SIG Grant—LEA Application

APPLICATION COVER SHEET

SCHOOL IMPROVEMENT GRANTS (SIG)

Legal Name of Applicant: Kent City Community Schools	Applicant's Mailing Address: 200 Clover St., Kent City, MI 49330
LEA Contact for the School Improvement Grant Name: Dr. William J. Smith Position and Office: Superintendent Contact's Mailing Address: 200 Clover St., Kent City MI, 49330 Telephone: (616) 678-7714 Fax: (616) 678-4320 Email address: smithw@kent-city.k12.mi.us	
LEA School Superintendent/Director (Printed Name):	Telephone:
Signature of the LEA School Superintendent/Director: X_____	Date:
LEA School LEA Board President (Printed Name):	Telephone:
Signature of the LEA Board President: X_____	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.	

GRANT SUMMARY

District Name: Kent City **District Code:**
ISD/RESA Name: Kent ISD **ISD Code:**

FY 2010
School Improvement Grant – Section 1003(g)
District Proposal Abstract

For each of the models listed below, indicate the number of Schools within the District/LEA that will implement one of the four models: attach the full listing using form below in Section A ,Schools to be Served, and the criteria for selection as attachments to this grant.

☐ **Close/Consolidate Model:** Closing the school and enrolling the students who attended the school in other, higher-performing schools in the district.

[redacted] **Transformation Model:** Develops teacher and leader effectiveness, implements comprehensive instructional programs using student achievement data, provides extended learning time and creates community-oriented schools. **model to effect change:**

☐ **Turnaround Model**: Replace principal and at least 50 of the staff, adopt new governance, and implement a new or revised instructional. This model should incorporate interventions that take into account the recruitment, placement and development of staff to ensure they meet student needs; schedules that increase time for both students and staff; and appropriate social-emotional and community-oriented services/supports.

☐ **Restart Model:** Close the school and restart it under the management of a charter school operator, a charter management organization (CMO) or an educational management organization (EMO). A restart school must admit, within the grades it serves, any former student who wishes to attend.

1. SCHOOLS TO BE SERVED: An LEA must include the following information with respect to the schools it will serve with a School Improvement Grant. The LEA grant scoring rubric is included as Attachment II.A.2.

From the list of eligible schools (***Attachment I.A.1***, an LEA must identify each Tier I, Tier II, and Tier III school the LEA commits to serve and identify the model that the LEA will use in each Tier I and Tier II school. Detailed descriptions of the requirements for each intervention are in Attachment II.B.1.

SCHOOL NAME	NCES ID #	TIER I	TIER II	TIER III	INTERVENTION (TIER I AND II ONLY)			
					turnaround	restart	closure	transformation
Kent City High School			XXX					

Note: An LEA that has nine or more Tier I and Tier II schools may not implement the transformation model in more than 50 percent of those schools.

2. DESCRIPTIVE INFORMATION: An LEA must include the following information in its application for a School Improvement Grant. LEA's are encouraged to refer to their Comprehensive Needs Assessment (CNA) and District Improvement Plan (DIP) to complete the following:

Provide a narrative description following each of the numbered items below for each school the LEA plans to serve with School Improvement Grant funds.

1. For each Tier I and Tier II school that the LEA commits to serve, the LEA must:
   - **Describe the process the LEA has used to analyze the needs of each school and how the intervention was selected for each school.** (Detailed descriptions of the requirements for each intervention are in Attachment II.) The LEA must analyze the needs of each Tier I, II or III school using complete and consistent data. (Attachment III provides a model for that analysis.)

1. Introduction

Kent City Community Schools (KCCS), also referred to as the "district" herein, as the LEA - is fully committed to serving Kent City High School (KCHS), an identified Tier II school in utilizing the Federal School Improvement Grant (SIG) to significantly raise the achievement level of high school students as assessed in reading and mathematics on the Michigan Merit Examination (MME). Based on the comprehensive needs assessment (CNA) and overall goals of the district school improvement plan (DIP), KCCS has selected the transformation model for KCHS.

KCCS recognizes the need for all students to thrive academically in our secondary schools and has recently taken extensive efforts to provide a challenging, innovative, and rigorous learning opportunity for all students. We believe the data below along with other data identified throughout this plan, including the individual school plan, identifies several areas of growth that must be addressed through this school improvement grant:

- Develop and Implement a comprehensive, robust literacy improvement strategy to address the high percentage of secondary students that have moderate to serious deficiencies in reading and math skills and abilities through the expansion of our Literacy and Numeracy Consultant Supports with Kent Intermediate School District. Strategies developed and implemented will be extensive enough to meet the needs of a growing percentage of the student body that comes from low-income and poverty households.
- Beginning in the 2008-09 School Year, of our secondary teachers have been provided with extensive, focused, job-embedded professional development to improve their instructional planning skills, design learning experiences that focus on the implementation of a rigorous curriculum, relevant instructional delivery, and the creation of a relationship rich learning environment, the development of benchmark assessments and analysis the results, with a "laser-like" focus on literacy and numeracy activities throughout their daily classroom instruction as part of the KCCS Board of Education's Secondary Redesign Efforts. More work must be done to build the instructional capacity of our staff in order to meet the needs of challenged learners through our professional development partnerships with Kent Intermediate Schools District (KISD).
- We hired a veteran High School Principal with significant experiences in improving student achievement in challenging environments in 2009-10 who has developed a shared leadership team of teachers known as the Principal's School Improvement Team (SIT) and a student voice advisory board known as the Principal's Advisory Group (PAG) in order to facilitate collaborative secondary redesign. Through this collaborative leadership process, significant changes have already taken place in our High School including the expansion of our School Improvement Plan, the formation of a Student Advisor to the Board of Education, and curricular changes

including the addition of on campus Dual Enrollment courses in English Language Arts, a Senior Capstone allowing for student internships, an ACT preparation program in a course, after school study table that will be expanded into a "7th Period" for students to complete additional credits or for credit recovery, and an Advisory Program that meets 12 times per year to support individual student academic and social needs in order to promote increased student achievement., transitioning administrative and teacher leadership teams that require comprehensive coaching and mentoring to effectively create lasting change and follow through on their respective school improvement plans.

- Our educational stakeholders require extensive social support systems to address the many daily obstacles to learning and provide more effective transition support from elementary to middle school and middle school to high school. With the Secondary Redesign goals of KCCS Board of Education, a supporting High Impact Initiatives program was implemented in the 2009-10 school year that included the creation of a Coordinator of Special Programs position that supervised the development of activities that included extensive programming in 9th grade transitions that included a Move-Up Day for students to walk through their schedule, meet and greet teachers, get foundational coursework before the class started, all in the Spring prior to the next school year. In addition, the 9th grade transition program also included a mentorship program for all 9th grade students linking them with upper-classmen for social and academic support with a significant adult as a supervisor. This plan was replicated for 5th graders transitioning to the middle school as well. Each layer of transition support also had a parent involvement piece mimicking the supports provided to students and applying these supports to parents empowering them to be an active member in their child's educational experience. These transition supports implemented must be maintained despite the elimination of the funding that provide the staffing.

KCCS, together with the KCHS SIT team, formed a SIG work group to analyze the CNA and determine which SIG model is most appropriate for KCHS. A summary of this analysis follows:

2. Demographic and Structural Data

KCCS has a K-12 enrollment of 1268 students, spread over three counties, located between larger cities of Muskegon and Grand Rapids. The school would best be classified as rural-suburban with stakeholders significantly impacted by both the loss of industrial jobs and the technological unemployment of agricultural workers. Within the district's boundaries exists the highest foreclosure rate in West Michigan and a very high rate of unemployment. Our free and reduced lunch rates have risen from below 50% in each of our three buildings to nearly 70% in those same learning environments in the past three years. The KCCS student population has changed drastically since the 2007-08 school year becoming more transient, from households with a significantly lower income, and from families facing difficult home life situations.

Despite significant reductions in fiscal ability to support programs due to declining enrollment and challenges to per pupil funding, KCCS has been able to expand programs significantly in a cost-neutral format to provide students with academic and social learning experiences making KCCS as premier school district of choice. With the addition of the High Impact Initiatives in 2009-10, our K-12 learning opportunities make KCCS tremendous support for learners. The programs KCCS offers in addition to All Day Every day Kindergarten, Instructional Preschool for 0-4 year olds, Young Fives Kindergarten, a STEM program for 4th and 5th grades, Electives for all K-5 in Spanish, Art, PE, Music, and Computer Science, career focused content rich electives in the Middle School, and a rigorous MMC aligned curriculum at the High School that includes opportunities for Dual Enrollment both on and off campus, and high tech supported learning opportunities at the Kent Technology Learning Campus also include:

K-12 Health Science

- K-5 Career Visit Schedule, Partnerships, Integrated Core Content Lessons
- 6-8 Career Day, Off-Site Visit Schedule, Partnerships, Integrated Core Content Lessons
- 9-12 Internship and Shadowing Experiences, Partnerships, Integrated Core Content Lessons, Development of Student Trainer Program

K-12 Music and Performing Arts

- K-5 Schedule of Performances (2 per grade per year), Lessons Related to Reading, Writing, and "Speaking" Music for Language Development
- 6-8 Choir, Instrumental, and Band Performance Schedule, Seminar Program, Internships/Shadow, Off-Campus Site Visits
- 9-12 Performance Schedule to Include Medieval Dinner, Play, Talent Show, and Musical

K-12 World Language Program

- K-5 Course Offering, Lessons to Integrate Culture/Language in Core Content Setting, Cultural Integration in Music and Performing Arts Program, Tutorial Using Senior Capstone/ESL Students
- 6-8 Continuation of EL World Language Program leading to 1st and 2nd year WL Graduation Requirement Completion, Elective Program
- 9-12 Continuation of MS World Language Program, Expand Spanish III & IV, Spanish Travel Learning Two-Week Immersion Program on Spring Break

Summer Programs of Study

- 8-11 Summer Academic Credit Recovery
- 8-11 Summer Academic Credit Acceleration
- K-8 Summer Academic Math and Science Camp (K-2, 3-5, 6-8)

Middle School Elective Program

- 9 Week Rotations focusing Linking Core Content Benchmarks to Careers through Project Based Learning (Social Studies, ELA, Science, and Math)
- Also Offer Music, Spanish (WL Requirement Completion), Health and Fitness, Computer Science

K-12 Computer Science

- K-5 include Digital Animation and Visual Graphic Programs, Integrate Technology into Core Content Assessments
- 6-8 Elective Computer Science Course, Produce Animation to be Published
- 9-12 Expand and Blend with Art Program to Create Digital Imagery, Video Publications, and Other Blended Computer Science/Visual Art Opportunities

Embedded Honors Credentialing K-12

- K-5 as part of parental teacher request, parents can elect to enroll students in a designated teachers grade level class offering anchor assignments that upon successful completion an honor designation will be awarded through credentialing
- 6-8 as part of each core class if student elects a core content related elective and successfully completes the 9 week project
- 9-12 as part of any core content class required for graduation awarded upon successful completion of all anchor activities

Learning Enrichment Seminar

- Designed for students 8-12 and provided as an opportunity for students to learn interesting and valuable information that may not be directly related to benchmarks and standards from teachers interested in teaching about their individual passions in life

KCHS is a comprehensive 9-12 secondary school that also includes a "School Within A School" alternative education program that has approximately 15-20 students from year to year. As a district, over the past three years, each grade level cohort ranges from 85 students to 110 students. As graduating classes exit and Kindergarten classes enter our K-12 system, often times there is a

significant percentage shift in up or down trends depending the size difference between entering and exiting classes. This year, our incoming Kindergarten cohort is 126 students and our exiting senior class was 98, leaving us with Fall count up from our Winter count of 2010. This has been the cycle for several years understanding that there has been a downward trend over the past ten years in the number of grade level cohorts above 95 students which translates into declining enrollment status over the past decade.

Table 1. KCHS Student Demographics

Table 1. KCHS Proficiency on the Michigan Merit Exam (11th Graders

Percent Scoring Proficient		Reading						Writing						Math					
		Count	2008	Count	2009	Count	2010	Count	2008	Count	2009	Count	2010	Count	2008	Count	2009	Count	2010
Ethnicity	Hispanic	3	33%	6	17%	8	13%	4	0%	6	0%	8	0%	3	33%	6	17%	7	0%
	White	79	70%	95	55%	107	61%	78	42%	95	36%	108	39%	79	47%	95	46%	107	44%
Gender	Female	47	70%	47	64%	58	67%	47	51%	47	43%	58	45%	47	53%	47	40%	57	49%
	Male	41	59%	55	42%	58	47%	41	24%	55	25%	59	27%	41	37%	55	47%	58	34%
LEP	Yes	1	0%	Na	Na	6	17%	2	0%	Na	Na	6	0%	1	0%	Na	Na	5	20%
	No	87	66%	102	52%	110	59%	86	40%	102	33%	111	38%	87	46%	102	44%	110	43%
Migrant	Yes	1	0%	Na	Na	Na	Na	2	0%	Na	Na	Na	Na	1	0%	Na	Na	Na	Na
	No	87	66%	102	52%	116	57%	86	40%	102	33%	117	36%	87	46%	102	44%	115	42%
Economically Disadvantaged	Yes	20	45%	16	19%	27	41%	20	25%	16	13%	27	19%	20	25%	16	38%	26	23%
Special Education	Yes	13	8%	13	15%	18	6%	12	8%	13	0%	18	0%	13	0%	13	8%	17	0%
KCHS Aggragate			**65%**		**52%**		**57%**		**39%**		**33%**		**36%**		**45%**		**44%**		**42%**
State Aggregate			62%		60%		65%		41%		43%		44%		46%		49%		50%

KCCS has a history of excellence in implementing research-based data-driven critical strategies and programs to meet the needs of our students leading to a well prepared student graduate capable of tremendous success in today's 21st century global economy. KCCS graduates have gone on to lead cancer research, hold patents in key areas of health sciences, lead the United States Cadets at West Point, and make an impact on global scales in business and marketing. Despite the successes of many, we must also assure that all students are successful; and with the implementation of the Michigan Merit Curriculum, a small but critical subset of our students population of between 20 to 30 students each year underperform on the MME/ACT in areas of Numeracy and Literacy which is not acceptable. Our demographic changes have made our challenges to help all students achieve more complex, but not impossible. The school improvement grant will provide a structure and the necessary resources to be successful and transform our high school. A detailed plan will be discussed in another section of this grant application.

3. Achievement Data

The graduation rate for KCHS annually exceeds the minimum state and NCLB standards. In addition, a high percentage of graduating seniors is accepted annually into a 2 or 4-year college, trade or technical school, or chooses to enlist in the Armed Forces.

KCHS 11th graders have annually scored slightly below state aggregate levels on the Michigan Merit Exam (MME), with the lowest proficiency scores related primarily to race/ethnicity and limited English proficiency. The vast majority of KCHS students are considered economically disadvantaged and the scores between that subgroup and the aggregate are similar.

Through a student achievement data analysis and curriculum gap analysis conducted in the summer of 2009-10 as part of KCCS partnership with KISD, critical trends have been identified in student achievement and curriculum implementation K-12. As KCCS students advance from grade level to

grade level, a downward trend can be identified in areas of Literacy and Numeracy first becoming evident between 4th grade and 6th grade, and then expanding between 8th grade and ACT/MME data. KCCS students are underperforming in key Numeracy areas focused primarily around key power standards with a downward trend continuing as under prepared students enter high school. This is also the situation with Numeracy for KCCS students who enter high school under prepared in their skill sets related to informational text comprehension. The identified deficiencies are not addressed appropriately leading to under performance for a small number of students as 11th graders leading to an increasing number of students "provisionally proficient" on the MME while the overall student performance allows the district to continue to meet AYP requirements successfully. In order for KCHS to significantly improve student achievement for all students, a comprehensive K-12 approach must be implemented. Through the Secondary Redesign efforts instituted by the KCCS Board of Education beginning in the 2008-09 school year, the foundation of a K-12 intervention model exists, despite the lack of funding to completely implement it. This school improvement grant (SIG) application provides the model for an action plan that covers grades K-12 and all strategies designed to meet the requirements of the transformation model will be applied to staff and students district-wide. The details of the SIG plan will be discussed in another section of this application.

{Special Note To Reviewers: After extensive internal data review, and external data review conducted by external partner KISD staff including Bill Mieras (Assistant Superintendent for Instruction), Marcia Logie (Assistant Superintendent for Learning), Ben Boerkel (Director of School Improvement and Data), Terri Portice (Director of Teaching and Learning), Allison Camp (Math and Science Instructional Consultant), and Mark Raffler (ELA and Social Studies Instructional Consultant), significant areas of concern related to our PLA status are found in the student achievement data in Elementary and Middle School, that are foundational to our need for improvement. The PLA status is for Kent City High School, but without interventions where the data indicates students are falling behind; our success in improving student achievement at the High School is limited. Therefore, interventions are described in this SIG application that extends K-12. If awarded, funding for only 9-12 interventions will be requested under the SIG. All K-8 interventions will be self-funded and not part of the SIG funding application. Specifically, data indicates that our students are deficient in basic Algebraic Standards in mathematics and Reading Comprehension in informational texts. These two areas are taught at the foundational level in 4th and 5th grade, reinforced significantly in 6th through 8th grade, and then mastered in 9th-12th grade. We need to improve in these areas K-12 and therefore our plan reflects interventions that support those identified needs of improvement.}

4. Process Data

Through a detailed analysis by the KCHS SIT team and the KISD School Improvement Team Support Staff of the latest School Data Profile, the Key Characteristics had been rated as either *implemented* or *exemplary* by the KCHS, Kent City Middle School, and the Kent City Elementary School Improvement Teams. Upon deeper analysis and reflection, the SIG work group believes that these Key Characteristics and the rating indicated by the Kent City Elementary and Middle School School Improvement Teams was validated by the increase in ranking based on the PLA published rankings. In June when the first rankings were published, all three of KCCS schools were below the 50% with both the Middle School and High School on the "watch list". When the August rankings were published, both the Middle School and Elementary School increased while the High School rating became lower. Kent City Middle School, once on the watch list, rose to above the 50% level and Kent City Elementary was rated the highest elementary in our region. This data served affirm the efforts implemented through the Board's Secondary Redesign and the Administration's High Impact Initiatives were making progress. Through the data analysis and curriculum gap analysis, identified areas of concern beginning in 4th grade and continuing on into the 11th grade will now be addressed.

Describe how the LEA has the capacity to use school improvement funds to provide adequate resources and related support to each Tier I and Tier II school identified in the LEA's application in

order to implement, fully and effectively, the required activities of the school intervention model it has selected. (Data and process analysis to assist the LEA with this application may be found in the Sample Application (Attachment III) and in the High School Improvement Plan (Attachment IV). In the Rubric for Local Capacity, (Attachment V) local challenges are indicated by the categories "getting started" or "partially implemented."

KCCS is a small preK-12 district that operates efficiently and effectively to support teaching and learning within its schools utilizing a variety of funding resources provided by local, state and federal entities. The district has developed a strong student focused relationship between Board of Education, administration and our staff including the labor associations that represent them. We have a high level of commitment on the part of our educational stakeholders to make the changes necessary to ensure that all students succeed. The district utilizes data to identify problems and exercises a collaborative approach to implemented appropriate, research-based, and student focused interventions. We have the leadership across our administrative and professional staff to effectively collaborate on a continuing basis to:

- Analyze the situation in a variety of venues including representation from all stakeholder groups and develop a clear understanding of what we do to accomplish the desired outcomes
- Envision a common understanding of the definition of process success with end result focused exclusively on improving student achievement for all students
- Develop and implement a process to build consensus facilitating necessary buy-in from stakeholders leading to fidelity to the mission of improving student achievement for all students
- Develop and implement a realistic timeline for milestone completion with a sense of urgency to our mission and a "laser-like" focus on the data
- Through effective organization and allocation of human resource capital, make identifiable progress in a continual improvement cycle
- Frequently assess results and let data drive the plan allowing for flexibility to overcome obstacles

1. Budget: KCCS operates under fiscally sound principles and have consistently received high marks from independent auditors, despite the difficult financial times being experienced by every school district within the State of Michigan. While our fund equity balance has declined from a high of 12% just a few years ago to just under 6% at the close of this past school year, we have taken a number of steps to reduce costs particularly in the non-instructional areas. While cutting in areas that are far from our classrooms, we have been able to shift funds through innovative concepts in human resources, through concessionary bargaining, and buy expanding our programming leading to a variety of fiscal resources, we have expanded programs and learning opportunities while decreasing our expenditures in areas of human resources. We have added instructional staff, literacy and numeracy supports, increased student access to technology, and expanded the learning experiences of students while reducing operational expenses not associated with instruction.
2. Data Systems: The district utilizes *Infinite Campus* as its primary student data management system and all staff have been trained on accessing and utilizing data contained within that system. In addition, KCCS has a partnership with the KISD in utilizing the IGOR data warehouse management system for academic and demographic data. All administrators and instructional staff have been trained and provided access to these systems however utilization of the data is still inconsistent across the district. In 2009-10, and again in 2010-11, representatives from the KISD's School Improvement Team and staff in the Teaching and Learning division of KISD, including Literacy and Numeracy consultants have worked with our K-12 instructional and support staff to utilize existing data and develop instructional plans to support high priority standards in all core content areas while also providing examples of best practice reinforcing key Literacy and Numeracy concepts across the curriculum and across the K-12 grade level spectrum.

3. School Buildings: KCCS has primary instructional facilities that range in age from less than 5-years old to over 80-years old although all buildings have been renovated with a district-wide bond issue that concluded 5-years ago with the construction of a new Middle School. The residents of KCCS have always supported bond and sinking fund requests to ensure we can maintain and upgrade our school buildings on a timely basis. The Board of Education and KCCS staff work collaboratively with community stakeholders to hold high expectations for our facility up-keep and continue to seek ways to provide the best, most up-to-date learning environments for our students. The most significant challenge we face as school district is maintaining a complex technology infrastructure that will be effective enough to allow for expanded use of technology in the classroom.
4. Technology: KCCS have made adequate technology for teaching and learning a significant priority in our district and employ a technology integration specialist to provide job-embedded PD and assistance to our teaching staff through a shared staffing partnership with KISD. In addition, our technology and media team have planned and provided a number of professional development sessions and our in the process of transitioning our secondary to Web 2.0 integration into classroom instruction. Our SAG has been charged with a plan to create a network of support for staff, parents, and community stakeholders in using technology such as Skype, WebTV, and other Google Applications to support learning. The district provides complete wireless technology and 24/7 network access to our staff and students. We consider our district a leader in West Michigan when it comes to providing and utilizing technology in the teaching and learning process.
5. Transportation: KCCS provides student transportation for all students K-12 to and from school, to athletic contests and field trips, and to the KISD's Technical Educational Center that provides key 21st century CTE courses for our students. Our transportation department consistently receives high marks for transportation safety and fleet safety.

2. Teaching and Learning

KCCS participates in all Kent ISD initiatives regarding alignment of core curriculum including the training provided related to the implementation of the national common core curriculum and utilize the county's Curriculum Crafter technology to ensure alignment with state GLCE's and HSCE's. Despite a high level of support, there exists a limited amount of common formative assessments in core content classes that are utilized to drive instruction, common summative pre-tests and posts tests to assure for student learning and individualized instructional strategies, and a culture of data-driven instruction despite significant professional development opportunities made available to staff regarding supports for our Professional Learning Community processes designed to improve student achievement. Our Infinite Campus system is evolving to provide student data beyond state scores, including local assessments and course grades and is supplemented by our access to IGOR provided through our KISD partnership. KCCS staff continue to evolve in providing resources for learning beyond traditional textbooks and have made significant progress in integrating technology supports for learning through the development and implementation of two E2020 Online Learning Labs for students available with a certified staff member to facilitate blended and hybrid learning formats after school accessible to all 9th-12th grade students beginning this Winter for the new extended school day concept of "7th Period", and through the extension of the school year through the addition of two 1-semester Carnegie Unit Equivalent learning opportunities to either accelerate credit completion or provide credit recovery options staffed with a certified teacher to facilitate face-to-face supports. KCCS has provided professional development time at the grade/department level, building level, and district level utilizing internal highly qualified instructors as well as outside instructors provided by Grand Valley State University and KISD. We have a number of instructional staff who are trained to provide professional development in various areas including reading, writing, curriculum mapping, *Love and Logic*, RTI, and other key strategies such as Capturing Kids Hearts.

Leadership or our bargaining units and our administrative team consider ourselves to be full partners in the overall school improvement process. We have representation from each bargaining unit on our

district-wide administrative team meetings, we meet bi-monthly to discuss areas of growth and support for student learning, and we have numerous committees that have standing membership provided for and by the bargaining unit leadership. We pride ourselves on our established transparent and collaborative leadership culture that ensures all decisions have buy-in from these various stakeholders. The KCCS labor associations have demonstrated over the past several years by their actions that they are willing to respond quickly and decisively to the instructional improvement needs of the district, including flexibility of personnel assignments to meet needs of students, modifications to schedules and calendars, implementation of on-line learning, flexibility in contractual language and interpretation that allows for compliance with RTTT mandates for staff evaluation, staffing assignments flexible with respect to seniority with management rights including right of assignment, and positive support for the district's financial shortfalls through significant concessionary bargaining. It is worthwhile noting that teacher labor association joined our Board of Education and superintendent this past spring as signatories on the Race to the Top 2 memorandum. During the difficult bargaining that was associated with the districts 2009-10 school budgetary process, the labor groups, governance team, and superintendent co-authored a letter of cooperation to focus efforts to keep funding in the classroom as a priority for all stakeholders.

{Note to Reviewers: Beginning with the announcement of the inclusion of Kent City High School in the PLA list, a team was formed to provide responses, interventions, and develop a plan to improve our student achievement levels. That team reflected representation from the community, the instructional staff, administration, the board of education, and the bargaining unit. The team includes KCEA President Trafford Adams who has attended the state level meetings with the administrative team of HS Principal David LaPrairie and MS Principal Greg Apkarian. Board President Bruce Hawley meets weekly with Superintendent Dr. William Smith to discuss progress on the SIG process and shares this with community members at each board meeting and at the newly created Student Data/Curriculum Committee that meets monthly and is chaired by board trustee Wendy Kik and includes three teachers, three parents, and three administrators. This committee provides oversight and review of best practices and progress towards improving student achievement. The KCEA bargaining team represented by Steve McClintock (KCEA Chief Negotiator) and Jim Pratt MEA Uniserv Director, and Dr. William Smith have signed a Memorandum of Understanding that outlines a collaborative agreement to negotiate all necessary changes to the collective bargaining agreement to meet the needs of the SIG process and RTTT legislation including the negotiation of extended learning time (already exists in our contract), teacher evaluation, pay for performance, and staff flexibility in both assignment of qualified staff and right of assignment to change staff that are underperforming (already exists in our contract). A copy of this MOU and language excerpts are contained in this SIG application.}

4. School Consolidation

The district has analyzed the possibilities of reducing the number of buildings in the district from 3 to 2 but has determined based on cohort sizes and existing building capacities, this is not an option. Instructional and Support Staff retention is very high with the majority of the staff employed at KCCS having been in their current capacity for more than 17 years. The district has recently altered the administrative team at each building. A new High School Principal was hired in 2009-10 as part of the Board's Secondary Redesign initiatives. In addition, a Director of Student Services was hired to support the needs of students at the High School as they seek out learning opportunities beyond High School. The Middle School was provided a Dean of Students in addition to the Middle School Principal to allow for more behavioral supports for students and to provide the Middle School Principal more time to be an instructional leader and support both student and staff growth. As a result of the increased supports at the Secondary Level, all Secondary Instructional staff was evaluated in the 2009-10 school year and areas of instructional strength and weakness were identified with a growth plan being developed. During the 2010-11 school year, another administrator will be added to the 600 student Kent City Elementary to support the Elementary Principal in a similar concept as the

Secondary Redesign Initiatives provide both the High School and Middle School. In 2009-10, the staff evaluation process in the Elementary was unsatisfactory leading to little insight as to areas of potential growth. At the Central Office, we are concluding the last of year of a two-year grant funding position called Coordinator of Programs and Special Projects. This position has been critical to the development and implementation of numerous student learning opportunities including transition supports and enrichment opportunities that provide relevance to K-12 learners. Through innovative concepts of applied to human resources and the timely retire and re-hire opportunities available to KCCS over the past 2-years, we have added the supports described above while reducing our overall human resource expenses.

5. Human Resources

The Board of Education and our labor association an approved bargaining agreement that has a flexible research-based model for teacher evaluation using Charlotte Danielson's *Professional Practice Framework*. There is a plan in place for evaluation of all staff at central office and building levels. The primary purpose of our evaluation models for principals and teachers is the improvement of classroom instruction. In 2009-10, all staff at the Middle School and High School was evaluated including administrative staff. In 2010-11, we have a plan to evaluate all staff district-wide. KISD and the member LEA have worked successfully in 2009-10 to establish a common collective bargaining agreement for wages and benefits. This level of collaboration between the KISD and the member LEA and the associated labor groups representing staff in the above mentioned districts has also allowed for a template for evaluation to be established that allows for RTTT compliance in evaluation, substantial links to student achievement growth, and a merit pay component. The current collective bargaining agreement in KCCS has not expired and does contain a flexible evaluation model that is in compliance with RTTT legislation relevant to evaluation. When current agreement expires, it is our hopes to adopt the county wide model collaboratively developed. In addition, the current bargaining agreement in KCCS also allows for bi-monthly common meeting times for grade level, building level, and curriculum level meetings of staff.

2. If the LEA is not applying to serve each Tier I school, explain why it lacks capacity to serve each Tier I school.

If an LEA claims lack of sufficient capacity to serve each Tier I school, the LEA must submit written notification along with the School Improvement Grant application, that it cannot serve all Tier I schools. The notification must be signed by the District Superintendent or Public School Academy Administrator and the President of the local school board. *Notifications must include both signatures to be considered.*

The notification must include the following:

- ✓ A completed online Michigan District Comprehensive Needs Assessment indicating that the district was able to attain only a "Getting Started" or "Partially Implemented" rating (link below) in at least 15 of the 19 areas with a description of efforts to improve.
- ✓ (http://www.advanced.org/mde/school_improvement_tasks/docs/edyes_report_template.doc
- ✓ Evidence that the district lacks personnel with the skills and knowledge to work with struggling schools. This includes a description of education levels and experience of all leadership positions as well as a listing of teachers who are

teaching out of certification levels

- ✓ A completed rubric (Attachment I.C.1) scored by the Process Mentor team detailing specific areas of lack of capacity

Not Applicable

3. For each Tier I and II school in this application the LEA must describe actions taken, or those that will be taken, to—

- Design and implement interventions consistent with the final requirements

KCCS began working with KISD as a significant partner professional growth partner in the 2009-10 school year with the launching of the Board's Secondary Redesign Initiatives. At that time, curriculum and data was analyzed and series of supports and interventions was developed. Many of these supports collaboratively identified have been implemented during this year already including the expansion of our Read 180 lab in the Middle School and accessible to High School students identified as of in need, the purchase and implementation of the System 44 Literacy Support Software for secondary students, and the planned purchase of Macomb Literacy Supports to assist our staff in raising the level of rigor in our English Language Arts courses to a level that will provide similar academic challenges to those faced by our students on the MME/ACT. KISD Numeracy Consultants have also been very involved with our staff in identifying areas of curricular shortcomings, the development of strategies to align curriculum with corresponding research-based best practices in instructional delivery, and identification of key priority standards with an associated instructional plan of delivery in order to increase student performance on the MME/ACT. KISD Literacy Consultants have also assisted our staff in similar strategies and have provided key instructional supports in areas that focus primarily on informational text comprehension; the key area that has been identified as in need of improvement for many students. Through the KISD Partnership, all KCCS staff in the High School were provided with pre-tests focused on key priority standards in Literacy and Numeracy in late September. These assessments were given to all KCHS students in 9th through 11th grade the on September 29th. The data was then collected and distributed to KCHS staff at our October 4th at our district-wide in-service day. Collaboratively the data was analyzed, a plan for instructional was developed, and an individualized plan for students that were under performing in areas of Literacy and Numeracy was developed that included placement in Advisory Period Supports, access to "7th Period" extended learning opportunities, and access to the ACT/MME Prep class. The data also is being shared with K-12 staff in curriculum areas to identify areas of curricular growth. Together, with the SIT team and the KISD support team, we work to specifically identify the weaknesses contributing to low reading and math achievement and select/design interventions that address these weaknesses and are consistent to the requirements of the SIG transformation model. We have held numerous community, staff, and student meetings since the announcement of our inclusion in the PLA list. We are committed to provide interventions, as illustrated by the significant progress made since August and the prior commitment by the KCCS Board of Education in their Secondary Redesign efforts, to assure that all students achieve. Fiscal challenges are a significant obstacle and it is our hope that through alignment of our interventions and fidelity to the Transformation Model, we hope to overcome the fiscal challenges with combined district resources and SIG funds. More extensive details are contained within the school's plan.

- KCCS has identified research-based and data-driven strategies to improve student achievement in areas identified
- KCCS has made significant progress to provide immediate student supports in identified areas

- KCCS is in the second year of a self-imposed plan of Secondary Redesign that has included the replacement of our High School Principal and the hiring of a veteran and experienced change agent, extension of the school day (7th Period), extension of the school year (Session #1 and Session #2 of Summer Credit Acceleration/Recovery Program), Evaluation of Staff with Job Embedded PD provided, and a Student Advisory Period all before the Transformation Model was even required.

- Select external providers from the state's list of preferred providers;

KCCS has chosen to expand the existing partnership with KISD as an external provider of supports because this partnership also links KCCS to the partners that KISD provides, including Grand Valley State University and Central Michigan University.

Should Grant Funding be made available, a team has been formed (Student Data/Curriculum Committee described earlier in this SIG Application) to evaluate additional external support providers from the preferred list of providers. Preliminary review has indicated a desire to secure the services provided by the HOPE Foundation and Central Michigan University's Center for Excellence in Education. CMU's CEIE external partnership supports are key to our school improvement process because of their extensive job-embedded professional development focus around student assessment and data analysis.

In addition, MAISA, as a preferred External Educational Service Provider and component of Michigan's Statewide System of Support, will also be selected as an External Provider utilizing instructional supports including data-based decision making, evidence based intervention selection, and instructional coaching support to ensure implementation fidelity. Furthermore, services such as Data Coaches, Evidence-based intervention, Instructional Coaches provided by MAISA will be sought. Critical supports sought from the MAISA External Partnership will also come in the form of Targeted Population Supports and Subgroup Support for deficient student populations identified from data collection, job-embedded PD for school teams, and School Improvement Supports.

- Align other resources with the interventions;

KCCS will be seeking and providing Title I funding to the High School beginning in the 2011-12 school year and has allocated significant general fund dollars to support areas of need in Literacy and Numeracy including offering a "7th Period" extended day beginning in the second semester of 2010-11, two semesters of extended year instruction during the summer Credit Acceleration/Recovery program, Dual Enrollment on Campus in ELA, additional staffing for Student Advisory Periods and the ACT Prep Course, creation of two Online Learning Labs with E2020 Licenses for 60 students at one given time and a certified staff member to provide face-to-face supports, additional technology supports for learning including but not limited to video projectors in classrooms and additional computer stations in co-taught classrooms to provide additional curriculum supports with diagnostic supports for student learning. In addition, in the Middle School, ESL and Special Education Supports have been expanded, a 8th to 9th grade transition model has been implemented, and additional staffing has been provided to target Literacy and Numeracy academic growth. In the Elementary, four certified teachers were hired to support a STEM program in 4th and 5th grade, the exact area where data has indicated that our students fall behind in Literacy and Numeracy. The STEM program will assist in creating hands-on relevant learning opportunities that the research indicates leads to improved scores in Informational Text Comprehension and Numeracy related questions.

- Modify its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively (Attachment VI is a rubric for possible policy and practice changes); and

The district is fully supportive of the initiatives necessary to effectively carry out this transformation plan and continuously evaluates policies and practices that may preclude improvement in academic achievement. With the beginning of the 2010-11 school year, a new Student Data/Curriculum Board Advisory Committee has been established and meeting are already being conducted. The Committee has standing membership that includes Board Members, Teachers, Administrators, and Community Members focused on creating a collaborative approach that empowers all stakeholders in the school improvement process. The district will continuously monitor the implementation of the SIG grant utilizing the state's "process mentor team" approach, identifying and correcting problems, practices, or policies early on that are limiting or prohibiting success.

- Sustain the reforms after the funding period ends.

KCCS has implemented numerous aspects of our Transformation Model prior to the development of the PLA list concept (2009-10 school year) and has committed itself to funding priorities through a series of community conversations during the 2009-10 school year budgetary process that resulted in the establishment of District Fiscal Priorities that include, (1) No cuts will be made to Instructional Programming, (2) No cuts will be made that will result negatively impact the certified teacher to student ratio, (3) No cuts will be made that will reduce opportunities for students in athletics and/or fine and performing arts, and (4) No cuts will be made that will negatively impact transportation to and from school for students. Our commitment to these foundation priorities have allowed us to reduce in areas not directly connected to the learning environment while expanding programs to support learning. The commitment to these priorities has not wavered among our bargaining groups, our governance team, and our community.

4. Include a timeline delineating the steps to be taken to implement the selected intervention in each Tier I and Tier II school identified in the LEA's application.

- 2009-10
  - Replaced High School Principal and implemented Secondary Redesign plan.
- August 2010
  - Met with Key Stakeholders Following PLA Announcement including County Level Bargaining Association Leaders, Teacher Bargaining Leaders including Bargaining Chair and Association President.
  - Met with KCCS Board to organize prior Board Secondary Redesign Initiatives to support PLA remedies and adopt the Transformation Model.
  - Met with KISD School Improvement Staff to expand our prior partnership and network to include their external partner resources and supports in our efforts.
  - Provided Professional Development for Staff focused on Literacy and Numeracy and best practices to utilize to provide supports leading to improved student achievement.
  - Met with members of our community in a forum to explain the PLA designation, share the basis of our response to support learning, and focus resources to improve student achievement.
  - Expanded the role of our district-wide parent volunteer group to include K-12 Literacy and Numeracy supports focused primarily on tutorial and mentorship supports with an academic basis in Informational Text Comprehension and Numeracy Priority Standards.

- Attended the PLA workshop in Lansing with a team of staff including teachers, principals, and parents.

- September 2010
  - Met with staff to implement co-teaching support models in the upper EL (area where data indicates learners fall behind in Literacy and Numeracy) and implemented a STEM program for 4th and 5th grade with bargaining unit supports for the hire for 4 certified teachers working as instructional paraprofessionals (Memorandum of Understanding).
  - Implemented new Board Advisory Committee titled, "Student Data/Curriculum Committee", which includes standing committee members that represent teachers, board members, parents, and administration. This committee meets monthly.
  - Met with SAG to expand on county-wide data collected through the KISD partnership and Secondary Redesign initiatives focused on student voice and relevance. Developed a plan to take our SAG group to other High Schools to observe best practices in blended instruction, diagnostic supports for Numeracy, Hands-on-Learning, and Project Based Learning. The SAG also formed a Technology Task Force and will be exploring the instructional uses for mini-laptops and will be providing training to staff on the possible uses.
  - Attended the PLA workshop in Lansing with a team of administrators, teachers and parents.
  - Assessed all 9th through 11th grade students on a Literacy and Numeracy assessment (pre-test), examined the data, and developed a specific response to assist identified learners with challenges by providing them supports such as after school tutorial (beginning in January, this will become the extended school day 7th period), and enrolled students with needs in the new ACT Prep class. Areas of curricular alignment issues were addressed as a result of the assessment data in order to better prepare our students for the challenges of the ACT/MME in an appropriate sequence and expand their knowledge of key priority standards. Through the KISD external partnership, Literacy and Numeracy consultants assisted KCHS staff in the review of data, the identification of student needs and interventions available, and plan for instruction for the 9th through 11th grade for the 2010-11 school year in all core content courses.
  - Additional Professional was provided through the KISD external partnership for all staff K-12 focused on Literacy and Numeracy supports, best practices in instructional delivery, and data-driven instruction.
- October 2010
  - District-wide Strategic Planning Session focused on communicated steps that will take place to improve student achievement K-12.
  - Begin year-long Student Advisory Period designed to support 6th through 12th grade students academically and socially with 12 meetings scheduled in 2010-11.
- January 2011
  - Begin the implementation of the extended school day by providing the voluntary 7th period for students to remediate lost credit or accelerate new credits leading to more opportunities available in dual enrollment or hands on applicable learning through internships or Kent Technical Center courses.
- February 2011
  - Complete all staff evaluations using data as a significant part of the content of the evaluation and depending on the outcome of individual staff evaluations, develop a PD plan for each staff member focusing on best instructional practices and data-driven decision making in the classroom.
  - Complete student driven scheduling model linking learners to courses developed and aligned to MMC and the best practices with learning styles included in the course

offerings allowing for online, hybrid, and traditional face-to-face courses in all content areas depending on need.

- June 2011
  - Implement K-12 Move-Up-Day allowing students to walk through the 2011-12 school year schedule, meeting with teachers, briefly reviewing course expectations, sampling course content with a relevant learning experience that focuses learners excitement, and meeting with mentors to assist them in the transition processes between 5th and 6th grade and 8th and 9th grade in order to improve student achievement.
  - 1st session of Summer Credit Recovery/Credit Acceleration for all 9th through 12th grade students in the Carnegie Unit Semester Equivalent Course Offering extending the school year.
- July 2011
  - 2nd session of Summer Credit Recovery/Credit Acceleration for all 9th through 12th grade students in the Carnegie Unit Semester Equivalent Course Offering extending the school year.
  - Week Long Intensive Teacher Training in Common Core Curriculum and Secondary Redesign Best Practices if funding is available. This will be an ongoing training that becomes the basis for our 6 contracted Professional Development days during the 2011-12 school year.
- August 2011
  - Week of Wonder for students that have shown at-risk tendencies who will be 9th graders. Staff, student-mentors, and community volunteers will be present to provide social and academic supports and training for students identified as "in need".
- September-June 2011-12
  - Implement entire Secondary Redesign Plan.

{Note to Reviewers: The following additional items have been added to the original SIG submitted on October 13th, 2010.}

- Adopt MOA for Evaluation process based on student Achievement Data and all other requirements for the SIG and RTTT (November 2010)
- Continue operational flexibility
- Contract with CMU CEIE as external partner if funded (January 2011)
- If funded, purchase additional Scholastic READ 180/SYSTEM 44 materials, licenses, and technology support (January 2011)
- Continue to conduct a parent/community forums on through the Student Data/Curriculum Committee SIG grant program and transformation model (2010-2013)
- Conduct initial SIG-funded teacher institute (June 2011)
- Analysis of SIG school improvement plan, goals, and expectations
- Additional Scholastic READ 180/SYSTEM 44 training (2011)
- Development of common benchmark assessments
- Continue Job-Embedded PD on incorporating reading and math instruction across the content areas
- Continue PD on data collection and analysis
- Renew Purchase of the services of the Kent School Services Network (KSSN) (August 2011)
- Hire a 9th grade transition student advocate (August, 2011)
- Identify students requiring READ 180/SYSTEM 44 intervention and revise schedules accordingly (August 2011)
- 9th and 11th grade (Years 1 and 2)
- 9th - 10th grades (Years 3 and beyond)
- Brief students on transformation school improvement plan and interventions during student

orientations (August 2011)
- Expand Implementation of Scholastic READ 180/SYSTEM 44 intervention (September, 2011)
- Begin weekly teacher collaboration time - alternating weeks of duty-day embedded and after-school sessions throughout the year (September 2011)
- Complete labor association negotiations for extending learning time and teacher evaluation changes beginning with 2011-12 school year (Winter 2010-11)
- Evaluate teacher performance and reassign for coming school year as needed (March 2012)
- Conduct SIG-funded extended learning period Summer Session I and II and schedule for 7th period for all students 2012-13 school year schedules (June 2012)
- Conduct second SIG-funded teacher institute (August 2012) to analyze/review results and make plan revisions for new school year
- Purchase Carnegie math intervention and conduct training, if funded (July-August 2012)
- Continue Year I interventions and initiate Carnegie math intervention, if funded (September 2012)
- Initiate extended school day and year for all students (2012-13)
- Evaluate teacher performance and reassign for coming school year as needed (March 2013)
- Conduct extended learning period Summer Session I and II Algebra (June-August 2013)
- Conduct third SIG-funded teacher institute (August 2013) to analyze/review results and make plan revisions for new school year
- Extend Scholastic READ 180/SYSTEM 44 intervention into middle and upper elementary grades (district funded) (2012-13)

Continue to plan for sustainment of initiatives beyond the expiration of the SIG grant.

{Note to Reviewers: Below is a specific narrative of what has been done since the start of the 2010-11 school year in response to the PLA announcement that serves as a foundational step in improving student achievement.}

- Starting with teaching staff professional development activities, on August 30th, through the first two week of school, Kent City High School is off to a fast and energetic start. Prior to Labor Day, our instructional staff have worked on a variety of projects and educational activities to better prepare our students for the years ahead, including:
  - Integration of instructional technology practices to enhance student learning.
  - The introduction and development of Project Based Learning (PBL) and Universal Design for learning. Teachers developed a variety of student learning opportunities through project based activities to enhance current teaching practices. The extension of Embedded Honors projects, available to all students, is just one example.
- Instruction on Common Core Curriculum with Jacque Melin, from Grand Valley State University.
- During the 2009-10 school year, KCHS staff led a 12 series "Seminar" class period for all students. For the 2010-11 school year, all of the teachers will be initiating an "Advisory Period", that will meet twelve (12) times per year, with a focus on preparing students for success on the MME and ACT Test.
- Much time was spent by staff in disaggregating our National and State assessment data including the ACT/MME, PLAN Test, MME demographics information and our School Report Card.

- Members of our School Improvement Team and core area teachers (Math, Science, Social Studies and English Language Arts), produced significant work on the identification of four (4) School Improvement Goals. These goals, written in the State Identified "Smart Language" format, address our strengths and areas of needed improvement for mathematics, reading, writing and toward enhancing our school culture/climate. Members of the Kent Intermediate School District (KISD) assisted in the fine tuning of our School Improvement Goals.

- Members of our instructional staff developed a College Readiness English Language Arts Class (ELA) that will meet each day for the length of this first semester. All students have the opportunity to participate in this course with the focus on ACT/MME preparation. Student initially invited to this class, have demonstrated by their achievement on the PLAN test, the potential to score at or above the state cut-score on the ACT. This test, administered to all juniors in March, 2011, has a significant impact on college entrance/acceptance and on our school profile, affecting Adequate Yearly Progress (AYP).

- Plans were made for our school open house in September to include parents attending their child's daily schedule, meeting their teachers and receiving class information including grading procedures, course syllabi, project based learning opportunities, honors credentialing, etc.

- Last year we offered an on-site dual enrollment class in collaboration with Grand Rapids Community College, English 101, a college level general education course during the first semester. We have increased this opportunity in having this same course offered both semesters. Junior and senior students are able to earn one full Language Arts credit for high school as well as receiving college credit toward their Bachelor's Degree. KCCS pays for this college course in accordance with state guidelines for dual enrollment.

- On September 15, 2010, all ELA and Math classes administered a pre-assessment or pre-test to all students to measure student readiness for the ACT Test in March. This 42 question assessment will serve as an instructional guide for improvements to be made to our curriculum in preparation for the years to come.

- Curriculum and course offering revisions for the 2009-2012 school years include:

  - **2009-10** Applied Science, previously taught at the high school level, has been moved down to the middle school for all 8th grade students.

  - **2010-11** World History replaces our former World Cultures class. Government/Economics previously offered to seniors is now available to juniors as well.

  - **2011-2012** Government/Economics will be offered to our sophomores to better prepare them for the ACT the following year. US History will move to the freshmen level and a revised World

5. Describe the annual goals for student achievement on the State's assessments in both reading/language arts and mathematics that it has established in order to monitor Tier I and Tier II schools that receive school improvement funds.

- All students will increase achievement in the areas of Expressions and Equations as well as Families and Functions, Properties and Mathematical Functions. Spring, 2011 - 60% Spring, 2012 - 70% Spring, 2013 -80%

- All students will increase achievement in the areas of Reading Comprehension and reasoning skills.
- Spring, 2011 - 60% Spring, 2012 – 70% Spring, 2013 - 80%

- All students will increase achievement in the areas of Inference, Contextual Clues and Cross-text comparison sub sections of the MME/ACT. Students will increase by 20% in the sub groups of informational text and comprehension. Target achievement goals would demonstrate an increase in proficiency levels: Spring, 2011 - 60% Spring, 2012 - 70% Spring, 2013 - 80%

- KCHS will increase and improve parent and teacher contact throughout the year. A primary focus will be placed on teacher to parent communication regarding individual student academic progress.

6. For each Tier III school the LEA commits to serve, identify the services the school will receive or the activities the school will implement.

Not Applicable

7. Describe the goals established (subject to approval by the SEA) in order to hold accountable its Tier III schools that receive school improvement funds.

Not Applicable

8. As appropriate, the LEA must consult with relevant stakeholders regarding the LEA's application and implementation of school improvement models in its Tier I and Tier II schools.
    - Describe how this process was conducted within the LEA.

The district has been transparent in all of its analysis and planning activities related to the implementation of this school improvement model and the prior Secondary Redesign efforts launched the Board in 2009-10 school year prior to the PLA designation. Secondary reform has been a priority of Board Meetings, Community-wide Strategic Planning Sessions, Partnerships with KISD and the county-wide Secondary Redesign initiatives, and through the communications involved with launching the High Impact Initiatives described earlier in this grant application. The Board of Education has been consulted during all subsequent public meetings since receiving notification and weekly written updates have been provided. The entire secondary teaching staff has participated in several meetings to review the plan and provide feedback including the key topic of our return to school district-wide professional development in August. The KCHS SIT team and the KISD School Improvement Team have been involved in numerous activities focused on our PLA plan. The SIG school improvement plan has been developed collaboratively with key stakeholders involved in the plan development including the administration, parents, staff, and the union leadership. The superintendent has communicated the process using the district's web page and monthly

community letter and has received feedback from parents and staff. A community forum was held and the plan was the focus of two Board of Education Meetings where educational stakeholder input was incorporated into the plan. The students have been involved in the input phase as part of class meetings and through the SAG team. The Student Data/Curriculum Advisory Committee to the Board has been established, has met, and will continue to meet monthly with standing membership including teachers, parents, Board Members, administrators and community members.

3. BUDGET: An LEA must include a budget that indicates the amount of school improvement funds the LEA will use each year in each Tier I, Tier II, and Tier III school it commits to serve.

- The LEA must provide a budget (***see budget submission packet, beginning on the following page***) that indicates the amount of school improvement funds the LEA will use each year to—
  - Implement the selected model in each Tier I and Tier II school it commits to serve;
  - Conduct LEA-level activities designed to support implementation of the selected school intervention models in the LEA's Tier I and Tier II schools; and
  - Support school improvement activities, at the school or LEA level, for each Tier III school identified in the LEA's application.

Note: An LEA's budget must cover the period of availability, including any extension granted through a waiver, and be of sufficient size and scope to implement the selected school intervention model in each Tier I and Tier II school the LEA commits to serve.

An LEA's budget for each year may not exceed the number of Tier I, Tier II, and Tier III schools it commits to serve multiplied by $500,000.

ASSURANCES AND CERTIFICATIONS
STATE PROGRAMS

- **INSTRUCTIONS: Please review the assurances and certification statements that are listed below. Sign and return this page with the completed application.**

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 subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients 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.

ASSURANCE WITH SECTION 511 OF THE U.S. DEPARTMENT OF EDUCATION APROPRIATION ACT OF 1990
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 subgrantee 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 to upon the request of the Michigan Department of Education.

IN ADDITION:
This project/program will not supplant nor duplicate an existing School Improvement Plan.

SPECIFIC PROGRAM ASSURANCES

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

1. Grant award is approved and is not assignable to a third party without specific approval.
2. 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 Grants Coordination and School Support unit of the Michigan Department of Education.
3. The Michigan Department of Education is not liable for any costs incurred by the grantee prior to the issuance of the grant award.
4. Payments made under the provision of this grant are subject to audit by the grantor.
5. This grant is to be used to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements.
6. The recipient must 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 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.
7.If the recipient implements a restart model in a Tier I or Tier II 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.
8. The recipient must report to the SEA the school-level data required under section III of the final requirements.

_____

SIGNATURE OF SUPERINTENDENT OR AUTHORIZED OFFICIAL **DATE**

_____

SIGNATURE OF LEA BOARD PRESIDENT **DATE**

OG-4929

4. ASSURANCES: An LEA must include the following assurances in its application for a School Improvement Grant.

See the Assurances and Certifications section of the LEA Application for a complete list of assurances. LEA leadership signatures, including superintendent or director and board president, assure that the LEA will comply with all School Improvement Grant final requirements.

5. WAIVERS: The MDE has requested all of the following waivers of requirements applicable to the LEA's School Improvement Grant. Please indicate which of the waivers the LEA intends to implement.

The LEA must check each waiver that the LEA will implement. If the LEA does not intend to implement the waiver with respect to each applicable school, the LEA must indicate for which schools it will implement the waiver.

XXX Extending the period of availability of school improvement funds.

> Note: If an SEA has requested and received a waiver of the period of availability of school improvement funds, that waiver automatically applies to all LEAs in the State.

- ❑ "Starting over" in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model.
- ❑ Implementing a schoolwide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold.

Baseline Data Requirements

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

Metric	
School Data	
Which intervention was selected (turnaround, restart, closure or transformation)?	Transformation
Number of minutes in the school year?	67,762
Student Data	
Dropout rate	5.2%
Student attendance rate	94%
For high schools: Number and percentage of students completing advanced coursework for each category below	
Advanced Placement	7
International Baccalaureate	0
Early college/college credit	36
Dual enrollment	30
Number and percentage enrolled in college from most recent graduating class	72%
Student Connection/School Climate	
Number of disciplinary incidents	216
Number of students involved in disciplinary incidents	81
Number of truant students	16
Teacher Data	

Number of teachers at each performance level category below	
Highly effective	2
Effective	18
Moderately effective	0
Ineffective	0
Teacher attendance rate	95.6%

Part II: LEA Application

ATTACHMENT III

SAMPLE SCHOOL APPLICATION/ANALYSIS OF SCHOOL NEEDS

SCHOOL IMPROVEMENT GRANT – 1003(g)

FY 2010 – 2011

The LEA must provide evidence of a comprehensive needs assessment, such as the process in this model, for each school it will be including in its grant application

School Name and code
Kent City High School

District Name and Code
Kent City Community Schools

Model for change to be implemented: **Transformation**

School Mailing Address:
200 Clover St.
Kent City, MI 49330
Contact for the School Improvement Grant:

Name: Dr. William J. Smith

Position: Superintendent

Contact's Mailing Address: 200 Clover St., Kent City, MI 49330
Telephone: (616) 678-7714
Fax: (616) 678-4320
Email address: smithw@kent-city.k12.mi.us

Principal (Printed Name): David LaPraire

Telephone:
(616) 678-7714

Signature of Principal:

Date:

X_____

The School, through its authorized representatives, 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 District/School receives through this application.

SECTION I: NEED

The school must provide evidence of need by focusing on improvement status; reading and math achievement results, as measured by the MEAP, Mi-Access or the MME; poverty level; and the school's ability to leverage the resources currently available to the district. Refer to the school's Comprehensive Needs Assessment (CNA) School Data and Process Profile Summary report.

1. Explain how subgroups within the school are performing and possible areas to target for improvement. (The following charts contain information available in the school Data Profile and Analysis).

Table 1. KCHS Proficiency on the Michigan Merit Exam (11th Graders

Percent Scoring Proficient		Reading						Writing						Math					
		Count	2008	Count	2009	Count	2010	Count	2008	Count	2009	Count	2010	Count	2008	Count	2009	Count	2010
Ethnicity	Hispanic	6	33%	6	17%	8	13%	4	0%	6	0%	8	0%	3	33%	6	17%	7	0%
	White	79	70%	95	55%	107	61%	78	42%	95	38%	108	30%	79	47%	95	46%	107	44%
Gender	Female	47	70%	47	64%	58	67%	47	51%	47	43%	58	45%	47	53%	47	40%	57	49%
	Male	41	59%	55	42%	58	47%	41	24%	55	25%	59	27%	41	37%	55	47%	58	34%
LEP	Yes	1	0%	Na	Na	6	17%	2	0%	Na	Na	6	0%	1	0%	Na	Na	5	20%
	No	87	66%	102	52%	110	50%	86	40%	102	33%	111	38%	87	46%	102	44%	110	43%
Migrant	Yes	1	0%	Na	Na	Na	Na	2	0%	Na	Na	Na	Na	1	0%	Na	Na	Na	Na
	No	87	66%	102	52%	116	57%	86	40%	102	33%	117	36%	87	46%	102	44%	115	42%
Economically Disadvantaged	Yes	20	45%	16	19%	27	41%	20	25%	16	13%	27	19%	20	25%	16	38%	26	23%
Special Education	Yes	13	0%	13	15%	10	0%	12	0%	13	0%	10	0%	13	0%	13	0%	17	0%
KCHS Aggragate			**55%**		**52%**		**57%**		**39%**		**33%**		**35%**		**45%**		**44%**		**42%**
State Aggregate			62%		60%		65%		41%		43%		44%		46%		49%		50%

	Number of	# Retention	# Dropouts	Entering	Leaving	<10	>10	Out of scho	ISS	Expulsions	# promote
SES	451		3	18	27	279	172	7	36	0	
Race/Ethnicity											
Caucasian	1212	2	5	61	59	840	372	53	99	0	
Black	9	0	0	2	0	4	5	0	2	0	
Hispanic	177	0	2	18	58	105	72	8	24	0	
Asian	6	0	0	0	0	2	4	0	0	0	
American Indian	6	0	0	0	2	6	0	0	3	0	
Disabilities	1	0	0	0	0	0	0	0	0	0	
LEP	141	0	0	0	33	98	43	0	0	0	
Homeless	0	0	0	0	0	0	0	0	0	0	
Migrant	45	0	0	5	36	41	4	0	0	0	
Gender											
Male	707		1	44	61	476	231	52	97	0	
Female	703		6	42	58	481	222	9	31	0	
Totals	1410										

Enrollment and Graduation Data – All Students

Year:2009-2010

Grade	# of Students	# Students enrolled in a Young 5's program	# Students in course/grade acceleration	Early HS graduation	# of Retentions	# of Dropout	# promoted to next grade
K	106	31	0	0	1	0	105
1	103		0		1		102
2	100		0		0		99
3	101		0		0		101
4	102		0		0		102
5	107		0		0		107
6	90		0		0		90
7	103		103		0		103
8	108		108		0		108
9	135		26		0		
10	125		91		0		
11	133		124		0		
12	109	-	95	1	16	7	-

Number of Students enrolled in Extended Learning Opportunities

Year:2009-2010

Number of Students in Building by grade	# Enrolled in Advanced Placement Classes	# Enrolled in International Baccalaureate Courses	# of Students in Dual Enrollment	# of Students in CTE/Vocational Classes	Number of Students who have approved/reviewed EDP on file
6	0	0	0	0	0
7	103	0	0	0	103
8	108	0	0	0	108
9	0	0	0	0	
10	0	0	0	0	
11	0	0	6	36	
12	31	0	24	48	

2. Identify the resources provided to the school (in particular, other state and federal funds) to support the implementation of the turnaround model.

School Resource Profile

The following table lists the major grant related resources the State of Michigan manages and that schools may have as a resource to support their school improvement goals. As you develop your School Improvement Grant, consider how these resources (if available to your school) can be used to support allowable strategies/actions within the School Improvement Grant.

A full listing of all grants contained in No Child Left Behind (NCLB) is available at: www.mi.gov/schoolimprovement.

☒ **General Funds** ☐**Title I Part A** ☒**Title I Schoolwide** ☐**Title I Part C** ☐**Title I Part D**	☐**Title I School Improvement (ISI)**	☐**Title II Part A** ☒**Title II Part D** ☐**USAC - Technology**	☒**Title III**
☐**Title IV Part A** ☐**Title V Parts A-C**	☐**Section 31 a** ☐**Section 32 e** ☐**Section 41**	☐ **Head Start** ☐ **Even Start** ☐ **Early Reading First**	☐ **Special Education**
Other: (Examples include: Smaller Learning Communities, Magnet Schools. A complete listing of all grants that are a part of NCLB is available at www.michigan.gov/schoolimprovement.			

SECTION II: COMMITMENT

Evidence of a strong commitment should be demonstrated through the district's ability and willingness to implement the selected turnaround model for rapid improvement in student achievement and proposed use of scientific and evidence based research, collaboration, and parental involvement.

Using information gathered using the MDE Comprehensive Needs Assessment - CNA, provide the following information:

1. Describe the school staff's support of the school improvement application and their support of the proposed efforts to effect change in the school.

KCHS administration and staff have been involved collaboratively in this school improvement grant application process from the start. KCCS has been working to improve student achievement at the secondary level formally since the 2009-10 School Year with the Board Initiative supporting Secondary Redesign. The staff was well aware of the persistently low achievement scores and had already taken steps to implement a number of instructional improvement strategies over the past two years including alignment of the English language arts and math curriculums with the new High School Content Expectations and Michigan Merit Curriculum, daily sustained silent reading for all students, a year-long freshman transition program, and an ACT preparation course that focuses on rigorous instruction in the core content areas, extended learning opportunities in the form of an academic study table that will become our 7th Period extended day offering, and extended school year opportunities through the additions of summer credit recovery and acceleration period one and two. The school has developed a strong leadership team with a new principal in the 2009-10 school year, a SIT staff leadership team, and a SAG student voice team. An external partnership with KISD has been in place since the 2009-10 school year with significant supports being provided to staff of KCCS as a result. The entire staff has been fully briefed and provided several opportunities to collaborate on the proposal. The Comprehensive Needs Assessment (CNA) and this school improvement grant proposal have been the product of collaboration between staff, the SIT team, community partners, and the external partnership formed with KISD. The professional staff association leadership has also been part of the planning process and continues to collaborate on contractual modifications necessary for the success of this proposal.

{Note to Reviewers: Kent City Community Schools, their staff, community members, and all educational stakeholders are committed to the SIG process and improving student achievement. Since the naming of KCHS as a member of the PLA list, Union President Trafford Adams, Board President Bruce Hawley, and Superintendent Dr. William J. Smith meeting weekly to discuss best practices and improving instruction leading to improving student achievement for all

students. Trafford Adams and William Smith meet each week as part of ongoing collaboration to maximize focus on student achievement by collaborating on areas that might distract energies away from our primary goals. Bruce Hawley and William Smith meeting weekly to make sure that the districts resources and community are informed regarding the progress that is being made in improving student achievement. Together, the collaborative process has produced significant change in the districts leadership team make-up through the development of bi-monthly leadership meetings that include all district administration and union presidents to discuss student academic and social needs necessary to improve student achievement. A community based Student Data/Curriculum Committee has been formed in addition to a Parent Community Support Group that has over 40 members involved.

2. Explain the school's ability to support systemic change required by the model selected.

KCHS has a highly trained and veteran staff. Through a shared leadership model and the supports of the new High School Principal hired in 2009 as part of the district's Secondary Redesign initiatives, a highly focused, student centered leadership team has emerged. Together, this solid leadership team recognizes the schools' identified fundamental weaknesses and is fully focused on turning around learning and instruction through the transformation model. The KCHS has been flexible in reaching the needs of top end learners as exemplified by the number of KCHS graduates who have gone on to accomplish wonderful things in our society and now they are trained and committed to meeting the needs of all learners to accomplish those same great things.

The district's Governance Team of Board and Central Office Administration is supportive of Secondary Redesign and committed to change. In addition, the school's leadership team has support for flexible innovation and change as demonstrated by several restructuring efforts including: the hiring of a new principal in 2009, the adoption of several course that focus on hands on learning, technology applications, and other programs as part of the High Impact Initiatives, the addition of a seminar/advisory period, creation of extended school year opportunities through two summer instructional sessions, and the addition of two computer labs for flexible online and hybrid learning. The Governance team also recognizes that Secondary Redesign does not always limit change to high school. Significant changes have been implemented in the K-6 program including the addition of a STEM program in our upper EL for 2010-11.

Since the announcement of the PLA placement, our educational stakeholders have firmly committed to:

- to develop teacher and school leader effectiveness, implement comprehensive instructional reform strategies, extend our time for teachers and students creating a community orientated school, and provide flexible supports for our students and staff

- to provide additional supports to our Middle School and Elementary, where key foundational learning occurs for students in Math and Reading, so that our students are better prepared for the challenges of the MME/ACT and the tougher Michigan Merit Curriculum that includes the challenge of 4-years of Math, Language Arts, and upper level Science course completion
- specifically in our Middle School we will be providing access for students to participate in Math and Writing Labs, supports for teachers in developing Project Based Learning lessons, and more opportunities to advance in High School level science,
- and in our Elementary, in addition to the reading supports that we provide with teacher certified Literacy Aides, we will also provide similar supports in Science, Technology, Engineering, and Math (STEM) by providing teacher certified paraprofessionals to work with our classroom teachers so that not only will we develop strong readers, but we will also develop strong, creative and innovative thinkers.

Prior to the announcement, KCCS commitment to systemic change included:

- hired a veteran High School Principal with strong instructional leadership skills,
- developed a staff led school improvement team,
- created a student advisory group to learn how to serve our students better,
- implemented a very successful summer credit recovery and acceleration program,
- shifted first year High School Science to our Middle School so more students can take a fourth year of Science in High School,
- added a seminar period to support student learning, developed student transitions in the form of Move Up Day with Mentors for 9th grade students,
- created a college dual enrollment course in Language Arts,
- and implemented a 3-Minute Walk Through Teacher Evaluation Model to support our teachers in developing instructional delivery skills.

In addition, KCCS has taken a leadership role in K-12 innovations in learning through the implementation of the High Impact Initiatives that include:

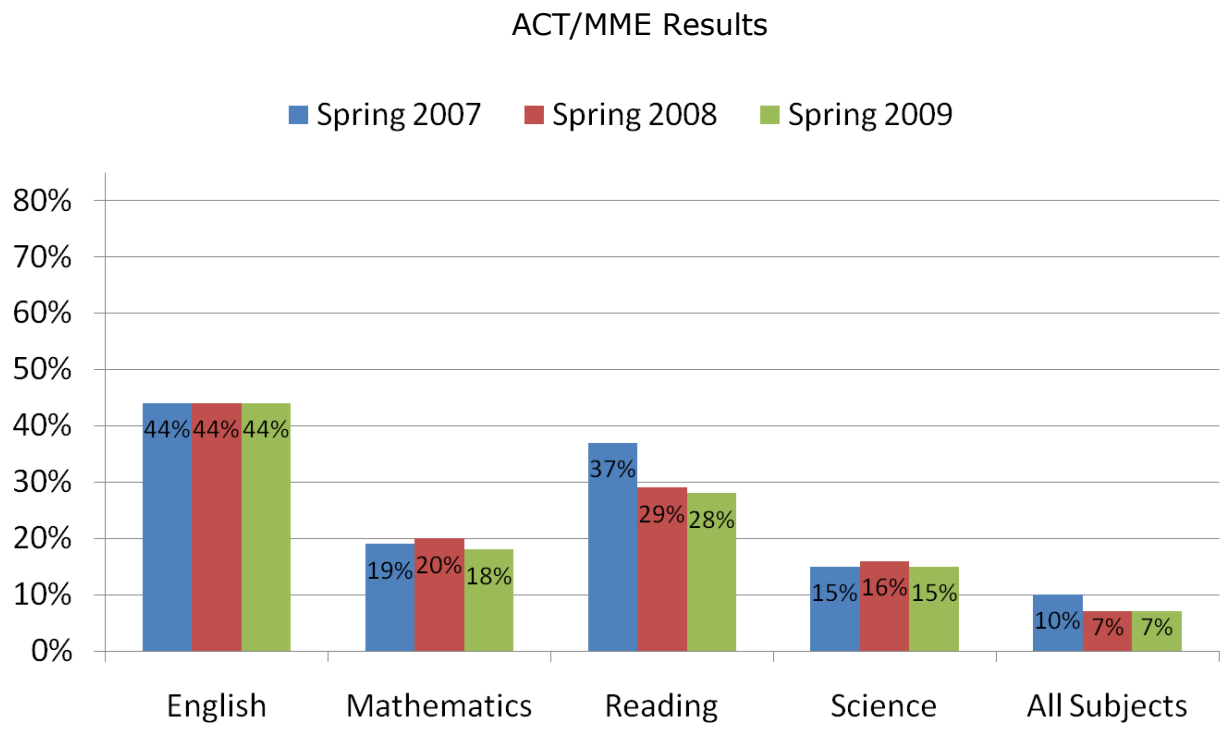
- K-12 Health Science
    - K-5 Career Visit Schedule, Partnerships, Integrated Core Content Lessons
    - 6-8 Career Day, Off-Site Visit Schedule, Partnerships, Integrated Core Content Lessons
    - 9-12 Internship and Shadowing Experiences, Partnerships, Integrated Core Content Lessons, Development of Student Trainer Program

- K-12 Music and Performing Arts
    - K-5 Schedule of Performances (2 per grade per year), Lessons Related to Reading, Writing, and "Speaking" Music for Language Development
    - 6-8 Choir, Instrumental, and Band Performance Schedule, Seminar Program, Internships/Shadow, Off-Campus Site Visits
    - 9-12 Performance Schedule to Include Medieval Dinner, Play, Talent Show, and Musical
- K-12 World Language Program
    - K-5 Course Offering, Lessons to Integrate Culture/Language in Core Content Setting, Cultural Integration in Music and Performing Arts Program, Tutorial Using Senior Capstone/ESL Students
    - 6-8 Continuation of EL World Language Program leading to 1st and 2nd year WL Graduation Requirement Completion, Elective Program
    - 9-12 Continuation of MS World Language Program, Expand Spanish III & IV, Spanish Travel Learning Two-Week Immersion Program on Spring Break
- Summer Programs of Study
    - 8-11 Summer Academic Credit Recovery
    - 8-11 Summer Academic Credit Acceleration
    - K-8 Summer Academic Math and Science Camp (K-2, 3-5, 6-8)
- Middle School Elective Program
    - 9 Week Rotations focusing Linking Core Content Benchmarks to Careers through Project Based Learning (Social Studies, ELA, Science, and Math)
    - Also Offer Music, Spanish (WL Requirement Completion), Health and Fitness, Computer Science
- K-12 Computer Science
    - K-5 include Digital Animation and Visual Graphic Programs, Integrate Technology into Core Content Assessments
    - 6-8 Elective Computer Science Course, Produce Animation to be Published
    - 9-12 Expand and Blend with Art Program to Create Digital Imagery, Video Publications, and Other Blended Computer Science/Visual Art Opportunities
- Embedded Honors Credentialing K-12
    - K-5 as part of parental teacher request, parents can elect to enroll students in a designated teachers grade level class offering anchor assignments that upon successful completion an honor designation will be awarded through credentialing

    - 6-8 as part of each core class if student elects a core content related elective and successfully completes the 9 week project
    - 9-12 as part of any core content class required for graduation awarded upon successful completion of all anchor activities
- Learning Enrichment Seminar
    - Designed for students 8-12 and provided as an opportunity for students to learn interesting and valuable information that may not be directly related to benchmarks and standards from teachers interested in teaching about their individual passions in life

3. Describe the school's academic in reading and mathematics for the past three years as determined by the state's assessments (MEAP/ MME/Mi-Access).

Through the KISD external partnership, the KCHS SIT team has prepared the following analysis of data that captures the decline or stagnate growth of student achievement by the last three cohorts on the MME/ACT.



- This chart represents the difference between Kent City's percent of proficient students versus the rest of the state.
- Negative numbers represent percents that are lower than the state average; positive numbers represent percents that are higher than the state average.

	Reading	Writing	Math	Science	Social Studies
Spring, 2008	-.07	-4.6	-2.7	2.7	-2.6
Spring, 2009	-7.9	-10.1	-5.2	-5.6	-.09
Spring, 2010	-8.3	-7.8	-8.7	-11.3	-9

In summary, the academic performance of KCHS students in Reading and Math has been stagnate or declined on average for over the past three years. When compared to the state averages, KCHS students are underperforming and the gap is widening significantly.

From deeper analysis, this is a trend that is occurring in KCCS for all grades with as evidenced by the following:

K-8 MEAP Results

Reading	3rd Grade	8th Grade*
Fall, 2007	71.3	60.9
Fall, 2008	65.7	67.5
Fall, 2009	70.8	66.2

Math	3rd Grade	8th Grade*
Fall, 2007	68.4	48.8
Fall, 2008	68	46.3
Fall, 2009	64.4	51.5

*Please note that these data points do not represent the same cohort of students

In review of the data, it is apparent that as our district's socio-economic make-up becomes more at-risk, our scores have declined. We must provide significant levels of interventions for students K-12 if we are to make a positive impact for all learners.

In addition to provide supports for all students, our focus will be to identify the students that are in areas of need (formative assessments and pre-test in

Numeracy and Literacy that was conducted in October of 2010) to provide necessary social and academic interventions. Looking at the 2009 cohort specifically (the cohort that resulted in our inclusion on the PLA list), this group replicated the declining achievement of prior years. Although they scored high enough (provisionally proficient) to meet AYP standards, they did not perform high enough to meet Federal Guidelines. KCHS student performance is significantly below the state average in terms of the improvement index resulting in the average proficiency over the last three years is lower than the expected proficiency trend. Specifically, this issue can be better understood through looking at the specific performance of this cohort in Math and Reading. This cohort has 29 out of 92 students tested who were only provisionally proficient, or within two standard deviations of the cut score, in mathematics. This cohort had 34 out of 110 students tested provisionally proficient in reading. Through the formative assessments and the pre-test conducted in October of 2010, we have identified the students who will likely score provisionally proficient and will provide interventions immediately during the 2010-11 school year.

4. Describe the commitment of the school to using data and scientifically based research to guide tiered instruction for all students to learn.

Beginning in 2009-10, the district initiated an intensive Board driven Secondary Redesign plan based on concerns in the lack of growth of student achievement for all students at our secondary level. As part of that initiative, a very strong external partnership was established with KISD and the School Improvement Team that is part of an extensive Teacher and Learning department in KISD. KCCS staff has been part of two-years of intensive training in utilizing data to support instruction. KCCS is part of a data collaborative with KISD called IGOR which allows our staff to collect data to support instruction. They have been trained in the process and have updates periodically to what the data is telling us regarding student achievement. Staff has been trained and participates in Professional Learning Communities in order to analyze student performance data and link that data to best instructional practices. Teacher planning time is available for staff collaboration, sharing of data and best practices and after school staff meeting time is provided through the current collective bargaining agreement to support key professional growth opportunities.

KCCS has been focused on utilizing best practices. Research-based best practices have been implemented in K-12 instruction including transition programs to promote student success, advisory periods, formative assessments to drive instruction, a pre-test and post-test focused in key priority standards has been provided to 9th-11th grade students this year and a plan for intervention for each student has been established, and other short-term solutions have been implemented. In the long-term, a STEM program has been established in the upper Elementary to support key areas of learning, a Middle School seminar program has been developed and implemented, and district-

wide key initiatives have been implemented in the form of the High Impact Initiatives to support relevancy as well as rigor in our K-12 learning experience.

{Special Note to Reviewers: KCCS will utilize a variety of internal and external data collection measures to assure interventions are improving student achievement. The district will utilize MME/ACT Data and NWEA Measures of Academic Progress (MAP) data as external sources combined with common formative assessments that are linked to specific standards developed collaboratively by KCHS staff as well as KISD staff to assure data driven best practices are incorporated into daily instruction. Data is stored and analysis is provided through the use of KISD's data warehouse known as IGOR.}

5. Discuss how the school will provide time for collaboration and develop a schedule that promotes collaboration.

KCCS has taken a multi-tiered approach to expanding collaboration time for our instructional staff district-wide as well as specifically within our secondary buildings:

A. The Middle School and High School have been placed on a common schedule allowing for common collaboration times through planning periods, after school meetings as established through the collective bargaining agreement, and common embedded professional development opportunities.

B. The district leadership team including principals, teacher leaders, and district union leadership to attend common leadership meetings monthly. If substitutes are necessary to relieve time conflicts, they are provided by the district.

C. Staff meeting time has allocations for departmental, building level, and curriculum integration K-12 and is supported in the collective bargaining agreement.

D. Professional Development opportunities are collaboratively created through a combination of staff driven and administration driven needs. The product is a collaborative and student focused learning and professional growth opportunity.

E. The High School Staff has a shared leadership team developed in collaboration with the new High School Principal called the SIT or School Improvement Team. This team meets regularly and discusses issues that will improve student achievement and minimize obstacles to instruction.

F. If funded, a weeklong intensive professional development opportunity is planned for the staff to focus on data-driven instruction, implementing hands-on and relevant learning opportunities, and Literacy and Numeracy

supports for students. This will be revisited throughout the 2011-12 school year on the 6 designated days for staff professional development.

SECTION III: PROPOSED ACTIVITIES

1. Describe the proposed activities that address the required US Department of Education (USED) school intervention that the school will use as a focus for its School Improvement Grant.

KCHS will utilize the **transformation** model to implement the School Improvement Grant on a systemic improvement approach:

1. Teachers and Leaders

   A. Replace the Principal

As part of the Board's Secondary Redesign effort initiated in 2009-10, the High School Principal was replaced. Therefore, KCCS is opting **not** to replace the KCHS principal because he has been in position less than two full school years (appointed in September of 2009) and to date has demonstrated the capacity to create a school environment where all members of the instructional and support staff contribute to a cumulative, purposeful and positive effect on student learning (School Performance Indicator-II). He is knowledgeable about the educational programs and has acted firmly on this knowledge to impact teaching and learning (SPI-II.1.A.1.). In his experience, he has assisted another district to become a Blue Ribbon High School under his Principalship and wrote and implemented and Federal Smaller Learning Communities Grant in another district effectively closing significant student achievement gaps. During the past year, he has begun focusing on student results (SPI-II.1.A.7) and developing effective monitoring processes that include a visible presence throughout the building (SPI-II.1.B.1). In 2009-10, this was the first year that a Principal evaluated all staff and provides a plan of professional growth for each. He has established clear expectations for staff and students, following up on areas that need improvement (SPI-II.1.B.4). In addition, he has demonstrated a strong capacity for developing collective responsibility for student learning through shared leadership (SPI-II) and collaborative decision-making (SPI-II.2.A.6.). A number of academic programs put in place through his leadership have already begun producing measurable, positive results on the ACT and MME reading and math assessments.

   1. Implement a new evaluation system developed with staff and utilizing student growth as a significant factor.

   Kent City Community Schools utilizes a comprehensive evaluation model that includes student achievement data as a significant factor in the evaluation of staff. The evaluation process includes 3-Minute Walk-Through Observations focused on assuring that instructional best practices are evident in the classroom. All staff members are evaluated each year with a significant factor of the evaluation focusing on student achievement data.

The current collective bargaining agreement is flexible and allows for RTTT compliance in each area specified including linking student performance to teacher evaluation through a flexible narrative section.

Despite the current collective bargaining agreement flexibility, KISD through collaboration with LEA bargaining associations is working on a common evaluation model that would also be part of our negotiation process in 2011-12.

{Special Note to Reviewers: In addition to county wide negotiations that include KCEA staff member Steve McClintock, a MOU has been signed to provide assurances that the Union Leadership and District Leadership are focused on providing the needed contractual language necessary to meet the needs of the SIG and RTTT challenges.}

Beyond the MOU, existing language allows for compliance as well. Below are contractual excerpts:

Right of assignment allowing the district to reassign staff as needed:

Continue its rights and practice of assignment and direction of work to all of its personnel, determine the number of shifts and hours of work and starting times and scheduling of all the foregoing;

The right to direct the working forces, including the right to hire, promote, suspend and discharge employees pursuant with general school code, state and federal statutes;

Determine the services, supplies and equipment necessary to continue its operations and to determine the schedules, standards of operations and the processes of carrying on the work, including automation thereof or change therein, the institution of new and/or improved techniques therein;

Extended Learning Time:

The district contract with instructional staff is defined by a work day that begins at 7:55 and ends at 2:45. Learning opportunities that occur outside of that time frame are not part of the collective bargaining agreement. Therefore, "7th Period" and Summer Session I and II have been part of our programming for students and have been subject to "Community Education" guidelines in rate of pay and staff selection. Staff is paid at an hourly rate and staff are selected "at-will" per the discretion of administration.

The elementary student day shall begin at 7:45 am and end at 2:35 pm; and the secondary student day shall begin at 7:55 am and end at 2:45 pm.

Teacher Evaluation:

The district utilizes a narrative evaluation model that does not exclude use of student achievement data as artifact evidence supporting the evaluator's comments. Through negotiations, this will become more defined and a MOU has been signed to clarify this area and include merit pay and criteria for rewards and removal.

See Attached Sample County-Wide Template in Appendix Area of this SIG Application.

Incentives to Reward and Retain Staff:

The current bargaining agreement includes Rewards and Incentives to retain staff.

Funds shall be set-aside for stipends for active participation in professional development staff meetings. Details are provided in Appendix D.

Funds shall be set-aside for mini-grants for professional development for projects, conferences, and/or college courses directly related to Board Goals/Strategies, Bldg Goals/Strategies, and/or District Priorities. Details are provided in Appendix E.

C. Identify and reward school leaders, teachers, and other staff who have increased student achievement and remove those who have not done so.

{Note To Reviewers: See the prior section for more details of Rewards}

The high school has implemented a School Improvement Team (SIT) model that allows for weekly administrative-staff meetings focusing on improving student achievement. The SIT model, combined with the KCCS comprehensive evaluation model, allows for staff who have increased student achievement to be recognized and their best practices are showcased as part of the embedded professional development process designed to improve all staff. Staff, as indentified by the KCCS comprehensive evaluation model, who are not meeting the needs of learners and increased student achievement are placed on an intensive plan of improvement, supported by learning consultants and instructional experts accessed through Kent Intermediate School District (KISD) staff, leading to either improvement or removal.

Evaluation results, including the results of the student growth domain, will be used by the principal to identify individual teachers who have not increased student achievement and require the following plan-of-improvement steps:

2. Targeted, job-embedded professional development to improve the teacher's performance consistent with the school improvement goals.

3. Additional mentoring or job-embedded coaching by master teachers.

4. Reassignment consistent with the locally negotiated process.

5. Additional classroom observations and evaluations.

6. Dismissal consistent with the Michigan Teacher Tenure Act and local contract agreements.

D. Removal of Leaders/Staff that have not increased achievement

{Note to Reviewers: Please refer to the MOU, the Contract Excerpts on Right of Assignment, and the Attached Template to reference Removal of Leaders/Staff that have not increased achievement}

As stated above, through the flexibility of the evaluation model and the SIT team, in collaboration with effective and student focused relationships with our bargaining units, leaders and staff can and will be removed through the processes developed and contained within the current collective bargaining agreement and by current tenure guidelines.

The district already provides support and flexibility to the leadership team in identifying teachers who are not contributing to increased student achievement, providing additional professional development and mentoring, and reassigning staff to positions where they can be more effective. The leadership works closely with the teacher's labor association in an agreed-upon process to reassign staff. The district is limited in this area only due to the small number of school buildings and actual classrooms.

The current collective bargaining agreement allows for right of assignment without respect to seniority.

2. Instructional and Support Strategies

A. Provide staff with ongoing, high-quality, job-embedded professional development aligned with the school's comprehensive instructional program to facilitate effective teaching and learning, along with the capacity to successfully implement school reform strategies

Through an external partnership with KISD, a systemic approach to job-embedded Professional Development is provided to all instructional staff. The KISD school improvement experts worked with KCCS staff on identifying key instructional delivery strategies such as Project Based Learning and Universal Design for Learning, and linked these instructional strategies to key content standards in all core content courses. In addition, the KISD staff assisted KCCS staff in reviewing student achievement scores, linked areas of underperformance to specific standards, assisted in the creation of instructional strategies, and assisted in developing an ongoing PD plan for continued growth of staff.

Through the KISD partnership, KCCS is linked to a vast network of educational reform supports including Grand Valley State University, Central Michigan University, and the supports of K12 Insights, a private company that provides data and assists schools in overcoming challenges through data analysis.

B. Select and implement an instructional model based on student needs, including ELL and special education students, using a proven response-to-intervention approach.

The district believes that any analysis of the KCHS comprehensive needs assessment points towards an overriding need to embed a significant, intensive literacy improvement strategy with the instructional program consistent with the **response-to intervention (RTI)** structure. The district will implement with plan that as part of the transformation turnaround model for the high school with whole-school literacy improvement at the core, including:

- *Reading and math intervention for students*
- *Training and coaching for teachers*
- *Leadership development*
- *Implementation support*
- *Ongoing data analytics*

The comprehensive literacy improvement process for turning around low-performing schools is based on the proven *response-to-intervention (RTI)* structure as a vertically aligned system of curriculum, instruction, assessment, and job embedded professional development using proven programs based on research and results:

- Read 180 (purchased and implemented in 2008-09 and expanded to High School access in 2009-10: Designed as a comprehensive reading program to accelerate reading achievement of students who are at least two years below grade level, including English language learners and students with disabilities. With a focus on fluency and comprehension, addresses individual student needs using differentiated instruction, adaptive and instructional software, and high interest literature and nonfiction, along with direct instruction in reading, writing and vocabulary skills.
- System 44 (purchase and implemented in 2009-10): Designed to help the most challenged readers transition to high quality standards and assessments by providing them with the foundational reading skills necessary to access text.

In addition to using Read 180 and System 44 with all students and emphasis will be to utilized to provide literacy instructional support for students with disabilities and English language learners in the least restrictive environment by employing both in co-taught classrooms.

The district will employ a highly qualified teacher to serve as part-time coordinator for the Scholastic Read 180 and System 44 programs to ensure fidelity in implementation and application, provide job-embedded professional development, and assist with collection and analysis of student achievement data.

Additional professional development resources will be engaged to provide job-embedded PD and coaching to non-English language arts teachers on planning for and conducting content literacy instructional and assessment activities.

The district will provide sufficient integrated technology-based supports for successful daily application of the Read 180/System 44 program. An additional AV-Tech support technician will be employed through the SIG grant to provide on-demand support and service.

Funding from the school improvement grant will be used to fully deploy the literacy programs in grades 9-12 around the following elements:

- *Support the Extended school day through 7th period staffing and supports*
- *Support the Extended school year through expanding Summer Credit Recovery/Acceleration Session 1 and 2*
- *Daily instructional reading using Read 180 software*
- *Daily modeled or independent reading practice*
- *Daily participation by students in individual or small-group instruction*
- *Distinct classroom areas designated for each type of instructional activity*
- *Technology support in the form of six (6) notebook computers w/headphones per classroom for the Read 180 instructional software*
- *A comfortable reading area with MP3 players/headphones for listening to Read 180 audio books*
- *A worktable for teacher directed small-group instruction*
- *Designated K-12 Literacy Consultant*

The district is committed to supporting the needs of the KCCS literacy improvement initiative by partnering with the teacher professional association to provide an extended school year program intended to maximize the impact of the comprehensive literacy improvement process.

KCCS is committed to expanding the Numeracy programs for students through:

- *Technical support for IT to allow for more E2020 Diagnostic Math Locations*
- *Access to the Cognitive Tutor Software with training on best practices*
- *All student and teacher materials necessary to implement Curriculum alignments for the new Common Core math curriculum*
- *Customized set of 15 days/year of professional development including leadership training and in-class support focused on Numeracy best practices and curricular relevance*

- *Designated K-12 Numeracy Consultant*
- *Automated assessments and just-in-time feedback translating to continuous improvement*

C. Ensure continuous use of data to inform and differentiate instruction

The KISD, through the data warehouse supports provided, assists in the sharing of data that is course specific related to student achievement that allows for effective interpretation and evaluation of curriculum implementation. Areas where students underperform are indentified, interventions are provided, and staff implements highly effective content delivery focused on individual student learning needs.

Through the KISD partnership, students were provided a pretest that identified learner strengths and weaknesses in reading and mathematics. From this data, a curriculum plan was established that focused on key power standards. The plan included formative assessments, interim assessments, and a summative final assessment in the form of a post-test. This plan allows for continual data-driven instruction focused on individual student needs in a differentiated instructional format.

3. Time and Support
A. Provide increased learning time for staff and students

Students in KCCS have increased opportunities to expand learning opportunities beyond the traditional learning time established. Two summer sessions have been implemented to extend the school year allowing students the opportunity to earn two semesters of credit beyond the typical school calendar. A voluntary "7th Period" will be added at the start of the 2010-11 2nd semester that will allow another additional semester equivalent of credit earning opportunities for students.

{Note to Reviewers: The 7th period and the Summer Session I and II will become part of the schedule for all 9th-12th grade students, pending funding, in the 2012-13 school year. Students will all have increased learning time as a result. Students, as part of a privileged based program can de-select these learning opportunities and replace with online credit extensions or external internships; but all students will have increased learning time. The Extended Learning Time Model is based on the National Academy of Education's White Paper Titled, "Time for Learning" as part of President Barack Obama's recent initiatives. Close attention to the Massachusetts Expanded Learning Time, or ELT Initiative, has resulted in replication of their research based data driven intervention focused on extended learning time of 300 hours. In addition, the concepts utilized in the Benwood Imitative will be replicated as part of this SIG application, if funded.}

In summary the addition of:

- The 7th Period will add 8,650 minutes of instruction available to all students.
- Summer Credit Recovery/Acceleration 1st Session will add 2,750 minutes of instruction available to all students and 10 additional days of instruction
- Summer Credit Recovery/Acceleration 2nd Session will add 2,750 minutes of instruction available to all students and 10 additional days of instruction
- If students take advantage of each of these learning opportunities, 14,150 minutes of additional instruction is available and 20 additional days of learning will be added on to the 175 day school instructional calendar. This will provide 300 hours of additional instruction time.

The High Impact Initiatives created a need for a Coordinator of Special Projects and Programs which has allowed for extensive learning opportunities for students through after-school art academies, site visit and learning walks to career facilities, and career fairs utilizing real world professionals to help students' link student learning to real world experiences in a relevant manner. In addition, HS students have access to a new course titled, "Senior Capstone" that focuses students interests in career experiences providing for short and long term job shadowing and internships.

Teachers, as teacher leaders, are part of the collaborative team that identifies focus areas of PD and through our new "Student Data/Curriculum Committee" are part of the process that informs the Board of Education about best practices and innovative instructional strategies designed to serve the needs of students in the 21st century.

B. Provide an ongoing mechanism for community and family engagement while partnering to provide social-emotional and community-oriented services and supports.

KCCS utilizes a variety of strategies to increase family and community engagement. Four times per year, the Board hosts a community-wide strategic planning session that focuses on sharing, collaborating, and problem solving issues that impact student achievement. Furthermore, the Board has established a Student Data/Curriculum Committee that holds meetings in public focused in analyzing student achievement data, instructional strategies that are designed to improve student achievement, and a participatory opportunity of family and community involvement in the decisions that help guide the implementation of best practices in the classroom.

Utilizing SIG funding, the district will enter into a memorandum of understanding to employ the **Kent Schools Services Network (KSSN)** to provide a responsive and effective (seamless, integrated) delivery of services to family and K-12 students at KCCS by a variety of service providers (public and non-profit) to ensure that all students are healthy, in school, and learning.

This unified network will deliver an array of services from multiple providers with cultural sensitivity and relevance. The systems of care guiding principles include the following:

- *The focus and management of supports and resources are built on multi-agency/partner collaboration and grounded in a strong local community base.*

- *Family and youth involvement is integrated into all aspects of service and supports planning and delivery, with all being family driven and youth focused.*

- *The services and supports provided in the system of care should be driven by the needs of the community's children and families, using a strengths-based approach.*

- *The services offered, the agencies/partners participating, and the programs/supports generated are responsive to the cultural context and characteristics of the community being served.*

- *Coordinated mechanisms for managing, coordinating, funding and evaluating services are essential for success.*

- *To enhance the likelihood of positive outcomes, the system of care approach needs to promote early identification and intervention of and for children and youth with multiple needs.*

- *Partner agencies, providers and organizations should provide a seamless system of services and supports for children and families.*

The KSSN Leadership Team has clearly articulated the mission as providing integrated, timely services, on-site for students and families. The long-term goal is to have a systemic approach to meeting the needs of all students. This program focuses on five results that are deemed necessary to determine whether this program will lead to systemic changes in identifying and providing for the needs of students and families. Each result is measurable, doable, and understandable, essential components for the effective implementation and evaluation of this project.

4. Governance

A. Provide Sufficient Operating Flexibility to Implement Reform

KCCS is fortunate to have an existing collective bargaining agreement, Board Policy, and Administrative Guidelines that allows for operational flexibility in staffing, calendars and time, and budgeting implementing a comprehensive approach to school redesign. Staffing decisions are freely made that put first and foremost the emphasis on what is best for the students. Although the

school calendar is a subject of bargaining, the process is flexible enough to ensure for extended instructional learning opportunities for students and a significant amount of time is made available for staff PD; both during the school year, during school breaks, and after school as part of detailed language that identifies the importance of staff meetings.

B. Ensure Ongoing Technical Assistance

KISD and KCCS have been significant partners in education for many years. The supports provided to KCCS by KISD staff have been numerous and allow for professional growth through PD, access to student data and data analysis supports, and curriculum supports providing KCCS students with a vast amount of information assuring for best practices in the classroom. KISD is partnered with numerous organizations that KCCS has access to as a result of our ongoing partnership.

{Special Note to Reviewers: As part of the KISD External Partnership, and the potential External Partnership with CMU's Educational Excellence Program, job-embedded professional development will occur with educators throughout the school year during the daily work activities through guided learning walks focusing on curriculum, best practices, and data driven instruction. In addition, the job-embedded PD will be both formal and informal and include but be limited to discussion with other instructional staff from other districts, departments, and instructional providers. The job-embedded PD will include peer coaching, mentoring, and study groups. Action research projects will be a key part of the instructional expectations of our staff. KISD has a 12 month calendar of focused job-embedded PD opportunities that they have, and will continue to provide, our staff on-site.}

2. Explain how the school will use data to inform instruction, guide decision-making, and design professional development related to the proposed activities.
    i. Discuss how the school will use data to develop and refine its improvement plan and goals based on sub groups in need.

    KCCS will implement the state's Process Mentor Team component of the Statewide System of Support. The superintendent and one or two consultants from Kent ISD will meet with teacher teams a minimum of four times a year to monitor the implementation of the School Improvement Plan and review student achievement data from local assessments and from the Tier interventions to determine if the instructional strategies being implemented are successful. If the new MDE Field Services Consultant is available, perhaps that person could also be on this team.

    1. Describe how the school will collect, analyze and share data with internal and external stakeholders. Include how the school will ensure that all administrators and teachers are able

to access and monitor each student's progress and analyze the results.

KCCs will utilize a function in IGOR (Kent ISD data warehouse) called InGA (Information Gathering Assistant) in which teachers can input local assessment data which can be disaggregated in many ways - subgroups, content expectation, grade, class. Additionally, the data from Read 180 and System 44 will be available digitally and will be uploaded to IGOR through the KCCS Infinite Campus data management system. That way all staff can access and monitor results. Quarterly reports on progress will be provided at board meetings and a specific web page devoted to the SIG grant and School Improvement Plan will be updated regularly on the district and school websites.

2. Describe how the school plans to adjust instruction based on progress monitoring and data results collected. Describe and name any local or national assessments used to measure student progress at each grade level.

Progress monitoring for the KCHS school improvement plan and SIG will be conducted using the KCCS-KISD Process Mentor Team. Through the KISD Partnership, we will monitor progress on a weekly basis and provide feedback based on classroom and program assessment results. In addition, KCHS will utilize the ACT Explore (grade 9), ACT Plan (grade 10) and ACT w/Writing (grade 11) as a national assessment indicator of achievement progress.

Results from data collection will be shared weekly with the principals, school improvement leadership teams and teachers during established weekly common collaboration periods

3. Discuss how the school has a clearly defined procedure in place for writing a professional development plan that aligns to the National Staff Development Council (NSDC) Standards for Staff Development (http://www.nsdc.org/standards/index.cfm) that focuses on 55 context standards, process standards and content standards. If the school or LEA does not have a professional development plan in place, describe the process and timeline for completing a professional development plan.

The school improvement leadership team met with the School Improvement staff from KISD to review and update the school improvement plan based on the 2010 MME results and SIG priorities. Through the partnership with KISD, we collaborated with the Process Mentor Team, principal, and school improvement

leadership teams to identify large group and job-embedded professional development needs based on data results. The KISD School Improvement team has partnered with KCCS to provide PD in August (4 days), in October (1 day), and will provide PD on 4 more days to be determined. In addition, the Literacy and Numeracy Consultants from KISD meet with KCHS staff twice per month to monitor student academic growth and best practices implementation.

3. List the individuals and job titles of the central office and school personnel who will oversee the school receiving School Improvement Grant – Section 1003(g) funds. Include the percentage of time dedicated to oversight of the school.

Central Office

- Dr. William J. Smith-Superintendent-40%
- Mr. Steve Lampe-Business Manage-40%

KCHS

- Mr. David LaPraire-HS Principal-100%

4. Explain specific school improvement technical assistance and evaluation responsibilities needed. Include personnel responsible for coordinating such services.

KCHS require extensive, job-embedded coaching and mentoring to faithfully implement and execute the school improvement plan and impact student achievement. The Process Mentor, the SIT Team, and the KISD's School Improvement team with external partner supports, will provide those services. KCCS is considering employing a part time coordinator at the district level to focus the efforts of these groups.

5. Additional Optional Transition Model Activities

   i. Provide additional compensation to attract and retain staff

   The current collective bargaining agreement contains opportunities for staff to receive additional compensation to support professional growth in through reimbursement for college coursework or PD.

   ii. Institute system for measuring changes in instructional practices resulting from PD

   Through the partnership with KISD, PD that is provided to staff is linked to core content classes and improvement is measured through the use of a pre-test and post-test format measuring the

student achievement growth tied specifically to the PD provided to staff and the resulting instructional delivery modifications that have occurred as a result.

iii. Ensure the school is not required to accept a teacher without consent of teacher and principal regardless of seniority

The current collective bargaining agreement allows for right of assignment without respect to seniority.

iv. Include in the planning teachers and principals from other buildings in the LEA

KCCS utilizes a shared leadership model that includes monthly meetings with teacher leaders and building administrators in a collaborative format as part of the leadership team of the district.

v. Conduct reviews to ensure curriculum is implemented with fidelity and is impacting student achievement

Key school improvement staff from KISD has been involved in providing job-embedded PD for all core content staff at KCCS. This partnership also allows for KISD curriculum consultants to review with KCCS staff student formative assessment data, pre and post test data, and review historical perspectives of KCCS student achievement on state standardized assessments. The resulting conversations allows for effective curriculum implementation focused on improving student achievement.

vi. Implement school-wide Response to Intervention (RtI) model

KCCS has a board goal of a district-wide Response to Intervention Model. This fall, this goal has advanced in implementation to include K-12 training in Capturing Kids Hearts, and the creation of an staff position focused on the development of a Care Council to support social and academic growth of students identified through a process that has been implemented provide timely supports for student at-risk of dropping out or disengaging in the learning process.

vii. Provide PD to implement strategies to support students with disabilities and English language learners

KCCS utilizes a K-12 support system for students with disabilities and English language learners. Specific PD was provided to both intervention specialists and classroom teachers in order to implement best practices in Co-Teaching.

viii. Use and integrate technology-based interventions

All Co-Taught classrooms have been provided with computers and access to MMC aligned curriculum supports with diagnostic supports to identify individual student learning deficiencies and provide for instructional supports through the E2020 model of instruction. All students have access to the E2020 computer lab during "7th Period" which is a voluntary extension of our school day provided so students that are behind may have access to opportunities to remediate and recover lost credit while other students can accelerate credit completion and advance into other areas such as Dual Enrollment or Direct College Credit.

ix. (in high schools) Increase rigor (AP, IB, STEM, and others)

KCCS has provided a Dual Enrollment course for English Language Arts for high school students. In addition, through the High Impact Initiatives, project based learning in courses that support a STEM format is being utilized to honor credential students. Four instructional support staff has been hired and will provide STEM instructional supports K-12. In addition, beginning in the 2010-11 school year, a new course has been added titled, "ACT Prep" designed to support students that have been identified as challenged learners and other students who have indicated a discomfort with assessments. Using formative assessment data for each student from their core content classes, students are provided with content specific supports in an ACT assessment format in order to better understand both the content and the assessment process.

x. Improve student transition from middle to high school

KCCS utilizes a detailed transition model for students who transition from 5th grade (EL) to the 6th grade (MS) and from 8th grade (MS) to the 9th grade (HS). Students have been identified and trained as mentors/transition facilitators to support students in transition. At the end of each school year, a "Move Up Day" occurs that allows for all students, K-12, to experience the next year's schedule; meeting with teachers, reviewing course expectations, and acclimating to the new environment or grade level. This process is supported by a student mentorship program that occurs in the summer for 9th grade and 6th grade students as part of the orientation process at both the MS and HS. Further supports are provided to 9th grade students who have been identified as At-Risk through a program called "Week of Wonder" where students are grouped with mentor students and instructional staff and provided intensive support focusing on social and academic strategies to overcome challenges.

xi. (in high schools) Increase graduation rates through credit recovery and other strategies

KCCS utilizes a traditional 6-period day. In order to extend the learning opportunities for students to recover credit or accelerate credit completion, two summer school sessions have been added. Each session lasts 10 days and is the exact length of one semester or the equivalent to one Carnegie Unit of seat time. This past summer, the equivalent of 25% of the HS student population took advantage of this learning opportunity. Beginning in the second semester of the 2010-11 school year, all students will have access to "7th period" which is an extra voluntary class period for students to accelerate credit or recover credit through utilization of the E2020 lab. These supports will provide KCCS students with a total of three additional semester credit earning opportunities per school year. This process will allow for all students to access dual enrollment opportunities, more access to the Kent Tech Center, and reduce drop-out rates through improving our graduation rate.

xii. Establish early-warning systems to identify students at risk of failure or dropping out

KCCS is developing a Care Council that will be part of the RTI model that has been implemented K-12. A staff person has designated to facilitate the identification process of students in need of academic and social interventions.

xiii. Provide ongoing mechanisms for family and community engagement

KCCS utilizes a variety of strategies to increase family and community engagement. Four times per year, the Board hosts a community-wide strategic planning session that focuses on sharing, collaborating, and problem solving issues that impact student achievement. Furthermore, the Board has established a Student Data/Curriculum Committee that holds meetings in public focused in analyzing student achievement data, instructional strategies that are designed to improve student achievement, and a participatory opportunity of family and community involvement in the decisions that help guide the implementation of best practices in the classroom.

xiv. Extend or restructure school day to add time for advisory periods to build relationships between students and staff

KCCS students at the MS and HS level have a scheduling format that allows for 12 meetings of an Advisory Period. The Advisory Period has an academic and social focus with key supports provided to students designed to assist in ACT/MME preparation, understanding of Bloom's Revised Taxonomy of Learning as evidence of best practices in the classroom, and provide strategies to students to assist in increasing student voice focused on creating a relevant learning environment where rigorous curriculum is mastered by all students through effective relationship rich culture is developed between all educational stakeholders.

xv. Improvement of school climate and discipline, for example, positive behavioral supports, anti-bullying

KCCS HS has added to the School Improvement Plan a SMART goal focused on school climate and discipline. An additional emphasis has been implemented to create an empowered student voice. Through the development of a Principal's Advisory Board made of up of a cross section of HS students, challenges that face the school are discussed collaboratively between students, staff and administration. This process assists in the positive behavioral support initiatives that are already occurring at the HS.

xvi. Offer full-day kindergarten or pre-kindergarten

KCCS offers full-day kindergarten and a pre-kindergarten in the form of Young 5's.

xvii. Allow the school to run under new governance in LEA or SEA

KCCS Board of Education is amicable to restructuring the governance structure that currently leads the HS. The Board has established improving the HS as a high priority. At the beginning of the 2009-10 school year, a new principal was hired to facilitate the changes necessary to improve our HS.

xviii. Implement weighted per-pupil school-based budget formula based on student needs

KCCS will be implementing a weighted per-pupil school-based budget formula that will focus on student identification data aligned with Title I funding parameters. Funding will be allocated based on the percentages of students in each building that are identified per the Title I guidelines. KCCS HS will become a Title I HS in 2011-12 based on our current number of qualifying students.

xix. Project Costs for 3 year SIG Grant

Should the Funding be Awarded, any additional costs or funding shortfalls as a result of the grant amount being less than the costs of the programming required by the SIG implementation, the district will seek alternative funding sources in a combination of general fund usage before any cost required modification to activities would occur.

Activity	Year 1	Year 2	Year 3	Total
Data Systems Costs (Assessments)	$25,000	$25,000	$25,000	$75,000
Technology Upgrades (Student Portals/Computers)	$100,000	$50,000	$25,000	$175,000
Extended Learning (7th Period)	$75,000	$100,000	$120,000	$295,000
Extended Learning (Summer I & II)	$75,000	$75,000	$75,000	$225,000
Reading Consultant	$100,000	$100,000	$100,000	$300,000
Math Consultant	$100,000	$100,000	$100,000	$100,000
STEM Consultants (4)	$120,000	$120,000	$120,000	$360,000
Read 180/System 44	$80,000	$80,000	$80,000	$240,000
Job Embedded PD (Staff Cost/Release)	$46,000	$46,000	$46,000	$138,000
Contracts/Costs External Providers	$140,000	$140,000	$140,000	$420,000
Special Projects/Programs Director	$100,000	$100,000	$100,000	$300,000
High Impact Initiatives	$50,000	$50,000	$50,000	$150,000
Incentives/Rewards/Retetion of Staff	$50,000	$50,000	$50,000	$150,000
Computer Learning Supports Costs	$100,000	$100,000	$100,000	$300,000
Teacher Leadership Training	$30,000	$30,000	$30,000	$90,000
Total	$1,191,000	$1,166,000	$1,161,000	$3,518,000

Section IV: Fiscal Information

Individual grant awards will range from not less than $50,000 to not more than $2,000,000 per school, with grants averaging around $500,000.

The MDE has asked for a waiver of section 421(b) of GEPA to extend the period of availability of the SIG funds, that waiver automatically applies to every LEA in the State seeking SIG funds. Accordingly, if an SEA is granted this waiver, an LEA must create a budget for the full period of availability of the funds, including the period granted by the waiver.

An SEA that requests a waiver of section 421(b) of GEPA to extend the period of availability of SIG funds may seek to make the funds available for up to two years beyond the regular period of availability. For example, without a waiver, FY 2009 SIG funds will be available until September 30, 2011. Through a waiver, those

funds could be made available for up to two additional years – until September 30, 13.

USES OF FUNDS

School Improvement Grant – Section 1003(g) funds must be used to supplement the level of funds that, in the absence of the Title I monies, would be made available from non-federal sources for the education of children participating in Title I programs. Therefore, **funds cannot supplant non-federal funds or be used to replace existing services.**

Improvement funds must be tracked separately from the Title I Basic Grant and the Section 1003(a) School Improvement Grant. Local fiscal agents are to place improvement funds in a Title I account assigned for school improvement. (This funding number must not be the same number as is used for the Title I Basic Grant award or Section 1003(a) School Improvement Grant.)

Intensive monitoring of grant implementation and evaluation will be required.

Since these are school improvement funds, districts may not combine funds into one account, and the amount awarded to each school must be spent on implementing one of the four turnaround models at the school.

The CFDA (Code of Federal Domestic Assistance) Number for this grant is #84.377A; 84.388A.

For a listing of allowable uses of funds, go to the guidance document listed on the USED website. http://www2.ed.gov/programs/sif/applicant.html

LEA Application Part III

ATTACHMENT VI

Policies and Practices Change Analysis to Implement the SIG Final Requirements

Depending on the turnaround model selected by the LEA, some policy and practice changes may need to be implemented. Please indicate below which are already in place, which are under consideration, and which are not needed.

	Polices/ Practices	**In Place**	**Under Consideration**	**Not Needed**	
	• Leadership councils Composition	X			
	• Principal Authority/responsibility	X			
	• Duties – teacher	X			
	• Duties - principal	X			
	• Tenure	X			
	• Flexibility regarding professional development activities	X			
	• Flexibility regarding our school schedule (day and year)	X			
	• Waivers from district policies to try new approaches	X			
	• Flexibility regarding staffing decisions	X			
	• Flexibility on school funding	X			
	Job-Embedded Professional Development				
	Topic requirements (e.g., every teacher must have 2 paid days on child development every 5 years) Content				
	• Schedule				
	• Length				
	• Financing				
	• Instructors				
	• Evaluation				

	• Mentoring	X			
	Budgeting				
	School funding allocations to major spending categories • School staff input on allocation	X			
	• Approval of allocation	X			
	• Change of allocation midyear	X			
	Major contracts for goods and services • Approval process streamlined	X			
	• Restrictions (e.g., amounts, vendors)	X			
	• Legal clarifications	X			
	• Process	X			
	• Stipulations (e.g., targeted vs. unrestricted spending)	X			
	• Timeline	X			
	• Points of contact	X			
	Auditing of school financial practices Process				
	• Consequences				

*Modified from Making Good Choices – A Guide for Schools and Districts, NCREL, c2002, 1998

LETTER OF AGREEMENT

Between the

KENT CITY EDUCATION ASSOCIATION MEA/NEA

And the

KENT CITY COMMUNITY SCHOOLS

RE: Teacher Evaluation and Pay for Performance

The Kent City Education Association KCEA/MEA/NEA, hereinafter referred to as "the Association", and the Kent City Schools, hereinafter referred to as "the District", hereby agree to the following regarding the above:

1. In December 2009, the Michigan State Legislature passed "reform" measures for public education in Michigan.

2. Included in those "reform measures" were mandates for 1) annual teacher evaluation based on rigorous, transparent, and fair standards, using student growth as a significant factor in the evaluation model and assessment, and 2) inclusion of "pay for performance" in teacher contracts.

3. Neither area could be completed within the timeframe of the most recent Association/District contract negotiations.

4. Therefore, the District and the Association, hereby agree to form a committee to negotiate models and language around both the teacher evaluation model and its implementation, and pay for performance.

5. The committee will be comprised of three (3) members from the Association, appointed by the Association, and three (3) members of the District, appointed by the District. Said members shall be appointed by September 2010.

6. The Committee shall begin meeting regarding the above at the start of the 2010-11 school year with the goal of completing negotiations by December 17, 2010.

For the Kent City Education Association For the Kent City Community Schools

KCEA/MEA/NEA

Dated: Nov. 1, 2010 Dated: 11-1-10

Sample Evaluation Template Form
KISD Proposed Sample

Teacher Performance Evaluation Form						
Component/Domain		Source(s)	Self-Reflection	Evaluator Comments	Rating (1-4)	Weight
Planning and Preparation	District/School Improvement Goal/ IDP					
						15%
				Total Domain Score	#DIV/0!	
Learning Environment	District/School Improvement Goal/ IDP					
						15%
				Total Domain Score	#DIV/0!	
Instruction	District/School Improvement Goal/ IDP					
						40%
				Total Domain Score	#DIV/0!	
Professional Responsibilities	District/School Improvement Goal/ IDP					
						10%
				Total Domain Score	#DIV/0!	
Component/Domain		Source(s)	Self Reflection	Evaluator Comments	Rating (1-4)	Weight
Assessment/Instructional Effectiveness	District/School Improvement Goal/ IDP					
						20%
STUDENT GROWTH RATING						
				Total Domain Score	#REF!	
				Overall Evaluation Rating	#DIV/0!	