for diagnosing math needs, salary for a part time literacy coach, the salary for part time PBIS/CHAMPS coach, PD for Kagan Structures Level 1, 2, and 3. The RAG will also pay for substitutes to cover for teachers as they attend monthly data meetings.

**SIG Funding** will be allocated for the following: the items identified above so that funding can be allocated in other ways when the SIG is received. SIG funding will also be used for training in implementing Readers Workshop, as well as salaries for .3 FTE SIG coordinator, .5 FTE data coach, .5 Family Liaison, and a .5 FTE clerk. The SIG will be paying for a contracted Climate and Culture coach, a contracted Leadership coach, Classroom Design supplies, and additional technologies. Payment to the external service provider for coaching in ELA and a Technology Integration Specialist will also come from SIG along with paying for supplemental supplies for reading, writing, and math.

4.b. The MDE requires the district to have three SIG- funded positions **working at the building level** as a condition of receiving the grant. These positions are:

**Enrollment at Nelson is approximately 370 students, so required SIG positions may be up to .7 FTE.**

**Required SIG Funded Positions:**

The SIG Coordinator will be .3 FTE – 60 days and will be funded using SIG funds. The SIG Coordinator position is a part time position. The SIG Coordinator will be housed at Nelson Elementary.

A detailed **SIG Coordinator** job description has been developed and will be provided upon SIG application approval. The SIG coordinator will function as a member of the Nelson School Leadership Team responsible for ensuring the SIG and Transformation Plan are fully implemented, monitored and continuously evaluated for effectiveness. The SIG coordinator will provide written updates to the district Director of Curriculum and Instruction and MPS Superintendent and will take a leadership role in all SRO monitoring and SIG monitoring meetings. The SIG coordinator will take the lead with communication and monitoring of the External Service Provider, MAISD and will assist the data coach and School Leadership Team leaders to collect implementation and impact data, arrange the team meeting agendas, and communicate with team members. The SIG Coordinator will take the lead on organizing the quarterly School Support Team/Instructional Learning Cycle meetings as well. Another role of the SIG coordinator will be to collaborate with the appropriate central office staff for budgeting, including collecting and processing the necessary financial paperwork.

Operationalizing of SIG Coordinator:

June-July, 2016: Nelson Leadership Team

- Identifies key responsibilities and qualifications for fulfilling the SIG Coordinator position.
- Develops list of position needs, i.e. office/desk space at Nelson, technology, etc.
- Determines a local candidate possesses the qualifications to fulfill the position.

Upon notification of SIG funding award:

- The SIG Coordinator will begin immediately to work with the SRO monitor and district and building leadership to begin grant activities for implementation and compliance.
- The SIG Coordinator and building leadership team members will begin thinking through and developing record keeping systems and structures, communication plans, and internal accountability and compliance structures. All SIG funded activities will be subject to full documentation for fidelity of implementation, effectiveness, and for compliance with district and MDE policies.

The Data Coach position will be .5 FTE and will be combined with a .5 Math Instructional Coach. The full 1.0 FTE position will be split-funded using SIG funds for the .5 Data Coach and Title I funds for the .5 Math Instructional Coach.

A detailed **Data Coach** job description has been developed and will be provided upon SIG application approval. The data coach will assist teachers, instructional coaches, and school leaders to identify the appropriate data to use within a balanced and cohesive assessment system for the purpose of ensuring academic growth for all students and to achieve the goals identified in this grant application. The data coach will assist teacher teams and leadership to analyze student achievement data, using the results to improve teaching and learning approaches. The data coach will work with the Nelson Leadership Team and the SIG Coordinator to analyze school level data including implementation and impact (achievement) data to improve SIG and Transformation Plan implementation and will contribute to monthly and quarterly building and district level updates/reporting.

Operationalizing the Data Coach:

June-July, 2016: Nelson Leadership Team

- Identifies key responsibilities and qualifications for fulfilling the Data Coach position.
- Develops list of position needs, i.e. office/desk space at Nelson, technology, etc.
- Determines a local current staff member possesses the qualifications to fulfill the position.

Upon notification of SIG funding award:

- The Data Coach will begin immediately to work with the SIG Coordinator and district and building leadership to begin grant activities for implementation and compliance.
- The Data Coach, working with instructional content coaches and building and district leadership will begin identifying current data sources and synthesizing into a coherent, balanced system of formative, common interim, and summative assessments. This will result in identifying any gaps in the assessment system, locating and/or developing assessment tools still needed.
- The Data Coach will also continue developing tools and protocols to support teachers in analyzing data for instructional decision-making.

The Family Liaison position will be .5 FTE and will be hired by Muskegon Public Schools. As such, the .5 position will be entirely SIG funded and combined with a .5 FTE writing coach funded by Title funds.

A detailed **Family Liaison** job description has been developed and will be available upon approval of SIG application and funding. The Family Liaison will increase parent involvement through working with, supporting and coaching existing Nelson staff who currently have responsibility for developing two-way communication systems with Nelson parents and the community, communicating with specific parents to build relationships and support individual students regarding academics, behavior, and attendance/tardiness. The Family Liaison will provide coaching, access to resources, and professional learning resources and opportunities for Nelson leadership and staff to design offerings, events, expand partnerships, and follow-up on student attendance issues. The Family Liaison Coach will work primarily with the Nelson Assistant Principal on effective systems for collecting and using data while designing and implementing a systems approach to partnering with parents.

Operationalizing the Family Liaison:

June-July, 2016: Nelson Leadership Team

- Identifies key responsibilities and qualifications for fulfilling the Family Liaison position.
- Develops list of position needs, i.e. office/desk space at Nelson, technology, etc.
- Determines the primary need at Nelson School is for coaching for existing Nelson staff who currently have roles and responsibilities for communicating with parents and community and providing supports for parents.

Upon notification of SIG funding award:

Nelson and district leadership along with the SIG Coordinator will begin working to recruit and select the best qualified person to fulfill the role of Family Liaison.

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

**Nelson will not be providing mental health services using SIG as those services are already provided through other sources at the school.**

4d. Professional development will be ongoing and data driven based on staff and students' specific needs. Professional development is grounded in day to day teaching practices. Professional development will continue with academic vocabulary. Professional learning on Academic vocabulary began in the 2015/2016 school year. Throughout the year a total of 8 hours will be dedicated to Academic vocabulary through grade level meetings, peer walk-throughs and learning labs.

To enhance student learning, the PBIS/CHAMPs and Behavior consultants will offer proactive, job-embedded positive behavior support. The consultants will go into classrooms to offer one on one teacher support and coaching for implementing Positive Behavior Supports. The goal of the consultants is to improve the classroom environment to enhance student learning. Data used to guide decisions for professional learning include office discipline referrals and implementation measures including classroom self-assessments and observation tools. All teachers will attend the Kagan Structures Level 1, 2, and 3 each summer for years 1-3 to help increase student engagement.

Kindergarten - sixth grade teachers will receive 90 hours of professional development in Math Recovery. Math recovery focuses on day to day math instruction targeting specific student needs. Professional learning for Math Recovery provides for learning sessions followed by in-class practice with students supported by the numeracy coach and the math coach.

All staff members will receive 8 hours of professional learning around Unpacking of the Common Core Math Standards. This professional development opportunity will allow staff to continue to dig deeper and gain a better understanding of the common core math requirements. Unpacking the common core math standards will give teachers in depth understanding of the content area to better improve student learning. Training will be spaced out over the 2016-2017 school year to allow teachers opportunity to implement new learning.

District will provide teachers with 12 hours of professional development on professional learning communities and determining essential standards. Professional learning communities will support teacher collaboration focusing on data and response to intervention. This 12 hours of learning is in addition to job-embedded personalized coaching for ELA, math, leadership, technology, and family engagement. Teachers also have the opportunity to attend cognitive coaching.

There will be 90 minute weekly meetings provided throughout the year during late start. The content of these meetings will be data driven. Grade level meetings will also target Reader's Workshop, comprehension strategies, using Thinking Maps, and AVMR.

The district will provide PD on using EveryDay Math to help further teacher understanding and support implementation. Initial training will take place at the beginning of September with additional training and continuous support throughout the year.

Technology Integration Specialist will provide monthly PD on technology tools to enhance student engagement and increase student achievement through classroom design and "Bluescape" collaborative technology.

Additional professional development will be provided as needed based on student and staff needs identified through ongoing data collection and analysis, including observational data (walk-throughs, administrator evaluation, teacher self-assessment, and continuous student achievement assessments). All professional development will be focused around needs for improvement in tier 1 instruction, ensuring an ongoing learning community.

See the Nelson Professional Development Calendar, (Attachment C) for details on how staff members will receive a minimum of 8 hours of PD per month.

## 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)

**NOTE:** The school may choose not to work with an external service provider; however the SIG final requirements state the application must still include the information above. Responses that consist of a statement such as “the school will not work with an external service provider” or “N/A” will receive a score of zero.

### Process For Selecting External Service Provider

Nelson Elementary School Leadership Team (SLT) received notification the school was eligible to apply for a SIG V in May, 2016. This team is comprised of the school principal, the instructional coach, teacher leaders representing grade levels and special education teachers, a district representative, the ISD School Improvement Facilitator, and the ISD Intervention Specialist. The SLT has taken the lead on all aspects of selecting an External Service Provider, including vetting the External Service Provider and facilitating that decision.

The team immediately met and began researching the possible External Service Providers (ESP). The SLT began with the list of approved providers on the Michigan Department of Education web site. Based on the approved Transformation Plan and the strategies the team has identified to support and implement the Transformation Plan, the team analyzed the list of providers to ensure an appropriate and robust match.

The SLT members have determined that improving teaching for Tier 1 is the major focus of the school’s rapid turnaround efforts. Therefore, the search of providers was focused on services to coach and strengthen instructional planning and delivery, rather than purchasing an instructional packaged approach and/or intervention program. In keeping with the philosophy of the Nelson leadership, the team was able to narrow down the search and identify MAISD as a possible partner to fulfill that need. MAISD provides instructional and leadership coaching to improve systems and delivery of instruction.

The leadership team met with the Director of Instructional Services for the MAISD to discuss at length the needs of the school and services that MAISD could provide. MAISD uses a coaching and collaborative professional learning approach to improve instruction based on Cognitive Coaching and Adaptive Schools for facilitating group collaboration and learning. MAISD does not dictate specific instructional or intervention approaches or packages, which is aligned with the decisions and direction of the Nelson School Leadership team. This team also met with the Institute for Excellence in Education (IEE) to look at what options that they had to offer. They would be able to offer a similar package, but it didn’t appear to be a “better” offer.

Prior collaboration with MAISD and data driven results have shown the effectiveness of the services provided by highly qualified individuals to change teacher practices and improve student achievement. MPS leadership and Nelson staff have a long standing relationship with Instructional Services Consultants on which to build continued supports.

After meeting with MAISD, completing reference checks, and discussing with the Nelson staff, there was a unanimous decision to partner with MAISD as our external provider when completing the SIG application. The decision was made to utilize the MAISD because they will provide ongoing training and support to fully implement the research-based strategies that Nelson has selected. To maintain instruction with rigor and fidelity it is imperative to have the support of the experts from the MAISD.

The effectiveness of the work of the external service provider will be monitored and evaluated continuously over the five years of SIG funding for impact on student achievement. The Nelson School Leadership Team (SLT) will collect and analyze implementation data to measure quality and consistency of implementation for the ELA and climate and culture coaches. Impact data will be collected and analyzed on an ongoing basis to generate and inform action planning and for decision-making.

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

Student impact data from multiple sources will be analyzed, including state-level assessments, local assessments including benchmark assessments, and progress monitoring data from classroom assessments as well as those administered as part of tier 2 and tier 3 interventions.

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

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

## **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?

Nelson School will use NWEA data to make initial decision regarding student achievement. As needed Benchmark Assessment System will be used as a digging deeper tool to further determine instructional needs. Formative assessments will help us monitor student growth. Data is used to formulate an academic

profile for each child. Using that information students will be engaged in the following Increased Learning Time opportunities:

**Extended Day:** Starting with the 2016-2017 school year Nelson School is increasing the instructional minutes by 60 minutes each Wednesday to provide all students with additional targeted learning time. The focus of this time will be on Michigan Model for Health social emotional learning and implementing the Be Nice lessons from the Mental Health Association. This gives the teachers a scheduled time to teach the lessons. Since the entire school will be engaged in these lessons, this allows for collaborative planning and focused explicit instruction in social emotional learning to support our big idea of improving school climate and culture. All teachers have been provided with training on Michigan Model for Health to implement instruction on social and emotional health. Be Nice professional development will be provided by the family liaison. Improvement of social and emotional skills and strategies is essential to the success in school and in life and is an integral component of our transformation plan to create positive climate and culture. Using the extended time for teaching these skills frees up time during the school day for more intensive core subject instruction. The implementation of the mandatory extended day has already been agreed upon with the teacher's union and has been in place beginning in 2015-2016 which is included in our Nelson transformation plan.

**Focus 30 Extended Day:** In years 2 - 5, in addition to the one day a week of mandatory extended day, Nelson School will provide two additional after-school extended day opportunities per week for the bottom 30% of lowest achieving population of students. The extended days will total 60 sessions over 30 weeks. Highly skilled classroom instructors will be using the Benchmark Assessment System (BAS) (Fountas & Pinnell) to dig deeper into determining specific, individual student needs and their skill focus areas. Flexible student groups will be based on data, determined through NWEA, BAS, Math Recovery (in K-3) and teacher formative assessments.

When the Transformation Plan was submitted for approval in December, 2014, union leadership agreed to and approved Nelson's plan for extended learning time. No further approval is needed.

## 7. Timeline

- a. Attach a comprehensive five-year timeline for implementing the selected intervention **(Attachment D)**. 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. Determine the school's student academic achievement goals in the core content areas **for each of the next five years** as determined by local and state assessments. Take into account the changing state assessments and how that will affect goal setting. At a minimum, mathematics and reading must be included. For example, if the present proficiency rate in mathematics is 18%, what will it be at the end of years one through five?  
**(Attachment E)**

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

Staff at Nelson use data from NWEA Map, M-STEP, NWEA CPAA Progress Monitoring for grades K-3, Write From The Beginning and Beyond (WFTBB) writing assessments, Fountas and Pinnell Benchmark Assessment System, district assessments, and formative assessments to guide our decisions. Students take the NWEA MAP in reading, math, and science three times throughout the year. The M-STEP is taken once a year in reading, writing, math, science, and social studies. Students are assessed using progress monitoring tools every three weeks to monitor continuous improvement. District assessments are completed every marking period. Formative assessments are used daily in the classroom to guide instruction.

Teachers meet to discuss this data and strategies to improve student achievement at monthly grade level meetings, PLC's, as well as bi-weekly ILC's. Quarterly reviews will be conducted to evaluate the impact data from the transformation plan including ILC, parent involvement, climate and culture, and professional development. As data is analyzed, students identified as at-risk and needing interventions receive ongoing progress monitoring. Teachers, coaches, academic interventionists, and Principal analyze the achievement data of their students, along with anecdotal notes, and student work samples to make appropriate intervention adjustments. Additionally, "Early Based Literacy Interventions" (EBLI) will be implemented and data analysis will occur quarterly with teachers during PLC to help guide small group instruction with those students. This provides information for staff to identify students who are experiencing difficulty with learning to implement appropriate intervention strategies for students in a timely manner. When a teacher determines there is a need to meet before the monthly meeting to discuss an academic concern of a student an earlier meeting date is set by the teacher, principal and coaches. Students are identified for intervention in the content areas as described to determine appropriate differentiated instruction.

All staff at Nelson with building administrators, the data coach, and SIG Coordinator will analyze state level data at least annually to understand current level of achievement and trends. Results of the data dialogs are used to make adjustments to classroom instruction, and choose and implement interventions.

## 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?**

Over the 5 year grant period there will be a focus on building teacher skills and capabilities through reading, writing, math, behavior, and leadership professional learning and coaching. These coaches will work with staff and administrators to build efficacy and leadership capacity. Throughout the 5 year grant period there will be support for teachers, administrators and staff working with parents to build leadership capacity. Building teachers, administration, and parent leaders will help continue the support that the MAISD and coaching staff has provided over the 5 years. For the first 3 years of the grant, some coaches will be considered 1 FTE.

During years 4 and 5, the number of days will be reduced. Our teachers will have had enough coaching and professional development to allow them to be successful with support from our current instructional coach and building leaders. Our goal is to create a culture where all staff take ownership and have expertise in the instructional approaches that have been implemented. Staff will have a shared commitment to excellence in providing instruction so when a new staff member comes to Nelson, they will be provided support and guidance along with being held accountable to live up to excellence that is expected at Nelson.

The professional development that the staff receive throughout years 1-3 will be sustained and monitored in years 4, 5, and beyond through peer walkthroughs, principal observations, and central administration walkthroughs. Most importantly, when looking at student achievement, our achievement scores will show that we are sustaining what we have implemented because the scores will be much higher. Our Professional Learning Communities will be held during the school day through district-wide late start. Teams will also learn group member capabilities. Teachers will meet to look at data, student work, and be provided with additional training based on student need. Materials will be purchased in years 1-3 and will be maintained after years 4 and 5 by using Title 1 funds.

The following people were involved in the design of the sustainability plan: Nelson teachers, Principal, Assistant Principal, Central Office, school board member, SIF and IS from MAISD, and the instructional coach.

Stakeholders were identified through dialogue between the district Title 1 coordinator, MAISD, Central Office, and teachers. It was important to include representatives of all levels of the district, especially Nelson teachers. Communication is a vital part of any implementation process. Having representation from all levels of the district will help support sustainability.

**Table 9: Sustaining Major Components of the Plan**

<b>EBS</b>	<b>Description</b>	<b>Sustainability Plan</b>	<b>Continued funding</b>
SIG Coordinator	Responsible for grant management and oversight	Shift to the district level coordinator	Title 1
Family & Parent Liaison	Building relationships with families and community partners to support reforms	Capacity will be built in building principal and staff to establish partnerships with families	NA

Data Coach	Provide professional development and coaching to guide teachers through the ILC process and assist teachers in using data to make appropriate instructional decisions.	Capacity will be built in the building staff. Building Instructional Coach will provide support as needed	Title 1
Technology Integration Specialist	Help staff implement 1:1 technology devices, STEM, and new technology programs.	Capacity will be built in the building staff. District technology coordinator will provide support as needed.	NA
Reading Coach	Provide professional development and coaching to develop: fidelity in implementing Reader's Workshop, Marzano's Vocabulary, and understanding the Reading Standards.	Capacity will be built in the building staff. Building Instructional Coach will provide support as needed.	Title 1
Math Coach	Provide professional development and coaching to develop: fidelity in implementing Math Recovery, Number Talks, and understanding the Math Standards	Capacity will be built in the building staff. Building Instructional Coach will provide support as needed.	Title 1
Climate and Culture Coach	Provide professional development and coaching to develop fidelity in implementing PBIS and CHAMPS.	Capacity will be built in the building staff. Assistant Principal will provide support as needed	District Funding

## 10. Budget Narrative and Preliminary Budget Overview

Provide narrative for this section that describes the following:

- d. Description of appropriate staffing and activities to support the intervention model at the school level for the full five years of the grant. Indicate the school is selecting 5 year budget option 2 as detailed in 4.b below. **(maximum length 1 page)**

- i. Appropriate FTEs by enrollment must be documented for SIG funded positions.**

Nelson Elementary has a student enrollment of 337. According to SIG V guidelines, required positions may be funded for up to .7 FTE using SIG funds. Nelson is selecting 5 year budget option 2.

The SIG coordinator will ensure the SIG and Transformation Plan are fully implemented, monitored and continuously evaluated for effectiveness, will provide written updates to appropriate stakeholders, and will take a leadership role in all SRO monitoring and SIG monitoring meetings. The SIG coordinator will collaborate with central office staff for budgeting and financial compliance. (See response to question 4b. for complete details on SIG required positions.) The SIG Coordinator will be .3 FTE – 60 days and will be funded using SIG funds.

The data coach will assist teachers, instructional coaches, and leaders to identify, analyze, and use the appropriate data to use within a balanced and cohesive assessment system for the purpose of ensuring academic growth for all students and to achieve the goals identified in this grant application. The data coach will work with the Nelson Leadership Team and the SIG Coordinator to analyze school level data including implementation and impact (achievement) data to improve SIG and Transformation Plan implementation and will contribute to monthly and quarterly building and district level updates/reporting. The Data Coach position will be .5 FTE combined with a .5 math Coach. The full 1.0 FTE position will be split-funded using SIG funds for the .5 Data Coach and Title I funds for the .5 Math Coach.

The Family Liaison will increase parent involvement in their child's education. This will be done through working with parents, coordinating parent events, and providing parents with materials and strategies for academic support, developing a parental incentive. The Family Liaison will be supporting and coaching existing Nelson staff who currently have responsibility for developing two-way communication systems with Nelson parents and the community, communicating with specific parents to build relationships and support individual students regarding academics, behavior, and attendance/tardiness. The Family Liaison position will be .5 FTE and will be combined with a .5 FTE writing coach positions. The full 1.0 FTE position will be split-funded using SIG funds for the .5 Family Liaison and Title I funds for the .5 Writing Coach.

Positive Behavior interventions and Supports Coach will provide job-embedded, on-going coaching and support for building leadership. The RAG will fund this coach. The behavior and climate coach provided through the SIG will work with classroom teachers to fully implement Positive Behavior supports schoolwide and in the classroom along with ensuring that Kagan structures are in place in classrooms.

The SIG will fund a leadership coach to work with the principal. This leadership coach will help develop teacher leaders, analyze data with the principal and help with decision making based on data. The Reading Coach will provide job-embedded, on-going coaching and support for full implementation of effective reading instruction as identified in the Nelson Transformation Plan and SIG. The SIG will fund a 1 FTE Reading coach through the external service provider, MAISD. In addition, the RAG will continue to fund an existing reading coach for 40 days throughout the school year. These two individuals will work closely to coordinate and align coaching and support activities and goals.

The technology integration specialist will provide ongoing job embedded training and support to Nelson staff. This will be done through 1-1 coaching, modeling, co-planning, and professional development. This person will be responsible for researching and implementing the latest technology. He/She will need to use student technology data to guide teachers in making instructional decisions. This specialist will guide teachers through the instructional change model, Substitution Augmentation Modification Redefinition (SAMR) in order to increase technology rigor. The specialist will introduce Science, Technology, Engineering, and Math (STEM) along with help implement Bluescape Collaborative technology in learning labs based on Classroom Design for increased engagement and achievement. This will be a 1 FTE funded by the SIG.

- e. 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 the school will use option 2 detailed below. **(maximum length 2 pages)**

Nelson will be using 5 year budget option 2.

Years 1-3 will include full implementation of the reform plan and years 4-5 will focus on sustaining what has been implemented in the previous 3 years.

Specifically, MAISD will be hired as the external service provider (ESP) for the duration of the grant. For years 1-3, through the ESP, Nelson will be supported by a full time coach for Literacy and a Technology Integration Specialist. These individuals will be at Nelson full time during years 1-3 to provide embedded support and coaching for teachers and leaders to ensure full implementation of SIG/Transformation Plan strategies. Thereafter, in years 4-5, the hours of the coaches from the ESP will decrease by ½. Research on implementation of initiatives shows it takes 3-5 years for initiatives to be fully implemented in an organization. By years 4 and 5, the role of the coaches and Technology Implementation Specialist will be to focus on those staff who need additional supports or who are new to the building and did not receive initial training in years 1-3.

The Leadership coach will work with the principal and leadership team (teacher leaders) to implement a distributed leadership model by supporting the establishment of data processes and routines to improve instruction and achievement. The leadership coach began work with the principal and a core group of teacher leaders during the 2015-16 school year. The focus of that work was on understanding data and recognizing effective teaching and learning activities in the classroom. The coach will continue to work with administrators and teachers to develop those skills. The number of teachers included in this work will continue to grow over years 1-3 of SIG funding in order to train as many teachers as possible to conduct peer observations, provide actionable feedback to peers, and apply new knowledge to their own instructional practices. It is anticipated by the end of three years, the majority of staff will have had the opportunity to participate in this leadership training. This will cost \$40,000 in years 1-3; the Leadership coach supports will be discontinued for years 4 and 5.

One person will provide coaching in the use of data and provide supports for mathematics teaching. The math coach will work with all teachers to support the implementation of effective instructional practices for mathematics including establishing a rigorous curriculum aligned to state standards and instructional approaches, such as Number Talks, Math Recovery, and the 8 mathematical practices identified in the common core. The data/math coach is a 1 FTE position, splitting her time equally between the two roles for years 1-3. (The data coach portion from SIG, and the math coach portion from Title I.) In years, 4 and 5, funding will shift to .4 data coach from SIG funding and .6 FTE math coach from Title I. By years 4 and 5, the role of the coach will be to focus on those staff who need additional supports or who are new to the building and did not receive supports and initial training in years 1-3.

One person will provide coaching in improving strategies for establishing meaningful partnership with parents, families, and the community. This person will also collaborate with building leadership and teachers to plan and facilitate family engagement activities and outreach. In addition, the Family Liaison will provide professional learning for all staff on research-based family engagement strategies. The Family Liaison will be a .5 FTE position in years 1-3 and will be combined with a .5 FTE writing coach. As the writing coach, this individual will support teachers to plan for and implement effective strategies for writing both narrative and informational text to support literacy in all content areas. This individual will also provide support for instructional approaches using non-linguistic organizers (Thinking Maps).

The Family Liaison/writing coach is a 1 FTE position, splitting her time equally between the two roles for years 1-3. (The Family Liaison portion from SIG, and the writing coach portion from Title I.) In years, 4 and 5, funding will shift to .4 Family Liaison from SIG funding and .6 FTE writing coach from Title I. By years 4 and 5, the role of the coach will be to focus on those staff who need additional supports to continue to improve effectiveness or who are new to the building and did not receive supports and initial training in years 1-3.

Technology and furniture to be purchased to set up classrooms with Classroom Design for increased engagement will cost more in years 1-3 as each year we will add to more classrooms. Online software subscriptions will be purchased and related PD will be provided in years 1-3 by the Technology Integration Specialist. Technology costs will be minimal in years 4-5 related to routine updates on current computers and tablets along with paid online subscriptions for reading and math interventions.

Personnel costs will not be more than 30% of the total building allocation per year for years 1-3. The costs for personnel include hiring of our SIG coordinator, Data Coach, and the Family Liaison each year of the grant as they are a requirement for the SIG. Stipends for attending mandatory PD outside the school calendar will be paid from the SIG. This training will be provided in June of each year for years 1-3 for all

staff on student engagement and collaboration strategies. (Kagen Training) The training (cost of hiring consultants to conduct the training) will be funded through the Regional Assistance Grant. Teacher stipends will be provided through the SIG budget. There are three levels of training for full implementation. By the end of years 1-3, all staff will have received all three levels of training. In years 4 and 5, the intention is to use Regional Assistance Grant funds to provide training of trainers for teacher leaders in order to provide continued support and learning for staff who have not fully implemented or who are new to the building and did not receive initial training during years 1-3. The cost of stipends will be reduced for years 4 and 5 for training of trainers of selected teacher leaders.

A clerk will be hired to work 19 hours per week for the full five years duration of the School Improvement Grant. The clerk will provide clerical support for the SIG Coordinator by assisting with the organization of reports, business/finance paperwork, SIG related payroll, stipends, etc. The 19 hours per week will remain consistent across all five years of funding.

In years 1-3, a minimal amount is budgeted for professional learning other than learning provided by coaches or professional learning that is embedded in weekly professional learning communities, district provided PD, and professional learning that will be an integral part of the scheduled weekly late start each Wednesday. As needs assessments are completed, specific professional learning will be planned and provided by building and district staff, content coaches, and consultants from Muskegon Area Intermediate School District. Our currently planned PD will be funded by the Regional Assistance Grant, Title IIA, along with \$4000 budgeted in the SIG.

- i. Complete the preliminary **building level** budget overview for all five years of the grant. (**Attachment F.2**)

## **Attachments**

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

**Attachment B:** Intervention Model

**Attachment C:** Professional Development Calendar

**Attachment D:** SIG Timeline

**Attachment E:** Annual Goals

**Attachment F.2:** Budget Narrative

**Attachment G:** Assurances and Certifications

## **Attachment A: Baseline Data Collection**

The SIG baseline data collection is to be uploaded into MEGS+ as a separate Excel document. Do not insert here.

## **Attachment B: Intervention Model**

### **Transformation Plan -**

**From our current working Transformation Plan: In 2014-2015 the Nelson Leadership Team determined the Transformation Model would best fit our turn around needs. Information below is from our original Transformation Plan. Items have been updated to reflect our current needs.**

#### **1. Replace the Principal**

Nelson School was identified as a Priority school in the summer of 2014. Janelle Duffey was assigned to be the principal at Nelson Elementary School for the 2013-2014 school year. Prior to taking on this role, Janelle was the Academic Interventionist at Nelson where her main focus was to provide instructional support to the teachers and interventionists through modeling and professional development. Janelle emerged early as a teacher-leader during the 14 years she worked in the district as a certified elementary and middle school special education teacher. Her expertise and natural ability to forge relationships not only with students, but also with staff, made her their clear choice when the need for a new administrator was announced. Her drive to provide students with the best educational opportunities only strengthened once she officially took on the charge of instructional leader.

#### **2. Plan for teacher / leader evaluations:**

**2a. Evaluations are used for continual improvement of instruction:** Each year all teachers and principals complete a self assessment using the 5 Dimensions of Evaluation (5D+) tool. From the self assessment, teachers and principal develop and individual growth plan. This plan becomes the focus for improvement for the school year. This is progress monitored mid-year to see if any changes need to be made.

**2b. Meaningfully differentiate performance:** By using 5D+, teachers are given a final rating of Highly effective, Effective, Minimally Effective, and Ineffective.

**2c. Use multiple valid measures in determining performance levels:** A summative evaluation will be completed at the end of each school year for all teachers. It will be based on frequent classroom walkthroughs and formal observations. Student growth will be determined by a full year's academic growth using the Student Growth Goals from the NWEA MAP standardized test in the areas of reading and math. 75% of the final teacher evaluation is based on performance and 25% of the teacher evaluation will be based on academic growth. Although one Dimension of the 5D+ is Professional Collaboration and Communication, this is a source where Teachers are observed during PLCs and parent and community involvement. We also use Powerschool to look at teacher attendance, and SWIS data for teacher behavior referrals.

**2d. Evaluate teachers and Principals on a regular basis:** The district has set a requirement for all teachers to be observed a minimum of 4 times every year. Principals are evaluated 1x per year.

**2e. Provide clear, timely and useful feedback:** All formal observations are done through Pivot. The principal scripts on a computer what she observed during a 15 minute minimum timeframe. When finished scripting, the principal should code the observations and develop notice and wonderings that the teacher will respond to when meeting with the principal within 48 hours.

**2f. Be used to inform personnel decisions:** If a staff is considered minimally effective or ineffective, he/she will be put on a plan of assistance. If cuts are to be made, those teachers will be the first to be removed from the building. Teachers that are minimally or ineffective cannot be placed at Nelson.

#### **3. Evaluations are designed with Teacher/Principal Involvement:**

Muskegon Public Schools administration and union members worked cooperatively to review the 5D+ Evaluation System adopted to ensure its effectiveness for Muskegon Public Schools. The team consisted of members from Central Office, administration, and teachers. The new performance assessment tool is currently in use district wide and assesses the areas of Purpose, Student Engagement, Curriculum and Pedagogy, Assessment for Student Learning, Classroom Environment and Culture, and Professional Collaboration and Professionalism.

District-wide administrative evaluations will be conducted through the use of a newly adopted evaluation tool, School Advance. This evaluation tool was adopted by the Superintendent in collaboration with Director of Curriculum and Instruction after considering the four approved options offered by the State of

Michigan. The Superintendent then collaborated with administration in other local districts to determine that School Advance would be the best fit for our district. Central Office Personnel is responsible for evaluating building administrators along with establishing and evaluating the leaders' progress toward professional goals. School Advance evaluates in five areas: Results; Leadership; and Systems. 75% of the final administrator evaluation is based on performance and 25% of the administrator evaluation will be based on academic growth, comprised of 25% NWEA student achievement.

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

Teachers must remain at the effective or highly effective status. If a teacher is rated minimally effective or ineffective from the 5 Dimensions of Evaluation for 2 consecutive years, he/she will be removed from the priority school prior to the start of the 3rd year. Tenured teachers will be transferred to another building. Probationary teachers will be dismissed if minimally or ineffective. The priority will grandfather in the 2013-14 final evaluations as year one. For example, if a teacher was rated ineffective or minimally effective in the final evaluation of 2013-14 and 2014-15, he/she will be removed from the Priority building. At this time school leaders must also remain effective or highly effective according to the School ADvance administrator evaluation. If the school leader is rated ineffective or minimally effective, he/she will be reassigned or dismissed. Since 2013-14, 7 teachers have been replaced.

#### **5. Provide on-going job embedded staff development**

Teacher skills in gathering data and collaboratively analyzing data to plan for the implementation of effective Tier 1 instruction will be built through training in Professional Learning Communities from Solution Tree focusing on the process of developing true collaborative teams able to engage in inquiry based, teaching and learning ILCs.

Teacher capacity for solid Tier 1 instruction will be built through ongoing training in three instructional strategies: 1) unpacking the MI CCSS for ELA (2014-17) and Math (2015-2017) focusing on teacher understanding of the standards and the implications for effective Tier 1 instruction. 2) vocabulary instruction using Marzano's Academic Vocabulary and Vocabulary for the Common Core focusing on direct vocabulary instruction. 3) Thinking Maps for Comprehension Strategies focusing on using visual representation to organize thinking to improve comprehension of fiction and nonfiction texts. Other building level staff development to increase rigor in Tier 1 instruction include; Kagan Institute, Higher Order Thinking Skills, Lesson Plan Design, and Quality Questioning. Trainers have modeled for teachers, observed teachers, and met with grade level teams for the continuous support.

Teacher knowledge of behavior instruction to improve Climate and Culture will be built through training in 1) the district-wide initiative of Positive Behavior Intervention Supports (PBIS) focusing on common understanding of all expectations and consistent implementation of all practices; and 2) the district-wide initiative of CHAMPS for classroom management focusing on developing clear expectations for students during each mode of instruction and consistently holding students accountable to those expectations.

Teacher ability to provide interventions to those students who are identified through the collaborative interpretation of data will be achieved by training teachers to 1) dig deeper into the math needs of identified students through the use of the ADD+VantageMR focusing on helping teachers to understand how children develop early numeracy, to learn about Math Recovery diagnostic assessments and how to use the assessment to make instructional choices that are appropriate for students' current understandings and to thoroughly assess math skills and address deficient skills in a developmentally appropriate manner; 2) use Lexia online for students in grades K-5 to engage and support students who are identified as needing reading support, and 3) use Achieve3000 online for students in grades 2-6 to engage and support students who are identified as needing reading support.

Teachers are expected to use their professional learning and these expectations are expressed and detailed in weekly memos from the building principal. These expectations include 1) attending regular PLC meetings with an established agenda that includes data review and the planning of instruction in response to that data, 2) contributing their new knowledge in discussions at grade level team meetings, 3) showing use of the learning in lesson plans and in instruction. Teachers who demonstrate the need for additional support and/or learning will receive it from instructional coaches as embedded modeling, instructional modeling, co-planning, and collegial reflection. The Professional Learning sessions will be provided outside of the instructional day at staff meeting, district professional development afternoons, and after school

sessions. Embedded professional development will take place among colleagues through opportunities to observe student learning during weekly classroom walkthroughs and respond to peers regarding the instruction. Instructional Coaches will be available to model instruction for teachers as well as cover for teachers as they observe their colleagues. Teachers that need further professional learning in targeted areas will be allowed to collaborate, observe, and plan with teachers who excel in their area of need. In addition, colleagues who provided the professional development will have opportunities to observe and provide immediate feedback to the teacher in the targeted area.

#### **6. (and 1. Of optional activity) Implement Financial Incentives**

Strategies used to recruit or assign teachers include a reward package, PD opportunities beyond those offered to the district in general, and increased instructional support from the district, the building, and the MAISD. The building principal has the flexibility to design the staffing to meet the needs of the school.

According to our working transformation model, individual rewards of \$500 will be given to classroom teachers for each semester that his or her students that have attended 90% of school days have made a ½ years growth in math and reading based on the NWEA MAP math and reading Student Growth Goals. If his or her students that have attended 90% of school days have made a 1+ year's growth in the full year, an additional \$500 reward will be given. Team rewards may be given to staff members who work 19 or more hours per week, including building leaders, and work directly with

students. They will receive a \$500 reward if all students with whom they work directly and who have attended 90% of school days achieve the growth goal of 1+ year's growth in math and reading at the end of the year based on the NWEA MAP math and reading Student Growth Goals. In 2016-2017 a financial incentive will remain, however it will be based on incremental growth.

#### **7. Use Data to Identify and Implement Instructional Programs...**

Nelson School created a Priority School Team consisting of a parent, Nelson Teachers representing each grade level K-6, the building Instructional Coach, the building Administrator, a district Special Education Teaching Consultant, and the district Director of Curriculum and Instruction. This team met to analyze the NWEA, M-Step, and common district assessment results. Review of the data by subject, grade level, and subgroup reveal a need to address Tier 1 instruction across all subject areas, for all grade level, and all sub-groups.

The data lead to the conclusion that the priority school designation was not caused by any constituent group within subject area, grade level, or subgroup. The School Leadership Team conclusively established that based on data, high-quality Tier 1 instruction is lacking and is the primary cause for the priority school designation. As a result, Tier 1 instructional programs will be addressed. Here are the researched based programs that our team elected to implement to help with tier 1 instruction and Climate and culture: 1. The MAISA Reading Units: Specific teaching and learning strategies within this program include a workshop model, whole group direct and explicit instruction in reading strategies, student engagement, independent practice, partner talk, one-to-one and small group conferring and instruction for guided practice, and student self-reflection on learning. The Marzano: Building Academic Vocabulary instructional program addresses specific teaching and learning strategies in this program include construction of knowledge through examples and non-examples, visual representations, self-assessment of learning, categorizing, student engagement in partner and small group talk, and restating in the student's own words. Everyday Mathematics program is a comprehensive Pre-K through grade 6 carefully designed to build and expand a student's mathematical proficiency and understanding. This program uses concrete, real-life examples, repeated exposures to mathematical concepts and skills, frequent practice of basic computation, and multiple problem solving methods. Add+Vantage Math Recovery is a k-6 intervention method. This method puts a focus on knowing a sequence of learning for number and operations to gain a better conceptual understanding of mathematics. Teachers use one-on-one assessments to observe and listen while students solve problems to better understand their current thinking. The data collected is then used to create differentiated instructional tasks that are specifically chosen to advance students understanding. Kagan Structures will be put in place to help improve student engagement. Teachers will receive 3 weeks of intense training to help with engagement and climate and culture.

#### **8. Promote Continuous use of student data...**

Nelson school will implement weekly building-wide Professional Learning Communities. Teachers will use data from the state standardized assessments, Reading, Language Use, and Math MAP data, formative assessments, progress monitoring interim assessments, and common district assessments, to plan for instruction. Analyzed data is used to improve our tier 1 instruction, determine tier 2 and tier 3 interventions, and guide our professional development.

During PLC meetings, teachers will look at classroom and individual data. As data is analyzed in PLCs, students identified as at-risk and need interventions receive ongoing progress monitoring for two important reasons: 1) to ensure that the intervention is effective and 2) once the student shows the achievement growth the student is exited from the intervention to allow a student in need to receive the intervention. Teachers, Academic Interventionists, and Principal analyze the achievement data of their students, along with anecdotal notes, and student work samples. Additionally, Early Based Literacy Interventions will be implemented and data analysis will occur in conjunction with a study support by the University of Michigan regarding the effectiveness of these interventions. This provides information for staff to identify students who are experiencing difficulty with learning to implement appropriate intervention strategies for students in a timely manner. In the case a teacher determines there is a need to meet before the monthly meeting to discuss an academic concern of a student an earlier meeting date is set by the teacher, principal and Academic Interventionist. Students are identified for intervention in the content areas as described below to determine appropriate differentiated instruction:

### **9. Provide Increased Learning Time**

To increase time for instruction in the core subjects for all students, the instructional day will be extended by one hour, one day per week. This hour will be used for an additional ability grouping instructional time focusing on targeted instruction in math (30 minutes) and reading (30 minutes). This model will provide additional Big Reds Time, which is the name of Nelson's dedicated intervention/enrichment instructional time. Big Reds Time model is already in place during the school day four days per week. This time is a dedicated instructional time to offer certain access to the reading and math curriculum for all students needing remediation, practice, or enrichment. This additional core instruction/intervention time will add 36 hours of focused, targeted instruction in our first focus areas of reading and math. This additional instructional time will support increased achievement by including all students; students who are the farthest from achieving grade level expectations will receive instruction targeted toward catch-up growth in their area(s) of need, while students who are meeting or exceeding grade level expectations will also receive instruction targeted toward a greater depth of knowledge of the expectations.

In addition to current core instruction, academic interventions, and specials programming in art, music, physical education, and technology, the 21st Century afterschool program will offer opportunities for enrichment in academics, arts, and recreational activities. Students participating in the 21st Century program from 3:45 until 6:00 four days per week. During that time, students receive supports for academics and enrichment, and are provided a meal in a safe environment. Staff in the 21st Century program communicated regularly with classroom staff to coordinate teaching and learning targets to ensure academic activities are aligned with classroom teaching and are supporting learning needs of students. Students receive 6 hours per week of instruction and enrichment totalling approximately 216 hours of additional instructional time for the school year.

### **10. Ongoing Mechanisms for Family and Community Engagement**

The strategies that we use to engage families in "Solid Tier 1 instruction" and "Climate and Culture" include monthly "Parent Night Out", monthly newsletters that include resources from the MDE Parent Toolkit, and weekly updates and resources on our Nelson Facebook page. Nelson's Parent Night Out activities are designed to give parents hands on opportunities to embrace the curriculum and instruction along with the Positive Behavior Intervention Supports that their children receive. The topics include "Behavior Expectations and How Parents Can Help", "Numbers are Fun", " Writing Celebrations", "Technology is a Cool Tool for Learning", How to Talk so Kids will Listen and Listen so Kids will Talk", and "Reading with Kids (Interactive Read-Aloud)". During these activity nights childcare, food, and prizes are offered to help get more parents involved. These are also offered at different times throughout the day/night to accommodate a variety of parent schedules. The principal sends out monthly newsletters that contain resources from the MDE Parent Toolkit. Some of the topics that have been shared so far

include "CCSS,What is Your Child Learning", "The Benefits of Parent Engagement", and "Getting Connected at Home".

### **11. Operational Flexibility**

The building administrator and the Nelson Priority Leadership Team will determine the Title I budget, based on the building's Comprehensive Needs Assessment. The district will provide the total allocation. The priority team will have control over the budget and will make decisions to ensure student growth and higher student achievement. The State and Federal programs administrator will provide guidance in program regulations.

Nelson Elementary is authorized by the Central Office to adjust their school calendar as needed, and will be supported in negotiations with the bargaining unit for these adjustments. The Nelson Priority Leadership Team and all members agree to extend the instructional day by one hour per day, per week to meet the academic needs of students.

Central Office has authorized Nelson Elementary to schedule their building professional development days to accommodate their scheduling needs. The Nelson Priority Leadership Team analyzed the data on professional learning needs and has planned professional development based on those needs.

Teachers assigned to work with Nelson Elementary students will be placed in positions based upon prior evaluation outcomes and student performance data during the implementation of this Transformational Plan. The building principal has the flexibility to design the staffing to meet the needs of the school. This may include restructuring support staff and/or assign teachers based on strengths that will most effectively meet the needs of the students and keeping class sizes to a limited number. The Nelson Elementary principal will exercise right of refusal to deny a teacher the ability to move into Nelson Elementary School if their capacity does not align with Nelson Elementary School's direction and programming needs. Teachers will also have the option to opt out of teaching at Nelson Elementary. The Human Resource office, with the Superintendent, will place these teachers in a different position in the district. Nelson Priority Leadership Team, with the input of selected district administrators and teachers, will interview for positions within the building. Placement of staff will be based upon the potential candidates credentials, abilities, written abilities, and reference checks. Recommendations for hiring will come from Nelson Elementary administration.

### **12. Technical Assistance:**

The LEA curriculum director along with the Nelson Building Priority Team, Muskegon Public Schools District Priority Leadership Team, and the MAISD School Improvement Facilitators and Intervention Specialists will continue to work collaboratively to support Nelson School. These partners/organizers have collaborated in regularly scheduled Priority Team Meetings at the building and district level to conduct a data dialog, identify Teaching and Learning Priorities, writing of the Redesign Plan, SharePoint Training, and the writing of the Service Plan. The building administrator, the Director of Curriculum and Instruction, the Superintendent, Intervention Specialist, and a School Improvement Facilitator from the MAISD took advantage of early deadlines to receive MDE's technical assistance, as well as MAISD's technical assistance. The building administrator also contacted other Priority Schools (Flint Beecher & GRPS) to glean information from their experiences in the process. In addition, the curriculum director, building leadership, and MAISD Regional Assistance Staff continue to work closely to make decisions to support the use of state and federal categorical funds and Regional Assistance Grant funds in alignment with the Big Ideas and Teaching and Learning Priorities in Nelson's Transformation Plan. The SRO visited Nelson and shared ideas on how to get our 3rd-6th graded prepared for the M-STEP and increase academic muscle. Nelson and district leadership and staff will look for and take advantage of technical assistance opportunities provided by MDE MiExcel, MAISD, and other state, regional, and local providers as they arise and that align with Nelson's redesign plan.

Attachment C: Professional Development Calendar

Nelson Professional Development Plan 2016-17

<b><u>Date</u></b>	<b><u>Name of Training</u></b>	<b><u>District or School</u></b>	<b><u>Duration</u></b>
TBD	Technology -IQuest, Ed. City, Discovery Ed., CPAA, Pathblazers Math Recovery		
Summer 2016- 2017 ongoing	Math Recovery		
August 30	Ken Williams from Solution Tree	District PD	6 hours
August 31	Ken Williams from Solution Tree	District PD	6 hours
September 1	Dreambox, Everyday Math, Word Study	District PD	6 hours
September	Grade Level Meeting - Adrienne w/Thinking Maps	Nelson PD	2 hours
September	Staff Meeting / PD - Technology	Nelson PD	1 hour
September	<p>Wednesday Late Start PD options:</p> <ul style="list-style-type: none"> <li>● Analyzing and using data to improve student achievement in ELA and Math                             <ul style="list-style-type: none"> <li>● Student Engagement instructional strategies</li> <li>● Quality Questioning</li> <li>● Technology integration</li> </ul> </li> <li>● Write From the Beginning and Beyond</li> <li>● Parent Engagement strategies</li> </ul>	Nelson PD	5 hours
October	Staff Meeting / PD Amy Oak w/ Marzano's <u>Vocabulary and the Common Core</u>	Nelson PD	2 hours
October	Grade Level Meeting- Amy Oak w/ Academic Vocabulary	Nelson PD	6 hours
October	Unpacking the ELA standards	Nelson PD	2 hours

October	Technology Training	Nelson PD	1 hour
October	<p>Wednesday Late Start PD options:</p> <ul style="list-style-type: none"> <li>• Analyzing and using data to improve student achievement in ELA and Math <ul style="list-style-type: none"> <li>• Student Engagement instructional strategies</li> <li>• Quality Questioning</li> <li>• Technology integration</li> </ul> </li> <li>• Write From the Beginning and Beyond</li> <li>• Parent Engagement strategies</li> </ul>	Nelson PD	5 hours
November	Grade Level - Adrienne w/Thinking Maps	Nelson PD	2 hours
November	Unpacking the Math standards	Nelson PD	2 hours
November	Technology training	Nelson PD	1 hour
November	<p>Wednesday Late Start PD options:</p> <ul style="list-style-type: none"> <li>• Analyzing and using data to improve student achievement in ELA and Math <ul style="list-style-type: none"> <li>• Student Engagement instructional strategies</li> <li>• Quality Questioning</li> <li>• Technology integration</li> </ul> </li> <li>• Write From the Beginning and Beyond</li> <li>• Parent Engagement strategies</li> </ul>	Nelson PD	5 hours
December	Unpacking the ELA standards	Nelson PD	2 hours
December	Grade Level	Nelson PD	1.5 hours
December	Be Nice PD from Family Liaison	Nelson PD	1.5 hours
December	<p>Wednesday Late Start PD options:</p> <ul style="list-style-type: none"> <li>• Analyzing and using data to improve student achievement in ELA and Math <ul style="list-style-type: none"> <li>• Student Engagement instructional strategies</li> <li>• Quality Questioning</li> <li>• Technology integration</li> </ul> </li> </ul>	Nelson PD	3.75 hours

	<ul style="list-style-type: none"> <li>• Write From the Beginning and Beyond</li> <li>• Parent Engagement strategies</li> </ul>		
January	Unpacking the Math standards	Nelson PD	2 hours
January	Grade Level - Adrienne / Thinking Maps	Nelson	2 hours
January	Technology Training	Nelson	1 hour
January	<p>Wednesday Late Start PD options:</p> <ul style="list-style-type: none"> <li>• Analyzing and using data to improve student achievement in ELA and Math <ul style="list-style-type: none"> <li>• Student Engagement instructional strategies</li> <li>• Quality Questioning</li> <li>• Technology integration</li> </ul> </li> <li>• Write From the Beginning and Beyond</li> <li>• Parent Engagement strategies</li> </ul>	Nelson PD	5 hours
February	Unpacking the ELA standards	Nelson	2 hours
February	Grade Level	Nelson	1.5 hours
February	Technology PD	Nelson	1 hour
February	<p>Wednesday Late Start PD options:</p> <ul style="list-style-type: none"> <li>• Analyzing and using data to improve student achievement in ELA and Math <ul style="list-style-type: none"> <li>• Student Engagement instructional strategies</li> <li>• Quality Questioning</li> <li>• Technology integration</li> </ul> </li> <li>• Write From the Beginning and Beyond</li> <li>• Parent Engagement strategies</li> </ul>	Nelson PD	5 hours
March	Unpacking the Math standards	Nelson	2 hours
March	Grade Level - Adrienne / Thinking Maps	Nelson	2 hours
March	Technology training	Nelson	1 hour

March	<p>Wednesday Late Start PD options:</p> <ul style="list-style-type: none"> <li>● Analyzing and using data to improve student achievement in ELA and Math <ul style="list-style-type: none"> <li>● Student Engagement instructional strategies</li> <li>● Quality Questioning</li> <li>● Technology integration</li> </ul> </li> <li>● Write From the Beginning and Beyond</li> <li>● Parent Engagement strategies</li> </ul>	Nelson PD	6.25 hours
April	Unpacking the ELA standards	Nelson PD	2.5 hours
April	Grade Level	Nelson PD	2 hours
April	<p>Wednesday Late Start PD options:</p> <ul style="list-style-type: none"> <li>● Analyzing and using data to improve student achievement in ELA and Math <ul style="list-style-type: none"> <li>● Student Engagement instructional strategies</li> <li>● Quality Questioning</li> <li>● Technology integration</li> </ul> </li> <li>● Write From the Beginning and Beyond</li> <li>● Parent Engagement strategies</li> </ul>	Nelson PD	3.75 hours
May	Unpacking the Math standards	Nelson	2 hours
May	Grade Level	Nelson	1.5 hour
May	Technology training	Nelson	1 hour
May	<p>Wednesday Late Start PD options:</p> <ul style="list-style-type: none"> <li>● Analyzing and using data to improve student achievement in ELA and Math <ul style="list-style-type: none"> <li>● Student Engagement instructional strategies</li> <li>● Quality Questioning</li> <li>● Technology integration</li> </ul> </li> <li>● Write From the Beginning and Beyond</li> <li>● Parent Engagement strategies</li> </ul>	Nelson PD	6.25 hours
June	Kagan Structures: Level 1	Nelson	30 hours

\*In addition to this, the district will provide a minimum of 4-½ day (3 hours each) sessions of PD totaling 12 hours. Dates and topics have not been determined at this time.

## Attachment D: SIG Timeline

SIG V 5-Year Timeline							
Action Step	Person Responsible	Year 1	Year 2	Year 3	Year 4	Year 5	Success Metric
Develop Contract Service Agreements	MAISD, Building Principal, Central Office, SIG coordinator	Prior to October 1	Annually evaluate and renewal as needed	Interventions and support will be operationalized within 45 days after notification.			
School-wide SIG Orientation (New Staff and families)	Building Principal, SIG Coordinator, Family Liaison	Prior to October 1 - Open House	Annually as needed	Annually as needed	Annually as needed	Annually as needed	Presentation, flyers, and informational materials
Implement parent and community engagement strategies	Building Principal, SIG Coordinator, Family Liaison	Prior to October 1	Annually as needed	Annually as needed	Annually as needed	Annually as needed	Parent sign in sheets, Annual increase in parental involvement by 10% each year
Staff will have coaching in the ELA	Literacy and writing Coach K-6 Teaching Staff	October 1 Determined by teacher need	Continued support as needed	Continued support as needed	Full implementation w/coaching support	Full implementation w/coaching support	Teacher will be able to implement all areas of Reader's Workshop with fidelity. Observed through: Coaching observations, Principal observations and peer walkthroughs
School-wide Positive Behavior Intervention and Support (PBIS) / CHAMPS with coaching and modeling for all teachers	Climate and Culture Coach Assistant Principal K-6 Teaching Staff	October 1 Determined by teacher need	Continued support as needed	Continued support as needed	Full implementation w/coaching support	Full implementation w/out coaching support	Observed through: Swis Data, STOIC Checklist, Coaching observations, Principal observations and peer walkthroughs
Unpacking the MI CCSS for Math and ELA to support Tier 1 Core Instruction	Math Coach/ELA Coach Principal K-6 Teaching Staff	October 1	Annual review as needed	CCSS Math and ELA Unpacking Document			
Marzano's Building Instructional Vocabulary program to support Tier I Core Instruction implemented with coaching using <i>Vocabulary in the Common Core</i>	Literacy Coach K-6 Teaching Staff	Grade Level PD, Job embedded coaching	Continued support as needed	Continued support as needed	Full implementation w/coaching support	Full implementation w/out coaching support	Observed through: Coaching observations, Principal observations and peer walkthroughs, vocabulary binders
Professional Learning Communities to support Tier I Core Instruction with leadership coaching and PD	Outside Consultant Data Coach Principal K-6 Teaching Staff	Ongoing bi-weekly	Ongoing bi-weekly	Ongoing bi-weekly	Ongoing bi-weekly	Ongoing bi-weekly	Instructional Learning Cycle documents

Math Recovery will be initiated through professional learning, and implemented.	Math Coach Principal K-6 Teaching Staff MAISD Consultants	Train Staff, Grade Level PD, Job embedded coaching	Train Staff, Grade Level PD, Job embedded coaching	Train Staff, Grade Level PD, Job embedded coaching	Full implementation w/coaching support	Full implementation w/out coaching support	Teacher will be able to implement Math Recovery with fidelity. Observed through: Coaching observations, Principal observations and peer walkthroughs
Purchase SIG Technology and Classroom Design Furniture	District Technology Staff, Technology Integration Specialist, K-6 Teaching Staff	October 1	October 1 annually	October 1 annually	October 1 annually	October 1 annually	80% of grant funded technology purchased by end of 1st semester annually.

## Attachment E: Annual Goals

Insert annual goals here. A template is provided for your reference.

<b>S</b>	<b>All students will be proficient in reading.</b>						
<b>M</b>	Grades K-6: NWEA Map assessments throughout the year. Grades 3-6: MEAP/M-STEP assessment once a year.						
		2015-16 present level of performance	2016-17	2017-18	2018-19	2019-20	2020-21
<b>A</b>	NWEA Map	26% of students in all grades were proficient in reading.	36% of students in all grades will be proficient in reading.	48%	64%	80%	80%+
	M-STEP	10%	20% of students in grades 3-6 will be proficient in reading.	30% of students in grades 3-6 will be proficient in reading.	40% of students in grades 3-6 will be proficient in reading.	50% of students in grades 3-6 will be proficient in reading.	60% of students in grades 3-6 will be proficient in reading.
<b>R</b>	To close the achievement gap for college and career readiness.						
<b>T</b>				End of the Year (EOY) 2017	EOY 2018	EOY 2019	EOT 2020

<b>S All students will be proficient in math.</b>							
<b>M</b> Grades K-6: NWEA Map assessments throughout the year. Grades 3-6:M-STEP assessment once a year.							
		2015-2016 Current level of performance	2016-17	2017-18	2018-19	2019-20	2020-21
<b>A</b>	NWEA Map	22% of students in all grades were proficient.	30% of students in all grades will be proficient.	38%	50%	65%	80%
	M-STEP	4% of students in grades 3-6 were proficient in math.	14% of students in grades 3-6 will be proficient in math.	24% of students in grades 3-6 will be proficient in math.	34% of students in grades 3-6 will be proficient in math.	44% of students in grades 3-6 will be proficient in math.	54% of students in grades 3-6 will be proficient in math.
<b>R</b> To close the achievement gap for college and career readiness.							
<b>T</b>			End of the year (EOY) 2017	EOY 2017	EOY 2018	EOY 2019	EOY 2020

## Attachment F.2:

### Preliminary School Budget for OPTION 2

**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+.**

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 overview 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.

**Option 2 Overview:**

- Years 1-3: Full implementation not to exceed \$750,000 annually.
- Years 4 & 5: Sustaining SIG funded reforms not to exceed \$500,000 annually. Sustainable activities comprise the year 4 and year 5 budgets.

**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 template on the following page to complete the school level budget overview.**

## **SCHOOL IMPROVEMENT GRANT PRELIMINARY BUDGET FORM**

### **OPTION 2**

#### **Full implementation in years 1-3, and sustaining reforms in years 4& 5.**

**INSTRUCTIONS:** Please complete a School Improvement Grant Preliminary Budget Overview **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** preliminary budget items will be **approved** in the final budget in MEGS+.

Legal Name of District Applicant: Muskegon Public Schools

District Code: 61010

Budget Summary for: Nelson Elementary

Building Code: 02675

## 5 Year School Preliminary Budget Overview

GRANT YEAR	MAXIMUM	SALARIES	BENEFITS	PURCHASED SERVICES	SUPPLIES & MATERIALS	OTHER EXPENDITURES	TOTAL EXPENDITURES
1	\$750,000	126,742	97,372	317,000	150,164	21,222	712,500
2	\$750,000	125,971	98,001	317,000	150,306	21,222	712,500
3	\$750,000	125,691	98,406	317,000	150,181	21,222	712,500
4	\$500,000	87,486	54,253	185,000	134,113	14,148	475,000
5	\$500,000	88,910	55,143	185,000	131,799	14,148	475,000
<b>GRAND TOTAL</b>	<b>\$3,250,000</b>	<b>554,800</b>	<b>403,175</b>	<b>1,321,000</b>	<b>716,563</b>	<b>91,962</b>	<b>3,087,500</b>

### Attachment G: 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 APROPRIATION 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.