

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

LEA Information

Legal Name of LEA Applicant: Redford Union School District

District Code: 82110

Applicant's Mailing Address: 19990 Beech Daly Redford MI 48240

LEA Contact for the School Improvement Grant

Name: Susan Shelton

Position and Office: Principal

Contact's Mailing Address: 19990 Beech Daly Redford MI 48240

Telephone: 313-242-6101

Fax: 313-242-6105

Email address: sheltos@redfordu.k12.mi.us

DR. SARENA SHIVERS
LEA School Superintendent/Director (Printed Name)


Signature of the LEA School Superintendent/Director

JENNIFER V. KORLAND
LEA School Board President (Printed Name)


Signature of the LEA Board President

Jennifer Smith
Union Representative (Printed Name)


Signature of Union Representative

248-462-9983
Telephone

7/11/16
Date

248-252-5973
Telephone

7-11-16
Date

313-242-6162
Telephone

7-11-16
Date

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

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

Intervention Model/School Status: Transformation Model/Priority School

1 (a) Analysis of Need: Selection of Intervention Model

After being designated a Priority School, Beech created a reform team that reviewed and analyzed achievement, demographic, process and perception data. A review of the Michigan Educational Assessment Program (MEAP), Northwest Evaluation Association (NWEA) Measures of Academic Progress, and Developmental Reading Assessment (DRA) data was conducted and disaggregated by subject, grade level and subgroups. As part of this analysis, data was further separated into specific subgroups by ethnicity, gender, free/reduced lunch eligibility and special education; subsequent review of this data indicated a need for significant improvement in all core academic subject areas for all students. An in-depth review of 2013 MEAP data showed that an achievement gap of 10-40% exists across all subject areas and grade levels when disaggregated by ethnicity. M-Step data for 2014-2015 shows slightly smaller gaps, with African American students performing 6-31% below their white peers, and reading having the greatest achievement gap based on data for these students. Additionally, there is a 30% gap in reading and an 8% gap in mathematics for special education students on the 2013 MEAP, with M-Step 2015 data showing a 19% gap in reading and a 10% gap in math for students with disabilities. NWEA and DRA scores further confirm the achievement gap between special education and general education students and among students based on ethnicity. Although large gaps exist within the aforementioned groups, performance data for all students is significantly below state averages resulting in our identification as a priority school. In addition to achievement data, the team also reviewed discipline data. Staff submitted 999 discipline referrals for students during the 2015-2016 school year, an increase of 76.8% from the 2014-2015 school year. Beech had 427 suspensions issued in the 2015-2016 school year, an increase of 48.8% increase from the prior year. Reflecting findings in achievement data, gaps were identified between African American and white students. Sixty-nine percent of discipline referrals were for African American students, even though Beech's African American population is only 57% (16% of referrals were for white students, who make up 25% of Beech's population). When examining suspension data, it was found that this gap became more prominent, with over 74% of all suspensions issued to African American students and only 16% issued to white students.

Redford Union Schools used Wellman and Lipton's research-based Data-Driven Dialogue process to analyze data and identify the needs of Beech. After careful analysis, the team concluded that a lack of alignment exists between the district curriculum and the state standards in all core content areas. A lack of continuity and uniformity is also present in the areas of delivered curriculum, classroom instruction, assessment practices within and across grade levels, and multi-tiered systems of support. Due to limited professional development time (five days per year) and no professional collaboration time for teachers prior to this year, programs, initiatives and strategies have not been implemented consistently or with fidelity. Beech Elementary also has a severe shortage of resources needed to carry out instructional initiatives. As the team sought to identify root causes for low achievement, it became clear that the inconsistent quality of Tier 1 instruction coupled with the lack of a multi-tiered system of support presented significant barriers to implementing high quality instruction.

The team also analyzed Beech Elementary's achievement gap through the framework of Data-Driven Dialogue. The large percentage of suspensions and low achievement rate further confirmed the team's conclusion that strategies to improve climate and culture are an essential component of Beech's transformation efforts. In reviewing student behavior data, the areas of most concern occurred during and immediately after recess and other unstructured times of the day. According to school-level data, forty-four percent of all discipline referrals occur between 11:00 and 2:00. Beech students need support developing peer relationships, mediating disputes and developing leadership skills. Professional development is also needed to strengthen strategies and skills which assist all stakeholders in promoting cultural sensitivity, thus enabling staff to best meet the diverse needs of all students. Finally, the team identified deficiencies in the variety of data collected and in the way data is utilized to monitor student progress and inform decision making. The school's current data collection process is limited in scope, with an identified need to develop a systematic process for data-driven review, collection, and decision-making. Following the team's comprehensive analysis, the team selected 1) improving the overall quality of instruction and support; and 2) building a climate and culture which promotes student success as the two targeted areas of improvement. Based on these targets, the Transformation Model was chosen as the most appropriate intervention model to improve student achievement.

1 (b) Selection of Intervention Model: Parent and Community Involvement

After receiving notification that Beech was identified as a Priority School in 2014, data and relevant information were presented in written form via a letter mailed home to parents. A presentation was made at the September 2014 board meeting by the Wayne RESA School Improvement Facilitator to inform the board, parents and community members about the identification of Beech as a Priority School and the process that would be followed over the next four years. The Priority leadership team made (and continues to give) quarterly presentation to the school board and parents and community members in the audience informing of updates and progress of the Priority Plan, and parent brochures explaining the Priority School process were distributed to parents at the beginning of the school year. The Beech principal also addressed parents about the identification of Beech as a Priority School at the September 2014 Curriculum Night, and gave updates at each monthly parent club meeting with the goal of ensuring all parents were informed and involved in the process.

Parents were invited to become members of the school leadership team that analyzed data and created the transformation plan. The principal individually contacted parents who were active in the building to participate in this process. Meetings were held frequently, beginning in August and continuing into the first few months of the school year, as the team began analyzing data and creating a comprehensive reform and redesign plan based on findings. At times, the leadership team broke into smaller groups to address different components of the plan. Many of the early meetings spanned an entire school day as the team diligently worked to construct a plan that encompassed the needs of Beech Elementary. After the plan was accepted by the State, the team subsequently continued to meet both before and after school to ensure effective implementation processes were in place.

The district conducted strategic outreach to other community members as well. A relationship was formed with staff and administrators at David Ellis Academy, a charter school located next door to Beech, to share ideas and partner for student enrichment activities. A partnership with Redford Township was cultivated, with a township representative subsequently attending a board meeting to pledge support for the Redford Union School District during this process. Newly elected Representative Leslie Love was also contacted; she attended both a board meeting and a Beech family activity day to support this process and to assist Beech's principal in connecting with much needed community resources.

1) Baseline Data (See Attachment A)

2) Intervention Model – Transformation Model

3 (a) Interventions to be Implemented – See Attachment B

3 (b) Evidence-Based Strategies for Implementation

Redford Union Schools will implement several evidence-based strategies to support the SIG model, improve the quality of classroom instruction, and create a climate and culture that promote student success to ultimately increase student achievement. Across all content areas, teachers will receive intensive professional development focusing on evidence-based teaching strategies and assessment. Coaches will help identify the strengths and weaknesses with instruction for each staff by conducting multiple observations and coaching meetings. Ninety minutes of collaboration time will also be provided to teachers weekly for collegial planning and for implementation of the Instructional Learning Cycles (ILC) process to address teaching and learning strategies. Capacity will expand as a result of each grade level having a team of at least four teachers, with research demonstrating the effectiveness of the PLC process on student achievement once fully implemented (DuFour, 2004). Teacher teams and coaches will collaborate to implement strategies using *Teach Like a Champion* and MDE's *Effective Guide to Instruction* for each core content area. In language arts, the instructional plan will include the implementation of the *Making Meaning and Being a Writer* programs, guided reading, and formative assessment tools such as the *Developmental Reading Assessment* tool and running records. Beech will also provide a literacy coach to support extensive job-embedded training for all staff on evidence-based reading strategies. In math, teachers will implement the new *Math Expressions* program, along with facilitating daily math centers in all classrooms. A dedicated math coach will support teachers in improving the quality of math instruction throughout the building. Science and social studies content areas will include teaching non-fiction reading strategies targeted to the appropriate grade level; the proposed SIG plan includes support for teachers in understanding strategies to effectively implement the *Next Generation Science Standards* and the *Michigan Citizenship Collaborative Curriculum (MC3)* to support alignment of classroom content with *State Standards* and *Common Core Literacy Standards*. A data coach will also be employed to assist and train teachers in the use of data to drive instruction. Across all content areas, teachers will implement evidence-based instructional strategies to increase the quality of instruction for all students based on *Teach Like a Champion* techniques (Lemov, 2010).

Best practices in professional development incorporate differentiation to meet the needs of individual teachers, and a 2015 survey of Beech teachers indicated the need for individualized professional development plans. Individual Development Plans will be developed by teachers and supported by coaches and administration, and supported by planned professional development including: classroom management techniques that increase engagement; formative assessment strategies for daily assessment of student understanding; and outcome-focused planning techniques, among other evidence-based strategies (Lemov, 2010). Beech will also develop and implement a *Multi-Tiered System of Supports (MTSS)* with the guidance of Wayne RESA to assist students identified as needing additional resources. MTSS will provide timely intervention and support to students who are not meeting academic or behavioral targets, with the literacy and math interventionists and social worker supporting school-wide implementation of this process.

In addition to improving instructional quality, the team identified the need to address the building's climate and culture. To further develop culturally responsive strategies to meet the needs of all learners in the school, a consultant who specializes in cultural proficiency training will be providing professional development support to staff at Beech Elementary through the proposed transformation effort. This consultant will be instrumental in the development of an action plan to improve Beech's climate and culture using data collected from the *Comprehensive Climate Inventory*, which was administered to key stakeholders in the spring of 2016. Wayne RESA will provide consultation to improve climate and culture through implementation of the evidence-based *PBIS* model, with this consultation strategically aligned to intended outcomes of school-wide reform efforts. Additionally, Beech will implement research-based family engagement strategies utilized by the 21st Century Community Learning Centers initiative, including: offering a welcoming space to engage families within the school's *Parent Resource Room*; hosting a family open house each semester; coordinating activities that invite parent involvement such as parent clubs and student recognition ceremonies; and communicating frequently with families through both formal and informal avenues to cultivate trust and relationship-building. Finally, Beech will form a partnership with *Playworks*, which incorporates research-based strategies to improve physical and emotional health outcomes of students while decreasing bullying on the playground (Harvard Family Research Project, 2012).

3 (c) SIG Effectiveness Evaluation

Effectiveness of the plan will be evaluated by monitoring both student achievement data and process data. Under the leadership of the District's Academic Coordinator and SIG team members, common assessments will be developed utilizing student achievement data to ensure ongoing monitoring and continuous improvement. Achievement data from the following metrics will be analyzed to measure effectiveness and student progress towards goals: data from implementation of the Instructional Learning Cycle process; Northwest Evaluation Association assessments (ELA, Science, Social Studies); Developmental Reading Assessment; content-based unit tests; and Raz-Kids reading quizzes.

Process data will indicate the extent to which the plan is being implemented to fidelity while providing feedback for ongoing improvements, with data consisting of: documentation from monthly principal walkthroughs; monitoring of teaching strategies implemented in classrooms; and data collected by coaches. Through consultation and ongoing support of coaches, Beech teachers will create Individualized Development Plan goals to guide meaningful and directed professional growth that is further strengthened through peer observation and feedback via the school's Professional Learning Communities (PLCs). From a behavioral lens, attendance data, office referral data, and PBIS data for classroom behavior will continue to be collected and analyzed. The addition of the proposed staff positions will ensure increased rigor and focus on analyzing individual teacher performance to immediately address potential issues and create plans for improvement. The assistance of the Developmental Center staff will also allow for more detailed data to be collected at the individual level. Finally, all perception data from the aforementioned stakeholders will be evaluated in the spring of each school year, with a percentage below 90% on stakeholder surveys indicating the need for further professional development or administrative intervention.

Beech Elementary will use several strategies to report and share findings with stakeholders, including families, staff, and the community. At the building level, a school leadership team has been formed to monitor and evaluate the effectiveness of the instructional plan and overall SIG implementation. This team meets bimonthly and consists of: the principal; two chairpersons; literacy, math and data coaches; family liaison; behavior support staff (as needed); and representatives from each of the building committees (PBIS, parent involvement, climate and culture, and PLC). Representatives will report out with status updates on implementation of plan components relative to their committee work. Adjustments to the plan will be made as needed.

Parents and community members are seen as key stakeholders in Beech's transformation efforts. Strategies to ensure meaningful and ongoing engagement of families and the community in implementation of the proposed SIG reform model include: updates provided to parents at monthly parent club meetings; monthly newsletter updates from the principal; and e-mail updates. Parents and community members will be invited to attend the mid-year and year-end leadership team meetings to review data (in aggregate, unidentifiable form) and SIG implementation, and provide parents and community members additional opportunity for input. For stakeholders that are unable to attend, this information will be provided via an e-mail update. During the 2015-2016 school year, several key community members who were previously not connected to the Beech school community began volunteering their time at the school to ensure that the enrolled families receive needed support. This engagement had a positive impact on families while demonstrating the support of the community as a whole.

Parents will also be encouraged to be involved in day-to-day and special activities throughout the school year. Beech Elementary's Parent Resource Room is easily accessible across from the main office and is open during office hours (8:00-4:30). Parents frequent the Parent Resource Room to network, find community resources, and learn about upcoming parent workshops information such as sessions targeting parents of Special Education students. The primary language of the majority of Beech parents is English; however, there is a small but growing population of Spanish-speaking families. To ensure that resources are in the primary language of the family, the Parent Liaison will procure resources in Spanish and other languages as identified based on the current enrollment of Beech families. Parents can also access the computer located in the Parent Resource Room to create resumes, develop other Word documents, and use the Internet.

Parents will also be encouraged to volunteer in classrooms and in Beech's Watch D.O.G.S. (Dads of Great Students) program, and will be invited to school leadership meetings for evaluation of the SIG. Monthly updates will be provided to parents at parent club meetings, with Beech's principal and staff available to answer questions and address concerns at any time. Additionally, school newsletters will include updates for parents who cannot be present at parent club meetings. Finally, surveys will be conducted to obtain feedback from parents; In the past, surveys have been sent out via e-mail and paper copies, and parent participation has been solicited at school events. However, participation has been minimal. The role of the Family Liaison will help to support and strengthen the amount of parent feedback that is received, as this feedback is a critical component of supporting the SIG and Priority School Plan.

Updates will also be presented at Board of Education meetings on a quarterly basis, and board members will be invited to visit Beech Elementary and to attend the school's leadership meetings. The Redford Observer frequently attends Board of Education meetings and has written numerous articles regarding Beech's priority status and the school's progress; the district will continue to provide media notices on parent/community involvement opportunities as an additional outlet to encourage community engagement. Additionally, Beech will partner with the Redford Parks and Recreation Department, Redford Township Library, Zeal Credit Union, the Development Centers and our charter school neighbor next door, David Ellis Academy, to provide beneficial community programs and services to students and their families. Finally, the SIG coordinator will ensure all components of the evaluation process are coordinated and functioning effectively, and the Beech leadership team will seek out assistance from past SIG grant recipients to brainstorm best practices and strengthen overall implementation processes.

3 (d) Title VI Rural Schools Element Modification – N/A

3 (e) Engaging Families and the Community

Engaging families and community members is a vital part of our turnaround efforts. Parents will be encouraged to be present and involved in day-to-day and special activities throughout the school year. Our parent resource room will be a place parents can come to get information, use the computer, and to meet formally or informally. Parents will be encouraged to volunteer in classrooms and in our Watch D.O.G.S. (Dads of Great Students) program, and will be invited to our quarterly school leadership meetings for evaluation of the SIG. Monthly updates will be given to parents at parent club meetings and our principal and staff will be available to answer questions and address concerns at any time. School newsletters will also contain updates for parents who cannot be present at parent club meetings. Surveys will be conducted to obtain feedback from parents as well.

Updates will also be presented at board of education meetings on a quarterly basis. Board members will be invited to visit Beech Elementary at any time and to attend our school leadership meetings. The Redford Observer is usually present at board of education meetings and has written multiple articles regarding Beech's priority status. Newspaper articles will be an additional way for us to keep the community at large informed.

We will continue to partner with the Redford Parks and Recreation Department, Redford Township Library, Zeal Credit Union and our charter school neighbor next door, David Ellis Academy, and the Development Centers to provide beneficial community programs and services to our families.

4 (a) Resource Profile

Redford Union Schools will leverage state and federal funds and coordinate resources to implement the proposed transformation plan. Currently, general funds are used to provide highly-qualified classroom teachers and curriculum materials at Beech. Federal IDEA special education funds provide special education teachers, speech and language pathologists and a social worker, and Title I funds provide materials and staff (one certified teacher and five paraprofessionals) for Beech's Tier 2 and 3 reading and math intervention program. Technology is funded through Title I and general funds; Title I funds also provide a Behavior Intervention Coordinator to support students' social and emotional development. Title II funds are used for professional development activities.

The SIG will be used to supplement these funding sources and ultimately expand our current supports for teachers and students. In addition to the required positions of data coach, SIG coordinator and family liaison coordinator, SIG funds will be utilized to hire a full-time reading and a full-time math instructional coach to provide job-embedded professional development for teachers in improving their instructional practice. Additional professional development will also be provided with these funds via external service providers to increase capacity among Beech teachers. As indicated in the professional development calendar, the external providers will be focusing this year on cultural proficiency and improving the climate of the school. Professional development will continue with the goal of effective literacy instruction, with the district currently in the process of developing cross-grade level meetings to improve the implementation of the new math curriculum. Targeted workshops will also increase technology skills for teachers to ensure effective use of new tablets purchased with SIG funds.

The district is participating and hopes to benefit from the Technology Readiness Infrastructure Grant (TRIG), which will provide infrastructure to support the use of instructional technology. SIG funding will complement these efforts through enhanced instructional technology including LED Projectors, Interactive White Boards, iPads, Chrome Books and headphones for all students. Supplemental materials intended to enhance classroom instruction include: guided reading materials appropriate for the population; Scholastic and Time magazines to engage learners in current events; math manipulatives and hands-on science materials to provide access for student discovery lessons; and other materials that are at differentiated levels (high interest/low vocabulary) to ensure higher level content is accessible to students at lower reading levels. SIG funds will also be used to hire highly qualified and specialized reading and math interventionists to provide timely and additional support for struggling students.

The SIG will also significantly benefit the district's goal of improving the school's climate and culture and increasing family involvement, with funds allocated to hire an additional social worker to expand the caseload of students receiving social work support outside of the identified special education population. Additionally, SIG funding will support Beech in establishing a partnership with Playworks, an organization that provides coaches to elementary schools during recess to enhance students' social and emotional skills by promoting positive playground interactions. Playworks facilitate organized recess games that promote safe, meaningful play while decreasing bullying behavior while engaging peer leadership on the playground.

4 (b) Required SIG-Funded Positions

Beech Elementary will establish three staff positions to support full implementation of the proposed reform model: SIG coordinator, data coach, and family liaison coordinator. The SIG coordinator will be a full time position (1.0 FTE) at the building level. A data coach (.75 FTE) and family liaison coordinator (1.0 FTE) will also be employed at Beech.

The SIG coordinator will be responsible for overseeing implementation of the SIG. This person will attend all required SIG network meetings, manage implementation records and file all necessary reports. The SIG coordinator will work closely with administrators and be involved in the acquisition of resources, scheduling, developing timelines and calendars for program implementation and professional development, and any other duties relating to the SIG.

The data coach will infuse the development of a data-driven culture at Beech. This person will assist teachers and administrators in using data for instructional planning through ILCs, PLCs, and data teams while maintaining school wide records of student progress. Through individualized meetings scheduled with teaching staff, the data coach will support teachers in analyzing individual class data and developing specific instructional strategies. Additionally, the data coach will meet with grade level teams during their PLC times to support teachers in evaluating data that is used in developing the ILC process. The data coach will also maintain a data wall for staff and present relevant data to staff at monthly staff meetings. Finally this individual will maintain an additional data wall for parents and be available at various times throughout the year to assist parents in using and understanding the wall.

The family liaison coordinator will increase parent engagement and involvement through expanded communication and offerings. This position will develop strong relationships with families and community members to improve our climate and culture and increase student achievement. The coordinator will maintain the Parent Resource Room at Beech as a place parents can meet, obtain information, attend workshops and access a computer. The Parent Resource Room will be an essential strategy to create and maintain a welcoming space and environment that ultimately engages Beech families. The family liaison coordinator will establish policies and procedures that will effectively promote facility engagement, to include revising the Beech Parent Handbook and holding events that attract families to the school such as a Meet and Greet Night. This role will be essential in helping families network with one another, connect with Beech staff, and access community resources as needed. The family liaison coordinator will also support families in meeting basic needs, including overseeing procurement of donations to and distributing food from Beech's food pantry and accessing community resources that can assist with obtaining housing, transportation, medical insurance, and other resources for food. In addition, the family liaison coordinator will proactively communicate with families on student attendance issues and assist families in addressing barriers to consistent student attendance.

4 (c) Mental Health Services

SIG funds will be used to provide additional mental health services to students and families. Beech has a large number of at-risk students with high discipline referrals and suspensions. Beech currently has a social worker on staff that has a full caseload working primarily with students that have IEPs; additional support is needed for students struggling socially and emotionally in the classroom. The district will contract for the services of a 1.0 FTE social worker to service Beech Elementary students. The ideal candidate would have a Bachelor's degree in school social work or counseling, past experience in providing mental health support to elementary school children, and be fluent in the use of Restorative Practices to mediate student conflicts and teach social skills. This strategy will support the SIG by providing mental health services to students to reduce the number of discipline referrals and suspensions and increase student academic success. Students will be identified for these services based on Tier II qualifications within Beech's MTSS and PBIS programs. Approximately 65-90 students will be served through this position, equaling 10-15% of the Beech population. The social worker will facilitate the development of student behavior plans to include the teacher, the parents, and the child; child and family "teams" will meet regularly to review the plan and determine impact and effectiveness. The social worker will also provide individualized support to families by assisting parents with strategies to support their children at home. Support may include the development of a home behavior plan in which the social worker and parents proactively develop goals for the child and strategies for success. Regular review and revision of these plans will occur as needed. Parents will be referred to area community services dependent on individual need, with the social worker providing close coordination with staff from the Development Centers to arrange mental health services for students and families as needed. Development Centers is a local non-profit organization that works with individuals and families to meet behavioral health, social and vocational needs through a continuum of prevention, treatment, and training services. Beech Elementary obtained a grant beginning in the 2015-2016 school year that funded staff from the Development Centers to be available on-site at Beech five days per week for students and families.

4 (d) Professional Development

Beech’s plan for professional development incorporates a diversity of strategies. The district calendar allocates 33 hours of professional development during the school year. Beginning in the 2015-2016 school year, Beech staff participated in an additional 21 hours of professional development after school throughout the school year. These sessions will continue over the course of the grant. As indicated in the professional development calendar, Beech will target cultural proficiency and climate and culture in the 2016-2017 school year. Behavior incidents as previously noted were highlighted by teachers as both their greatest concern and most significant barrier with regards to student achievement. A second strategy to support professional development is the District’s establishment of early release days to occur on a monthly basis, focusing on the development of best practices for math instruction. The addition of content coaches will also provide teachers with individual attention catering to their specific needs; coaches will use both PLC days and teacher prep sessions to meet individually and in small groups and for the purpose of further expanding teacher skills and capacity.

Staff meetings, which are held for an hour each month, will be used for professional development as well. These meetings have been designed to address the specific needs noted by analysis of data collected in 2015. Surveys from 2015 specific to professional development needs were collected and combined with the student achievement data to prioritize professional development for the upcoming year. Beech will continue this process annually to ensure timely intervention for teachers and progression towards the Board approved strategic plan. Procedural information typically given out at staff meetings will be distributed in written form to allow meetings to focus on professional development, and the data coach will provide professional development during PLC meetings on using data to drive instruction and the ILC process. Beech staff will receive a combined total of over 70 hours of professional development each during the 2016-2017 school year.

Professional development content will continue to be based on needs identified in the comprehensive data analysis undertaken by the school leadership team. All professional development will align with Beech’s two primary strategies: 1) improving the quality of instruction and support; and 2) building a climate and culture to promote student success. Initial topics have been planned based on the data analysis and scheduled in the professional development calendar; specific future content will be chosen based on student achievement data, professional development surveys, principal walkthroughs, PLC discussions and notes and SIG evaluation data.

The following table summarizes the professional development to be provided during the 2016-2017 school year:

Professional Development Format	Total Hours/Year
Topic-focused PD sessions	40.5 hours
Professional Learning Communities	54.5 hours
Staff meetings (before school)	10 hours
District-wide PD	30 hours
Total PD hours (2016-2017)	135 hours

Individual additional hours of professional development will be provided. Examples include: FAME (Formative Assessment for Michigan Educators) coaching program with the 4th grade team, Math Institute, and several teachers are registered to attend Wayne RESA writing workshops and other RESA workshops outside of school hours. Wayne RESA is also developing training specific to MTSS to be implemented in the upcoming year. A similar training schedule was offered during the 2015-2016 school year, with resulting positive feedback collected via staff surveys. The trainings that received negative ratings were due to scheduling issues (early mornings/late evenings), and upcoming trainings will be offered with respect for this feedback.

4 (d) Professional Development Calendar – See Attachment C

5) External Service Provider Selection

The Beech Leadership Team used a data-driven process to select External Service Providers based on student need. A review of data showed a need for support to students for social and emotional interactions, particularly time spent outside of the classroom. The team explored options and narrowed the choices down to few programs. Research on effectiveness was reviewed and stakeholders were surveyed for consensus. Playworks was chosen as the program to best meet the needs of Beech students. During implementation, effectiveness will be monitored by Beech's climate and culture survey, discipline data and anecdotal data from teachers.

Beech Elementary will work with external providers to set measurable goals after data collection. To begin the process, school data will be used to identify gaps in service provision. Once a need is identified, the leadership team will research effective strategies, programs, and providers. Programs will be evaluated based on the needs assessments using both programmatic and best practice research. After stakeholder review of data and prioritization of services, the leadership team will meet with the providers to guide implementation. Rubrics will be developed as needed to ensure the evaluators understand the expected outcomes, with measures aligned to the Michigan Department of Education program evaluation tools. The following areas will be highlighted throughout this process:

- Implications of training for staff, number of hours, access to trainers, and cost effectiveness;
- Staff readiness for training;
- Impact on student achievement, proven effectiveness, and method of monitoring; and
- Shared vision with provider.

During the past school year, data identified the need for assistance with students during unstructured time. Office Discipline Referral (ODR) counts were highest between 11:00 a.m. and 1:00 p.m., with teachers reporting numerous problems following lunch and recess breaks. Problems included students' inability to handle small disputes, inability to return to a learning mindset after breaks, and fighting. By brainstorming, reviewing best practices at other schools, and researching options, several programs were identified to address these issues. The criteria above was used to determine potential benefits of Playworks, Leader in Me, lunch monitor training, and Daily Physical Activity. Playworks was determined to be the most effective intervention for students with minimal teacher training, as well as being cost effective. Upon implementation of Playworks during the 2016-2017 school year, discipline data will be used to track the effectiveness of the program. It is anticipated that the presence of this program at Beech Elementary will lead to a reduction in discipline referrals, particularly during the 11:00 a.m. to 1:00 p.m. timeframe. Data will be monitored on a monthly basis by the Data Coach and SIG Coordinator, and the SIG Coordinator will meet regularly with the Playworks Site Coordinator to review data and determine effectiveness for continuation of services. This process will be used for any future ESPs with whom Beech contracts.

6) Increased Learning Time

An audit of instructional time conducted by the school leadership team determined that there were several periods during the day during which instructional minutes were being underutilized. This led to the restructuring of the school day to make optimal use of contact time with students. The audit of instructional time revealed that 15 minutes were lost at both breakfast and dismissal time; several classrooms had an additional afternoon recess that accounted for another 15-20 minutes taken away from instruction. By changing breakfast and dismissal procedures and eliminating afternoon recess, those minutes were recaptured and used for instruction. Beginning with the 2015-2016 school year, fifteen minutes were added to the school day. Between the increase of the school day and the decrease in non-instructional minutes, each school day will see an increase of 60 minutes daily during the 2016-2017 school year, totaling 300 additional minutes of instruction per week of school. This additional time will allow for a two hour literacy block, 90-minute math block, forty minutes each for science and social studies lessons, and a 30-minute enrichment/intervention time to support gains in student achievement. The increased learning time also allows the instruction to align with the framework of modeling, collaboration and ultimately independent practice for students.

Increased Learning Time Schedule (2016-2017)

Adjusted Time	Minutes Redirected to Instruction	Additional Hours/Month
Breakfast	15 minutes/day	5 hours/month
Dismissal	15 minutes/day	5 hours/month
Afternoon Recess	15 minutes/day	5 hours/month
Lengthened School Day	15 minutes/day	5 hours/month
Total	60 minutes/day	20 hours/month

The increased learning time will also allow Beech to provide enrichment activities to students. The school has created a daily “WIN” (What I Need) time for all students across all grade levels; this time period will be utilized to allow students to participate in intervention or enrichment activities depending on the students’ individual needs. Enrichment activities may include writing a school newspaper, participating in readers’ theater, book buddies, creative writing, art projects, music enrichment and computer programs. Math intervention will be provided to students during this time as well; this subject was chosen to be the focus of WIN time due to significantly low scores on the math state assessment. Students will be selected for intervention by classroom teachers during the ILC process. The teacher’s union is in favor of the increase in school day at Beech and has signed an agreement allowing operational flexibility. This schedule was implemented during the 2015-2016 school year after being agreed upon by all stakeholders including the union. The school calendar is identical during the 2016-2017 school year, with stakeholder approval for this continuation.

7) Timeline – See Attachment D

8 (a) Annual Goals – See Attachment E

8 (b) Using Data for Continuous Improvement

Beech Elementary School will implement several key strategies to ensure continuous improvement in student achievement as a result of data collection, analysis, and reporting. Staff will utilize dedicated PLC time to examine Northwest Evaluation Association (NWEA) Measures of Academic Progress, and Developmental Reading Assessment (DRA) data, common classroom assessments, M-Step, and data collected from the ILC process, with the data coach supporting teachers in the interpretation of data at both the individual and aggregate levels. Teachers participate in two PLC sessions each week (60 minutes outside of the school day and 40 minutes during the school day), allowing for in-depth exploration of, and sound decision-making as a result of, data outcomes. Teachers will also meet with coaches on a weekly basis to examine individual data, allowing for data analysis on student achievement and teacher skill development. Grade level data will also be used to drive the ILC process, and assist in differentiating instruction and determining instructional strategies to engage and motivate students in subgroups. Beech’s leadership team will analyze these same data sets, along with data collected from the intervention process and any data collected from SIG funded initiatives to determine effectiveness of strategies.

PLC meetings will continue to be framed by the four essential questions of learning, with ILCs becoming more engrained in the iterative process of teaching and learning. All achievement data will be collected by the data coach and stored in a data system for easy access by staff, with staff training on systems features including managing and analyzing datasets. The leadership team will meet quarterly to analyze achievement data for the purpose of evaluating the effectiveness of the instructional plan and SIG, and a monthly data meeting involving teaching and support staff will evaluate individual student progress to support planning efforts for timely interventions when needed.

At the District level, the International Baccalaureate (IB) program includes specific goals for implementation within schools. The assessments refined for this curriculum will allow teachers to access unit common assessments to analyze and drive instruction. Finally, the Literacy Coach has also been accepted into the Formative Assessment for Michigan Educators (FAME) coaching program facilitated by MDE and will be working with 4th grade teachers to begin a deeper look into the types of formative assessments used for daily data collection. The knowledge and skills gained from this program will be shared with other grade levels and other coaches during professional development and PLC sessions.

Based on a formal review of all available data sets at mid-year and year-end, the leadership team will assess overall project towards annual goals and adjust strategies as needed to maximize student academic achievement. As a result of this macro-analysis, updates will then be provided to all stakeholders through staff meetings, Board of Education meetings, and parent club meetings.

9) Sustaining Reforms

The Beech leadership team is committed to sustaining reforms beyond the SIG funding cycle. During the first year of the priority school implementation plan (2015-2016), all members of the staff developed an understanding of the need for reform based on student achievement data. In an effort to begin the process of reform, grade level teams were strengthened through increased collaboration and a shared sense of urgency. The leadership team supported teachers in developing and implementing successful ILCs, and staff surveys in the spring of 2016 indicated an increase in trust, collaboration and understanding of PLCs. SIG funding will intensify this change process as a result of targeted staff positions, intentional systems-building, and the availability of additional resources to support student achievement.

Capacity will be built across leadership and staff through professional development strategies, maximizing key staff positions, and external consulting in partnership with Wayne RESA. With coaching assistance provided by both the existing literacy coach and new data and math coach positions, teachers will be supported in implementing evidence-based strategies to actively engage students through well-planned lessons that are modeled and then supported in alignment with Teach Like a Champion strategies. The three coach positions will mentor teachers through the process of developing individual learning plans, action steps, reflection processes, and change procedures. To support the development of students' social and emotional skills, SIG funds will be used to hire an additional social worker who is proficient in the use of Restorative Practices, a district initiative. In addition to working directly with students, the social worker will train and coach staff in the use of Restorative Practices to support students in mediating conflicts and improving social skills. This support to staff will build capacity in using Restorative Practices to ensure sustainability of this model following Year 5 of the SIG funding cycle.

Capacity will also be expanded through the Family Liaison Coordinator position, which will enhance Beech's ability to address specific family barriers to success and provide wraparound support for an increased number of students and their families. An additional key element to successfully closing the achievement gap is establishing systems to implement MTSS school-wide. Beech has been successful in implementing other critical initiatives, including the PLC and ILC process, and is fully prepared to implement MTSS as an evidence-based framework for providing appropriate interventions that positively impact student learning. The integration of technology will also promote increased engagement for students; a large percentage of the requested SIG funds will be used to ensure technology equipment is accessible to all students at Beech. Through increased staff mentoring and support for teachers, students will participate in relevant, project-based learning that is aligned with core content standards while promoting college and career readiness skills.

Systems-building is an integral aspect of Beech's reform efforts, and the proposed strategies have been designed with the goal of long-term impact and sustainability. Individuals involved in the process of designing the sustainability plan include the following: principal, dean of students, data coach, behavior intervention coordinator, literacy coach, social worker, two classroom teachers, special education teacher and Wayne RESA school improvement consultant. These stakeholders were identified to be a part of this planning process through the following means: These stakeholders are members of the school leadership team and have held an integral role in creating and implementing the transformation plan. Additionally, many of the members are currently involved in supporting Beech students either academically or behaviorally. They recognize and understand the diverse needs of the student population and share a desire to create a system to address and meet student needs in a relevant and timely manner.

The following description addresses each of the SIG components and correlating sustainability strategies following the SIG funding cycle:

Extended Day: With guidance from the data coach, Beech staff will examine achievement data during grant funding cycle to determine effectiveness of offering an extended day of instruction. If this strategy proves to be effective, district leadership will facilitate discussion with the teacher's union to determine logistics including compensation and specificities within teacher contracts, with additional compensation funded through district general funds and Title I funds.

Materials and Technology: Due to the limited SIG funding being requested for materials and supplies, Beech will absorb ongoing materials costs associated with replacing items as needed. Following the initial purchase of technology, general funds and Title I funds will be used to maintain equipment based on usage and identified need.

Personnel: Two of the three required positions for this grant (data coach and family liaison coordinator) will be evaluated during Years 4 and 5 of the grant cycle to determine the ongoing need for these positions; these positions will be absorbed into the district's general fund at the close of the grant cycle if their ongoing support is determined as essential to sustaining reforms. The SIG coordinator position will be eliminated after the 2020-2021 school year due to the completion of the grant cycle; however, responsibilities for continued monitoring and oversight of the sustainability plan may be transferred to other central office personnel funded through additional sources (general fund and/or Title I). Based on identified needs, the district will also assess the need for sustained math/reading coaches and interventionists during Years 4 and 5. If any positions are to continue, they will be funded by general funds, Title I or Title II. As coaches are all trained with Coaching 101 from the MDE, their focus is to build capacity. Research shows that coaching will not be needed after PLC members progress into similar roles of support and provide reflective feedback for their peers.

Professional Development: The district currently has embedded professional development to address learning models and current state and federal education mandates. Additional professional development as proposed within the SIG will ensure that new technology, enhanced professional development, and data-driven decision making are integrated into Beech's operations. These professional development strategies will be sustained beyond grant funding through institutionalized knowledge via a train the trainer and peer mentoring approach to reform efforts. Playworks runs from a "train the trainer" perspective so there will be no need to contract them as an external provider even in the 3rd year of the SIG grant. Any extra or new professional development needed will be determined based on identified needs and will be funded out of general funds, Title I or Title II.

10) Budget Narrative and Preliminary Budget Overview

10 (a) Description of Staffing and Activities

Beech has chosen Option 2, three years of full implementation and two years of sustaining reforms to support school-wide reform through the Transformation model.

To increase student achievement, Beech's two primary strategies (improving instructional quality and support and building a positive school climate and culture of learning for all stakeholders) will drive all aspects of the school-wide transformation through the proposed project. The addition of the following staff positions will support implementation and sustaining of reform efforts at Beech Elementary in alignment with SIG enrollment mandates:

SIG Coordinator (1 FTE): Beech will employ a SIG coordinator full time at the building level to oversee implementation of the SIG, including attending SIG network meetings, managing implementation records and completing all necessary reports. The SIG coordinator will work closely with administrators and be involved in the acquisition of resources, scheduling, developing timelines and calendars for program implementation and professional development.

Data Coach (.75 FTE): The data coach will assist teachers and administrators in using data for instructional planning through ILCs, PLCs, and data teams while maintaining school wide records of student progress; meet with teachers to analyze individual class data and develop specific instructional strategies based on findings; and meet with grade level teams to support teachers in evaluating data that is used in developing the ILC process. The data coach will also maintain a data wall for staff and present relevant data to staff at monthly staff meetings; and maintain an additional data wall for parents while assisting parents in using and understanding the wall.

Family Liaison Coordinator (1.0 FTE): The coordinator will develop strong relationships with families and community members to improve Beech's climate and culture and increase student achievement; establish policies and procedures to effectively promote family engagement; and coordinate family engagement events at the school. The family liaison coordinator will also support families in accessing community resources to obtain housing, transportation, medical insurance, and food assistance.

Contracted Social Worker (1.0): Redford Union Schools will contract with an external service provider for a full-time social worker located on-site at Beech. This strategy will support the SIG by providing mental health services to students to reduce the number of discipline referrals and suspensions and increase student academic success. The social worker will also work closely with staff from the Development Centers to coordinate mental health services for students and families, and provide support to staff in utilizing Restorative Practices to mediate student conflicts and teach social skills.

District provided professional development days will be used, along with professional learning community time and extra time outside of school hours, to ensure all systems and skills are developed, implemented and maintained. Stipends will be provided for staff to come in before school or stay after school to participate in professional development. Additional instructional materials such as leveled readers, differentiated expository texts, listening centers, math manipulatives and hands-on science materials are also needed to supplement current district curriculum and textbooks. Technology equipment such as smart boards, Chromebooks and iPad will assist teachers in integrating technology into the curriculum; provide much needed intervention and increase student engagement and motivation. Additionally, this technology will provide equal access to the curriculum for all learners.

Additional support staff and external service providers (Playworks), full-time math and reading coaches, and math and reading interventionists will support quality professional development and increased support for students to sustain Tier 2 and Tier 3 areas (academic, social, and emotional). Beech Elementary will also continue to utilize School Improvement Facilitator support and professional development services from Wayne RESA during the SIG.

10 (b) – How School’s Yearly Budget/Activities will Differ Across Grant Period

Beech has chosen Option 2, three years of full implementation and two years of sustaining reforms. To fully implement the Transformation model of school reform, the budgets and activities will differ by grant year as detailed below:

Years 1-3

Extensive professional development in the core content areas and around effective instructional strategies will occur in the first three years of the SIG. Teachers will become content experts, adept at identifying learning targets and facilitating effective lessons. Continued work with PLCs will foster collaboration and consistency within and across grade level teams. Content area coaches will further support staff by providing job-embedded, individualized professional development. This differentiation in support will allow each staff member to increase capacity in specific needed areas. The data coach will ensure teachers have knowledge of and access to essential data to inform instruction. The data coach will assist teachers and administrators in developing the skills needed to effectively use data to monitor progress, plan instruction and in program and staff decision making. Contracting with external service providers will support staff by providing additional professional development. An additional social worker will not only assist students but will also help staff to learn how to use Restorative Practices to address students’ emotional and social needs. These initiatives will increase capacity in teachers which will improve the Tier I social and instructional programs for students. This will result in higher student achievement and fewer discipline issues.

The first three years of the SIG will also include an emphasis on reading and math intervention. Currently, because of a lack of Tier I instructional quality, the majority of Beech students are performing below grade level in reading and math. Support is needed in the form of direct instructional intervention to bring these students up to level. As Tier I instruction improves through professional development and coaching, fewer students will need intervention. As PLC teams develop collaboration, trust and use the ILC process to ensure effective strategies are working, these components will become embedded in the culture of teaching and learning at Beech. With the assistance of employees hired through SIG funding, major systems including MTSS and school-wide data processes will be developed, implemented and ultimately sustained. The initial three years of SIG funding allows stakeholders to develop effective systems, with development in Year 1, monitoring and addressing implementation issues in Year 2, and process solidification in Year 3.

Technology acquisition and subsequent training for teachers in the effective use of technology will be imperative during Years 1-3 of implementation. Currently, Beech students and staff have limited access to technology. The SIG will provide hardware such as iPads and netbooks which will allow for intervention, enrichment and differentiation for students. Funding in the first three years will also allow staff to explore and pilot software and web-based programs that may motivate and engage students while increasing student achievement. After purchasing the bulk of supplies (netbooks,tablets) needed, the District has committed to funding ongoing maintenance of purchased items.

Years 4-5

Professional development, coaching, and support from external service providers in Years 1-3 of the SIG will result in a strong Tier I program as well as the development of clear and effective systems. Following the establishment of these systems, Years 4 and 5 will be focused on sustaining effective practices and further strengthening strategies through a continuous improvement cycle. This process will allow coaching, intervention and monitoring services to be reduced in Years 4 and 5. These systems (including MTSS and school-wide data implementation of effective data collection mechanisms) will support early detection of students performing below grade level and direct individualized support to these students and their families. Years 4 and 5 will also focus on continued professional development for staff, including strategies to sustain school-wide reform efforts.

10 (c) Building Level Budget Overview – See Attachment F.2

Attachments

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

Attachment B: Intervention Model

Attachment C: Professional Development Calendar

Attachment D: SIG Timeline

Attachment E: Annual Goals

Attachment F.2: Budget Narrative

Attachment G: Assurances and Certifications

Attachment B: Transformation Model

The Beech Elementary Team has identified primary strategies for our transformation plan to change teaching and learning in ways that promote student growth and achievement: 1) Improve the quality of classroom instruction and support that is timely for all learners; and 2) Build a climate and culture which promotes student success.

Principal Replaced

Mrs. Susan Shelton just completed her third year as principal of Beech Elementary, having been assigned to serve as principal at the beginning of the 2013-2014 school year. This placement occurred approximately two months prior to the fall MEAP testing cycle which resulted in the identification of Beech as a 2014 priority school. Following Beech's designation as a priority school, district administration completed an analysis of Mrs. Shelton's turnaround competencies and concluded that Mrs. Shelton possesses the ability to identify and focus on early wins and big payoffs, break organizational norms, act quickly in a fast cycle, collect and analyze data, and galvanize staff to achieve strategic goals. Many factors led to this conclusion, including Mrs. Shelton's previous experience and success leading a similar school in the district and her performance and decision-making as the Beech principal in the short time she has been in the position. The district is confident that Mrs. Shelton possesses the qualities needed to successfully lead the school through a rapid turnaround process.

Teacher/Leader Evaluation and Staff Involvement

During the 2015-2016 school year a district team with representation from the teacher, union and administration groups was developed to review state requirements, district policy and administrative guidelines focusing on their alignment to district practices. The group's purpose was to ensure the effectiveness of the Danielson tool and create uniform, consistent and clarified processes throughout the district. The district will continue to be heavily engaged in improving both the teacher and administration evaluation tool and process during the 2016-2017 school year. This professional learning will be facilitated through our intermediate school district, consultants and district developed teams.

To improve the teacher evaluation process the following will occur:

- Team of administrators and teachers are registered to attend the vendor training for Danielson at Wayne RESA
- Team is registered to attend the student growth training provided by Wayne RESA
- Team of participants are registered to participate in ongoing professional learning provided by Wayne RESA in the area of 1) student learning objectives, performance standards and tips and tools for measuring student growth
- Administrators are registered to participate in monthly Teacher Evaluation Moodle Course provided through Thrun Law Firm. Topics include IDPs, mid-year progress reports, probationary teacher renewal, evaluation appeals and student growth.
- Consultant is scheduled to provide ongoing bi-monthly PD for the entire administrative team on "Planning and Conducting Intentional Conversations around the Evaluation Process."
- District is creating professional learning cohort involving one teacher from each content area and grade level in each building for sessions focused on review and refining the process (timelines, dates, forms and documents used included effectiveness ratings) and reviewing, refining and finalizing how student growth measures are used in the district.

To improve the administrator evaluation process the following will occur:

- 1) All administrators, Board of Education and Superintendent will participate in the MASA School Advance or MASB evaluation instrument training (two evaluation models recommended through the Michigan Council on Educator Effectiveness and required by the state) provide by RESA.
- 2) Superintendent will participate in "Planning and Conducting Intentional Conversations Around the Evaluation Process."

Both the teacher and administrator evaluations include student achievement data; during the 2016-2017 school year, 25% of teacher evaluations will be based on student growth and assessment data. The teacher evaluation is based on the work of Charlotte Danielson and incorporates elements of her standards and rubrics. The administrator evaluation tool used beginning the 2016-17 school year meets the rigorous standards and meets statutory requirements recommended by the Michigan Council for Educator Effectiveness and was developed by researchers from across the state of Michigan. Both evaluation tools include four differentiated performance levels: 1) Highly Effective, 2) Effective, 3) Minimally Effective and 4) Ineffective.

Teachers and principals are evaluated yearly in the spring. Feedback on strengths and areas of weakness is provided in written form, along with face-to-face meetings with the evaluator soon after the evaluation takes place. Information gathered from evaluations is used to plan future professional development, help create plans for personal growth and improvement, to guide continual improvement of instruction, and to make personnel decisions such as transfers and layoffs.

In addition to the formal evaluation process, all building principals participate in monthly “check-in” meetings with the superintendent. This process will continue to serve as another safeguard into the progress monitoring not only Beech Elementary’s SIG implementation and overall district improvement but also provide validity and reliability to the building principal’s overall evaluation.

As teachers begin to work in- depth with coaches, teachers will reflect individually on their own evaluation. Teachers will then use the Individual Development Plan to decide on goals and actions. Coaches will assist with this process and collect data that can direct teachers’ attention to needed change as well as document improvement. Student achievement data will be compared as well, and meaningful correlations will be discussed. The Danielson Framework will be used to support teachers in identifying levels of achievement, with individualized resources offered as appropriate to gauge teacher performance. Additionally, peer observations will be implemented to assist teachers with the reflection and evaluation process. Coaches will be able to assist and collect continuous data to support this process, including analysis of teacher effectiveness data from the culture and climate surveys.

Removals

Teachers and administrators that receive ineffective or minimally effective evaluations are placed on an Individual Development Plan that includes assistance from coaches, support within their Professional Learning Communities, and targeted guidance from school administration (when applicable for teaching staff). Staff also receive an additional mid-year evaluation. If a second rating of ineffective or minimally effective is received, the teacher or administrator is removed at the end of the school year.

Job-Embedded Professional Learning

Beech’s plan for job-embedded professional learning entails several targeted strategies to best support teachers and administrators in implementing school-wide reform efforts. The district calendar allocates five full days for professional development during the school year. Beginning in the 2015-2016 school year, Beech staff participated in an additional 21 hours of professional development after school throughout the school year. These sessions will continue over the course of the grant. As indicated in the professional development calendar, Beech will target cultural proficiency and climate and culture in the 2016-2017 school year. Behavior incidents as previously noted were highlighted by teachers as both their greatest concern and most significant barrier with regards to student achievement. A second strategy to support professional development is the District’s establishment of early release days to occur on a monthly basis, focusing on the development of best practices for math instruction. The addition of content coaches will also provide teachers with individual attention catering to their specific needs; coaches will use both PLC days and teacher prep sessions to meet individually and in small groups and for the purpose of further expanding teacher skills and capacity.

Professional development content will continue to be based on needs identified in the comprehensive data analysis undertaken by the school leadership team. All professional development will align with Beech’s two primary strategies: 1) improving the quality of instruction and support; and 2) building a climate and culture to promote student success. Initial topics have been planned based on the data analysis and scheduled in the professional development calendar; specific future

content will be chosen based on student achievement data, professional development surveys, principal walkthroughs, PLC discussions and notes and SIG evaluation data.

The following table summarizes the professional development to be provided during the 2016-2017 school year:

Professional Development Format	Total Hours/Year
Topic-focused PD sessions	40.5 hours
Professional Learning Communities	54.5 hours
Staff meetings (before school)	10 hours
District-wide PD	30 hours
Total PD hours (2016-2017)	135 hours

Individual additional hours of professional development will be provided. Examples include: FAME (Formative Assessment for Michigan Educators) coaching program with the 4th grade team, Math Institute, and several teachers are registered to attend Wayne RESA writing workshops and other RESA workshops outside of school hours. Wayne RESA is also developing training specific to MTSS to be implemented in the upcoming year. A similar training schedule was offered during the 2015-2016 school year, with resulting positive feedback collected via staff surveys. The trainings that received negative ratings were due to scheduling issues (early mornings/late evenings), and upcoming trainings will be offered with respect for this feedback.

Teacher Incentives

Incentives will be provided to teachers for improvement in two areas: student achievement and student attendance. Student growth is measured twice per year via the NWEA Map assessment in January and May. Teachers with the highest percentage of students meeting their growth targets will be rewarded with an incentive such as a preferred parking spot, coffee break or early dismissal. One teacher from each grade level and one from special education will be rewarded. Student attendance is an issue at Beech. To encourage teachers to strengthen the home-school relationship and address potential attendance barriers, the teacher with the best attendance rate each month will win a 20 minute coffee break during which the class will be covered for the teacher.

Use of Student Data

Multiple data sources will be utilized to implement Beech’s research-based instructional program, ensure seamless transitions across grade levels, and alignment with career and college readiness standards. Beech’s leadership team and teaching staff will continue to utilize dedicated PLC time to examine Northwest Evaluation Association (NWEA) Measures of Academic Progress, and Developmental Reading Assessment (DRA) data, common classroom assessments, M-Step, and data collected from the ILC process, with the data coach supporting teachers in the interpretation of data at both the individual and aggregate levels. Twice weekly PLC sessions will provide dedicated time for staff to explore data outcomes at the individual and aggregate level and ultimately drive sound data-driven decision-making. Data sets will also be used as a foundation for the ILC process while assisting in differentiating instruction and determining instructional strategies to engage and motivate students.

Through the addition of staff positions proposed for SIG funding, school capacity to export and analyze data outcomes will be enhanced and support assessment of the effectiveness of strategies. The new Academic Coordinator will work closely with the SIG Coordinator to increase the data literacy of teaching staff and support systemic implementation of MTSS. Data will also be used to identify students in need of Tier 2 and 3 interventions, as well as in classrooms by individual teachers to inform instruction and address the individual needs of students. The data coach will assist teachers in using data to drive instruction, and content coaches will support curriculum alignment with state standards and with other grade levels.

Increased Learning Time

As the result of the school leadership team’s audit of instructional time at Beech Elementary, several periods daily were identified as being underutilized. Beech has subsequently restructured the school day to optimize contact time with students.

Between the increase of the school day and the decrease in non-instructional minutes, each school day will have an increase of 60 minutes during the 2016-2017 school year in core area instruction for all students, totaling 300 additional minutes of instruction per week of school. This additional time will allow for a two hour literacy block, 90-minute math block, forty minutes each for science and social studies lessons, and a 30-minute enrichment/intervention time to support gains in student achievement.

Increased Learning Time Schedule (2016-2017)

Adjusted Time	Minutes Redirected to Core Area Instruction	Additional Hours/Month
Breakfast	15 minutes/day	5 hours/month
Dismissal	15 minutes/day	5 hours/month
Afternoon Recess	15 minutes/day	5 hours/month
Lengthened School Day	15 minutes/day	5 hours/month
Total	60 minutes/day	20 hours/month

The increased learning time will also allow Beech to provide enrichment activities to students. The school has created a daily “WIN” (What I Need) time for all students across all grade levels; this time period will be utilized to allow students to participate in intervention or enrichment activities depending on the students’ individual needs. Enrichment activities may include writing a school newspaper, participating in readers’ theater, book buddies, creative writing, art projects, music enrichment and computer programs. Math intervention will be provided to students during this time as well; this subject was chosen to be the focus of WIN time due to significantly low scores on the math state assessment.

Family and Community Engagement

As key stakeholders in Beech’s transformation efforts, several mechanisms have been established to promote ongoing family and community engagement. Strategies to ensure meaningful and ongoing engagement of families and the community in implementation of the proposed SIG reform model include: updates provided to parents at monthly parent club meetings; monthly newsletter updates from the principal; and e-mail updates. Parents and community members will be invited to attend the mid-year and year-end leadership team meetings to review data (in aggregate, unidentifiable form) and SIG implementation, and provide parents and community members additional opportunity for input. For stakeholders that are unable to attend, this information will be provided via an e-mail update.

Parents will be encouraged to be involved in day-to-day and special activities throughout the school year. Beech Elementary’s Parent Resource Room is easily accessible across from the main office and is open during office hours (8:00-4:30). Parents frequent the Parent Resource Room to network, find community resources, and learn about upcoming parent workshops information such as sessions targeting parents of Special Education students. The primary language of the majority of Beech parents is English; however, there is a small but growing population of Spanish-speaking families. To ensure that resources are in the primary language of the family, the Parent Liaison will procure resources in Spanish and other languages as identified based on the current enrollment of Beech families. Parents can also access the computer located in the Parent Resource Room to create resumes, develop other Word documents, and use the Internet.

Parents will also be encouraged to volunteer in classrooms and in Beech’s Watch D.O.G.S. (Dads of Great Students) program, and will be invited to school leadership meetings for evaluation of the SIG. Monthly updates will be provided to parents at parent club meetings, with Beech’s principal and staff available to answer questions and address concerns at any time. Additionally, school newsletters will include updates for parents who cannot be present at parent club meetings, and surveys will be administered to solicit parent feedback and inform improvements that are most relevant to the parents and families served.

Operational Flexibility and Technical Assistance

Through the use of site-based budgeting, the district has committed to providing the administrator and school leadership team at Beech Elementary with autonomy and flexibility for all Title I expenditures and general fund budgets, within federal

and state regulations. This will enable a more effective implementation of our plan and allow Beech to better meet the needs of students, parents and teachers. In addition to flexibility in budget, the district has committed to providing full operational flexibility to the principal and school leadership team for staffing, use of time (schedule, calendar), and developing professional learning opportunities for the school staff. The Redford Union Education Association has also signed a memo of understanding recognizing the operational flexibility and supporting the transformation plan at Beech.

The central office liaison for Beech Elementary is Superintendent Sarena Shivers. Dr. Shivers and Assistant Superintendent of Finance Greg McIntyre are committed to ensuring that Beech Elementary staff is provided on site assistance through technical training, as well as assistance with the facilitation of professional development contracts, and monitoring of priority school set-aside funds. New for the 2016-2017 school year will be the addition of an Academic Coordinator at the central office level. This position will add support to Beech related to curriculum and alignment of instruction.

Additional Elements of the Transformation Model

Implementation of MTSS Model

With the assistance of Wayne RESA, Beech Elementary will develop and implement a school-wide Multi-Tiered System of Supports model. A school-based implementation team, consisting of both teachers and administrators, was selected to develop the MTSS model based on individuals' knowledge, skill sets, and respective roles within the building. This team will attend the MTSS workshop series provided by Wayne RESA in the fall of 2016, and Wayne RESA will provide ongoing support and mentoring for this team following the workshop series to develop and implement a comprehensive system of academic and behavioral supports for Beech students. All school staff will receive intensive training on this newly developed system in early January 2017, with school-wide implementation immediately following this training. Interventionists will be employed during the phase-in of MTSS to ensure this model is implemented to fidelity.

Use and Integration of Technology-Based Interventions

Beech staff will integrate technology into classrooms with tools including Smart boards, Chromebooks and iPads to motivate and engage students in learning. This technology will allow teachers to provide differentiated learning to meet the needs of our diverse students, while providing opportunities for students to engage in targeted interventions and enrichment activities that supplement the classroom curriculum. Web-based programs such as Reflex Math and RAZ-Kids will be incorporated into technology-based interventions to improve students' reading and math skills both at school and at home.

Partnering with Parents and Organizations to Create Safe School Environments

Beech will establish a partnership with Playworks, an organization that provides coaches to elementary schools during recess to enhance students' social and emotional skills by promoting positive playground interactions. Playworks facilitates organized recess games that promote safe, meaningful play while decreasing bullying behavior and engaging peer leadership on the playground. Ongoing parent engagement will also play a critical role in creating a safe school environment through strategies such as Beech's Watch D.O.G.S. (Dads of Great Students) program, proactive invitations to participate in school leadership meetings, discussion of safety issues during parent club meetings, and school newsletter updates that provide additional information on prioritized safety concerns and ways in which parents can support Beech's efforts to have a safe learning environment for all students.

Implementing Approaches to Improve School Climate, Culture, and Discipline

During the 2015-16 school year, Redford Union began a commitment to changing the culture and climate by engaging in a five-year project towards becoming a more culturally proficient school district. The project was initiated at Beech Elementary School due to its priority school status and goals of their Transformation Model. Like most schools and districts across the country, Beech recognized their ongoing need towards:

- ensuring that the most marginalized students have positive educational experiences
- reducing achievement and discipline gaps that fall along lines of race, class, gender, sexual identity, sexual orientation and other differences
- discouraging bullying among students
- creating a culture and curriculum that encourages critical thinking about issues of diversity and justice, locally and globally
- and interrupting the perpetuation of bias, prejudice, and discrimination among students and staff

The cultural proficiency work will fill the gap between the district's commitment to diversity and its practice, by providing feedback, consultation, and professional development at multiple levels on issues of diversity, equity, relationship-building, and school culture.

The outcomes of the project will be to ensure that diversity, justice, and equity are considered in decision-making, policy development, curricular development, course offerings, pedagogical approaches, evaluation, professional development and other areas of school and district operations. The Diversity & School Culture Consultant will also be in charge of providing and overseeing professional development opportunities to educators and school leaders on issues of diversity and justice.

Attachment C: Professional Development Calendar

Beech Professional Development Calendar							
Month	Date	Topic	Hours	Month	Date	Topic	Hours
August	8/29/16	Culture and Climate with Dr. Humes	6	February	Various	PLCs	5.5
	8/30/16	Culture and Climate with Dr. Humes	6		2/1/17	District provided PD	2
	8/31/16	District provided PD	6		2/7/17	Data Dialogue with NWEA scores	1
September	Various	PLCs	4.5		2/9/17	Reading	1.5
	9/1/16	Planbook and PBIS	3		2/15/17	Culture and Climate with Dr. Humes	1
	9/14/16	District provided PD	2		2/23/17	Cultural Proficiency with Dr. Griffin	1.5
	9/15/16	Cultural Proficiency with Dr. Griffin	1.5	March	Various	PLCs	5.5
	9/21/16	Reading and writing	1		3/7/17	District provided PD	2
9/29/16	Culture and Climate with Dr. Humes	1.5	3/9/17		Technology	1.5	
October	Various	PLCs	5		3/14/17	Culture and Climate with Dr. Humes	1
	10/5/16	District provided PD	2	3/15/17	Teach Like a Champion Strategies	1	
	10/13/16	Teach Like a Champion Strategies	1.5	3/30/17	Cultural Proficiency with Dr. Griffin	1.5	
	10/19/16	Playworks	1	April	Various	PLCs	4
	10/25/16	Culture and Climate with Dr. Humes	1		4/11/17	Culture and Climate with Dr. Humes	1
	10/27/16	Cultural Proficiency with Dr. Griffin	1.5		4/19/17	MTSS	1
November	Various	PLCs	5.5		4/19/17	District provided PD	2
	11/1/16	Data Dialogue with NWEA scores	1	4/27/17	Cultural Proficiency with Dr. Griffin	1.5	
	11/8/16	District provided PD	6	May	Various	PLCs	6.5
	11/16/16	Technology	1		5/10/17	District provided PD	2
	11/16/16	District provided PD	2		5/11/17	Writing	1.5
December	Various	PLCs	4		5/16/17	Culture and Climate with Dr. Humes	1
	12/1/16	NextGen Science	1.5	5/17/17	Teach Like a Champion Strategies	1	
	12/6/16	Culture and Climate with Dr. Humes	1	5/25/17	Cultural Proficiency with Dr. Griffin	1.5	
	12/8/16	Cultural Proficiency with Dr. Griffin	1.5	June	Various	PLCs	2
	12/14/16	District provided PD	2		6/1/17	NextGen Science	1.5
	12/21/16	Teach Like a Champion Strategies	1		6/7/17	Data Dialogue	1
January	Various	PLCs	5				
	1/10/17	Culture and Climate with Dr. Humes	1				
	1/10/17	District provided PD	2				
	1/18/17	MTSS	1				
	1/26/17	Cultural Proficiency with Dr. Griffin	1.5				

Attachment D: SIG Timeline

Implementation			2015-16	Year 1 SIG 2016-17	Year 2 SIG 2017-18	Year 3 SIG 2018-19	Year 4 SIG 2019-20	2020-21
Action Steps	Rationale	Person(s) Responsible						
Reconfigure schedule	Increase learning time for core subjects	Principal and Leadership Team						
Acknowledge gaps in Making Meaning/Being a Writer to plan PD and implementation	Improve reading /writing performance	Principal, Debra Koch, Literacy Coach, Teacher Teams	Completed by 3rd and 4th grade	Scheduled to Complete 2nd and 5th	Ensure the documents are specific and comprehensive			
Professional Learning Communities (PLCs)	Improves instruction, builds climate and culture (trust, capacity)	Principal, teachers, Coaches	Full group implementation and survey given Sept 2015`	Analysis of data for the 15-16 and implementation / PD in needed areas	Full Implementation of all aspects of PLC effectiveness survey	Mentor any new staff, sustain group cohesion		
Develop Protocol for data conversations with students and parents	Monitor progress, involve parents and students in learning	Teachers, Family Liaison, Data Coach		Develop process and procedures	Implement protocols and attend to family immediate needs. Measure effectiveness of protocols and procedures	Correlate with teachers to ensure understanding of protocols, start to develop teacher independence in this area	Finalize all family needs and student databases	Ensure all staff are self sustaining to continue data conversations with students and families
Parent club & family/community activities	Increase parent involvement	Principal, teachers, Family Liaison		Begin to develop trust and build relationships for Family relationships	Continue to survey parents and determine family needs.	Develop cohesion with the Family Development Center/Play works and staff to understand strategies to sustain community engagement	Work with all staff (Social Workers, Dean, and BIC to begin to integrate Family Liaison role with their roles.	Family Liaison will advise and consult all staff of the areas to continue family involvement.

Implementation			2015-16	Year 1 SIG 2016-17	Year 2 SIG 2017-18	Year 3 SIG 2018-19	Year 4 SIG 2019-20	2020-21
School leadership team	Analyze data, facilitate & monitor plan	All leadership stakeholders (community, coaches, leadership team)	Implemented and met twice monthly. Developed protocol for discussion and data conversations.	Will continue to meet monthly.	Will continue to meet monthly.	Will continue to meet monthly.	Will continue to meet monthly.	Will continue to meet monthly.
Develop numerous ILC's in all grades until all expectations have been done to develop effective teaching and learning strategies	Use data to inform instruction, develop best practices	Principals, Teachers, Coaches and ISD Consultant	Each Grade Level did 2 ILC's (1 ELA, 1 MATH)	Each grade level team will use previous successful ILC's and develop 2 more and begin to integrate the process across other core subjects. Coaches will assist in development	Each grade level team will continue to ensure the process of the ILC is integrated in all units taught. Coaches will observe all teams to bring more data about specific teacher behavior	Coaches continue to coach based on developed ILCs in each grade level and use effective strategies across the curriculum	ILC's will begin to be developed in Science and SS.	ILC's will continue to be developed in Science/ SS in each grade level.
Develop plan with the Playworks team	Increase student tolerance and develop a positive student climate. Develop student leaders	Leadership Team, Lunch Aids, Parent volunteers, students		Playworks leader to begin program with all students	Playworks will analyze need of coach and ensure student leaders and staff are trained	Playworks will monitor monthly to ensure trained Beech staff are continuing the effective strategies		
Develop the MTSS process to include all new staff members	Provide all staff with clear vision, policies and processes to ensure each students needs are met	All new SIG staff, leadership team, existing support staff	Discussions about need and data collection	Work with Wayne RESA with the large behavior team.	Implement protocols and procedures. Continue to collect data	Alter any procedures due to data collection	Continue with protocols	

Implementation			2015-16	Year 1 SIG 2016-17	Year 2 SIG 2017-18	Year 3 SIG 2018-19	Year 4 SIG 2019-20	2020-21
Purchase additional books for leveled bookroom	Materials to supplement/enhance literacy instruction	Principal	Purchased	Maintained	Add needed short text	Note if test types are missing.	Maintain	Maintain
Increase awareness of the Parent Resource Room	Increase parent involvement, develop relationships with families and develop collaborative parents	Principal, Family Liaison, parent involvement committee		Family Liaison to develop relationships with newsletters, parent groups and community assistance	Build on the parent groups to engage more parents and new families	Develop consistent programs that can be maintained by Title staff (Dean, Social Worker, BIC)	Allow BIC to take over the programs, engage teacher leaders to assist. Ensure the DC center is aware of gaps	
Hire Staff: Math Coach, Literacy Coach, Data Coach, Family Liaison, SIG Coordinator, Social Worker, Interventionists	Support students and teachers to increase learning	Principal, teacher team, human resources dept.	Literacy Coach hired	August recruitment October hire.				
High-quality instructional strategies in all four core content areas	Improve classroom instruction and increase student learning	Principal, teachers, math coach	Literacy Coach hired, received coaching from RESA for Math, Science, SS. Handed out Teach Like a Champion Implemented 1 strategy (see below)	Hire Math Coach, Plan appropriate PD, Begin FAME project with LC Have teachers fill out IDR, meet with Coaches, Principal walkthroughs.	Continue to have coaches work with all teachers, Use PLC's to continue to develop effective strategies.	Continue to have coaches work with all teachers, Use PLC's to continue to develop effective strategies.	Continue to have coaches work with all teachers, Use PLC's to continue to develop effective strategies.	Continue to have coaches work with all teachers, Use PLC's to continue to develop effective strategies.
<i>Teach Like a Champion</i> PD and implementation	Teach Like a Champion	Principal, teachers	Implemented 1 - SLANT	Chose 3 and implement, measure effectiveness	Chose 3 and implement, measure effectiveness	Chose 3 and implement, measure effectiveness	Chose 3 and implement, measure effectiveness	Chose 3 and implement, measure effectiveness

Implementation			2015-16	Year 1 SIG 2016-17	Year 2 SIG 2017-18	Year 3 SIG 2018-19	Year 4 SIG 2019-20	2020-21
Technology PD and program implementation	Improve student engagement, provide intervention	Principal, SIG coordinator, external consultants	Developed Implementation Plan. Collaborated with District Plan. Applied for TRIG	2 PD days explicitly for integration of technology into lessons.	Continue surveying, analyzing achievement data, to plan appropriate PD	Continue surveying, analyzing achievement data, to plan appropriate PD	Continue surveying, analyzing achievement data, to plan appropriate PD	Continue surveying, analyzing achievement data, to plan appropriate PD
Math, literacy, science, social studies, data coaching	Increase teacher capacity, improve instruction	Principal, central office, Wayne RESA	Contract with RESA for coaches in Science and SS	Develop relationships and protocols for coaching, within PLC time and individual time.	Contract with RESA for coaches in Science and SS	Contract with RESA for coaches in Science and SS	Contract with RESA for coaches in Science and SS	Contract with RESA for coaches in Science and SS
Extended school day (extra 15 minutes)	Increase learning time for core subjects and enrichment	All Beech Staff, central office	Increase 15 minutes	Sustain extra 15 minutes	Sustain extra 15 minutes	Sustain extra 15 minutes	Sustain extra 15 minutes	Sustain extra 15 minutes
Monthly principal walk-throughs and lesson plan monitoring	Monitor implementation	Principal, SIG Coordinator	informal walk-throughs and 2 school wide walkthroughs with RESA support	Develop a plan of action for walkthroughs, protocols and procedures	Implement plan and SIG coordinator will monitor with assistance and collaboration of the District Academic Coordinator	Implement plan and SIG coordinator will monitor with assistance and collaboration of the District Academic Coordinator	Implement plan and SIG coordinator will monitor with assistance and collaboration of the District Academic Coordinator	Ensure the District Academic Coordinator has full control of the monitoring for sustainability
Cultural proficiency training	Improve climate and culture, eliminate achievement gaps	Principal, staff, superintendent	Introduced Cultural Proficiency 3 sessions	Continue PD training for Racial and Economic justice.	Continue PD (full staff) training for Racial and Economic justice and plan for the train the trainer summer institute.	Train the Trainer institutes. Collaborate with entire District	Full implementation achieved with entire district using remaining PD time.	Monitor full implementation.

Implementation			2015-16	Year 1 SIG 2016-17	Year 2 SIG 2017-18	Year 3 SIG 2018-19	Year 4 SIG 2019-20	2020-21
Develop peer walkthroughs	Develop learning mindset with teachers, increase collaboration	Coaches, Teachers			District Wide PD and development of protocols and procedures	Follow protocols and procedures.	Follow protocols and procedures.	Follow protocols and procedures.
Monitor the MTSS process to begin to ensure sustainability of process without SIG staff members	Develop sustainability without SIG staff members	All SIG staff, leadership team, existing support staff	MTSS team members identified, partnership with RESA to facilitate process	MTSS team meets with RESA throughout year to develop district/building MTSS process; initial implementation at Beech	Fully Implement MTSS process and monitor process to ensure fidelity;	Continue implementation of MTSS and monitor for fidelity.	Continue implementation of MTSS process and develop plan to gradually phase out use of SIG staff members.	Continue implementation of MTSS process and begin gradual phase out of SIG staff members
Purchase SIG materials, technology and supplies	Increase learning	Principal, SIG coordinator	Leadership team evaluated materials, technology and supplies needs	Initial purchase of materials will begin in October, 2016. Materials will be implemented during the year and evaluated in June	Additional purchases will be made based upon June evaluation, implemented, and evaluated at year end	Additional purchases will be made based upon June evaluation, implemented, and evaluated at year end	Maintain, replenish purchases as needed	Maintain, replenish purchases as needed
Data walls created and maintained	Keep stakeholders informed	Coaches, Teachers	Data coach created and maintained data wall for teacher use	Data coach will create and maintain data walls for teacher and parent use	Data coach will create and maintain data walls for teacher and parent use	Data coach will create and maintain data walls for teacher and parent use	Data coach will create and maintain data walls for teacher and parent use	Data coach will create and maintain data walls for teacher and parent use

Implementation			2015-16	Year 1 SIG 2016-17	Year 2 SIG 2017-18	Year 3 SIG 2018-19	Year 4 SIG 2019-20	2020-21
Continue to monitor and share ILC process in all grade levels	Use data to inform instruction	Principal, teachers, coaches	All grade levels completed 3 ILCs, each grade level presented once to leadership team	Grade level PLCs will continuously be involved in the ILC process; one grade level will report out quarterly at SST meeting	Grade level PLCs will continuously be involved in the ILC process; one grade level will report out quarterly at SST meeting	Grade level PLCs will continuously be involved in the ILC process; one grade level will report out quarterly at SST meeting	Grade level PLCs will continuously be involved in the ILC process; one grade level will report out quarterly at SST meeting	Grade level PLCs will continuously be involved in the ILC process; one grade level will report out quarterly at SST meeting
Guiding Council	SIG monitoring and evaluation	SIG Coordinator, Superintendent, principals, teacher team	Identification of members of Guiding Council	Guiding Council will meet quarterly to review SIG implementation and review student data	Guiding Council will meet quarterly to review SIG implementation and review student data	Guiding Council will meet quarterly to review SIG implementation and review student data	Guiding Council will meet quarterly to review SIG implementation and review student data	Guiding Council will meet quarterly to review SIG implementation and review student data
Quarterly updates provided to board of education	Keep stakeholders informed	Principal, leadership team chairperson	Presented by leadership team and principal	Presented by leadership team and principal	Presented by leadership team and principal	Presented by leadership team and principal	Presented by leadership team and principal	Presented by leadership team and principal

Attachment E: Annual Goals

	M-STEP Proficiency 2014-2015 (Actual)	Goal for 2015-2016 (Data Not Available Yet)	Goal for 2016-2017 SIG Year 1	Goal for 2017-2018 SIG Year 2	Goal for 2018-19 SIG Year 3	Goal for 2019-20 SIG Year 4	Goal for 2020-21 SIG Year 5
Reading	26.3%	39%	51%	64%	76%	87%	100%
Mathematics	14.7%	27%	42%	56%	70%	85%	100%
Social Studies	8.4%	24%	37%	54%	69%	84%	100%
Science	4.1%	21%	37%	54%	69%	84%	100%
	NWEA Proficiency 2014-2015	NWEA Proficiency 2015-2016	Goal for 2016-2017 SIG Year 1	Goal for 2017-2018 SIG Year 2	Goal for 2018-19 SIG Year 3	Goal for 2019-20 SIG Year 4	Goal for 2020-21 SIG Year 5
Reading	31.3%	35.1%	48%	61%	74%	87%	100%
Mathematics	26.5%	27.6%	43%	57%	72%	86%	100%

Attachment F.2:

Preliminary School Budget for OPTION 2

NOTE: Preliminary budgets are for planning and review purposes only. **Initial approval** of the grant application **does not grant explicit approval to preliminary budget items**. Final approval of SIG budget items occurs in the Michigan Electronic Grants System Plus (MEGS+) and is subject to Title I rules of supplement vs. supplant, tests of allowability, and reasonable and necessary expenditures to support the approved reform model. **Inclusion of an item in t.1he preliminary budget does not guarantee it will be approved as a line item submitted in MEGS+.**

LEAs may apply for School Improvement grants for each individual eligible school building within their jurisdiction. For the purposes of this grant, eligible school buildings are Title I eligible or Title I receiving Priority or Focus schools.

A separate budget overview is required for each building. Please use duplicate pages as necessary. The budget must cover the five-year period of the grant, with each year separate and distinct from the preceding year. Budgets that do not distinguish between the five years of the grant will be considered incomplete and will receive reduced scores accordingly.

Option 2 Overview:

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

The following general guidelines must be adhered to in creating the school budget:

- External service provider expenditures should not exceed 30% of the total annual building award.
- Personnel expenditures should not exceed 30% of the total annual building award.
- Technology expenditures should not exceed 20% of the total annual building award.
- Professional development expenditures should not exceed 20% of the total annual building award.

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

**SCHOOL IMPROVEMENT GRANT PRELIMINARY BUDGET FORM
OPTION 2
Full implementation in years 1-3 and sustaining reforms in years 4 and 5.**

INSTRUCTIONS: Please complete a School Improvement Grant Preliminary Budget Overview **for EACH building**. Annual budgets are submitted in MEGS+ for final review and approval by MDE.

NOTE: Approval of the preliminary budget in the review process **does not guarantee** preliminary budget items will be **approved** in the final budget in MEGS+.

Legal Name of District Applicant: Redford Union Schools

District Code: 82110

Budget Summary for: Beech Elementary

Building Code: 00748

5 Year School Preliminary Budget Overview

GRANT YEAR	MAXIMUM	SALARIES	PD	PURCHASED SERVICES	SUPPLIES & MATERIALS	TECHNOLOGY	TOTAL EXPENDITURES
1	\$750,000	225,000	150,000	120,000	105,000	150,000	750,000
2	\$750,000	225,000	150,000	120,000	105,000	150,000	750,000
3	\$750,000	225,000	150,000	150,000	75,000	150,000	750,000
4	\$500,000	150,000	100,000	100,000	50,000	100,000	500,000
5	\$500,000	150,000	100,000	100,000	50,000	100,000	500,000
GRAND TOTAL	\$3,250,000	750,000	650,000	590,000	385,000	650,000	\$3,250,000

Attachment G: ASSURANCES AND CERTIFICATIONS

INSTRUCTIONS: *Please review the assurances and certification statements that are listed below. Signatures on the application cover sheet indicate the applicant entity has read, understand, and agrees to the assurances and certifications herein.*

SPECIFIC PROGRAM ASSURANCES

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

1. The LEA will use its School Improvement Grant to implement fully and effectively an intervention in priority and focus school, which the LEA commits to serve consistent with the final requirements.
2. The LEA will establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school, or priority and focus school, that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds.
3. The LEA will report to the MDE the school-level data required under section III of the final requirements, including baseline data for the year prior to SIG implementation.
4. The LEA will ensure that each priority and focus school that it commits to serve receives all of the State and local funds it would receive in the absence of the school improvement funds and that those resources are aligned with the interventions.
5. The grant award is approved and is not assignable to a third party without specific approval. Funds shall be expended in conformity with the budget. Line item changes and other deviations from the budget as attached to this grant agreement must have prior approval from the Office of Education Improvement and Innovation unit of the Michigan Department of Education.
6. The Michigan Department of Education is not liable for any costs incurred by the grantee prior to the issuance of the grant award.
7. Payments made under the provision of this grant are subject to audit by the grantor.
8. If the recipient implements a restart model in an eligible school, it must include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements.
9. The recipient must monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality.
10. The recipient must monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding.

CERTIFICATION REGARDING LOBBYING FOR GRANTS AND COOPERATIVE AGREEMENTS

No federal, appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of a federal agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any federal grant or cooperative agreement. If any funds other than federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member Of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form – LL*Disclosure Form to Report Lobbying*, in accordance with its instructions. The undersigned shall require that the language of this certification be included in the awards documents for all sub awards at all tiers (including sub grants, contracts under grants and cooperative agreements, and subcontracts) and that all sub recipients shall certify and disclose accordingly.

CERTIFICATION REGARDING DEBARMENT, SUSPENSION, INELIGIBILITY, AND VOLUNTARY EXCLUSION – LOWER TIER COVERED TRANSACTIONS

The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participating in this transaction by any Federal department or agency. Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal. **OG-4929**

ASSURANCE WITH P.L. 111-117 OF THE U.S. DEPARTMENT OF EDUCATION OMNIBUS APROPRIATION ACT OF 2010

When issuing statements, press releases, requests for proposals, solicitations, and other documents describing this project, the recipient shall state clearly: 1) the dollar amount of federal funds for the project, 2) the percentage of the total cost of the project that will be financed with federal funds, and 3) the percentage and dollar amount of the total cost of the project that will be financed by nongovernmental sources.

ASSURANCE CONCERNING MATERIALS DEVELOPED WITH FUNDS AWARDED UNDER THIS GRANT

The grantee assures that the following statement will be included on any publication or project materials developed with funds awarded under this program, including reports, films, brochures, and flyers: "These materials were developed under a grant awarded by the Michigan Department of Education."

CERTIFICATION REGARDING NONDISCRIMINATION UNDER FEDERALLY AND STATE ASSISTED PROGRAMS

The applicant hereby agrees that it will comply with all federal and Michigan laws and regulations prohibiting discrimination and, in accordance therewith, no person, on the basis of race, color, religion, national origin or ancestry, age, sex, marital status or handicap, shall be discriminated against, excluded from participation in, denied the benefits of, or otherwise be subjected to discrimination in any program or activity for which it is responsible or for which it receives financial assistance from the U.S. Department of Education or the Michigan Department of Education.

CERTIFICATION REGARDING BOY SCOUTS OF AMERICA EQUAL ACCESS ACT, 20 U.S.C. 7905, 34 CFR PART 108.

A State or sub grantee that is a covered entity as defined in Sec. 108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

PARTICIPATION OF NONPUBLIC SCHOOLS

The applicant assures that private nonprofit schools have been invited to participate in planning and implementing the activities of this application.

ASSURANCE REGARDING ACCESS TO RECORDS AND FINANCIAL STATEMENTS

The applicant hereby assures that it will provide the pass-through entity, i.e., the Michigan Department of Education, and auditors with access to the records and financial statements as necessary for the pass-through entity to comply with Section 400 (d) (4) of the U.S. Department of Education Compliance Supplement for A-133.

ASSURANCE REGARDING COMPLIANCE WITH GRANT PROGRAM REQUIREMENTS

The grantee agrees to comply with all applicable requirements of all State statutes, Federal laws, executive orders, regulations, policies and award conditions governing this program. The grantee understands and agrees that if it materially fails to comply with the terms and conditions of the grant award, the Michigan Department of Education may withhold funds otherwise due to the grantee from this grant program, any other federal grant programs or the State School Aid Act of 1979 as amended, until the grantee comes into compliance or the matter has been adjudicated and the amount disallowed has been recaptured (forfeited). The Department may withhold up to 100% of any payment based on a monitoring finding, audit finding or pending final report.

CERTIFICATION REGARDING TITLE II OF THE AMERICANS WITH DISABILITIES ACT (A.D.A.), P.L. 101-336, STATE AND LOCAL GOVERNMENT SERVICES

The Americans with Disabilities Act (ADA) provides comprehensive civil rights protections for individuals with disabilities. Title II of the ADA covers programs, activities, and services of public entities. Title II requires that, "No qualified individual with a disability shall, by reason of such disability be excluded from participation in or be denied the benefits of the services, programs, or activities of a public entity, or be subjected to discrimination by such entity." In accordance with Title II ADA provisions, the applicant has conducted a review of its employment and program/service delivery processes and has developed solutions to correcting barriers identified in the review.

CERTIFICATION REGARDING TITLE III OF THE AMERICANS WITH DISABILITIES ACT (A.D.A.), P.L. 101-336, PUBLIC ACCOMMODATIONS AND COMMERCIAL FACILITIES

The Americans with Disabilities Act (ADA) provides comprehensive civil rights protections for individuals with disabilities. Title III of the ADA covers public accommodations (private entities that affect commerce, such as museums, libraries, private schools and day care centers) and only addresses existing facilities

and readily achievable barrier removal. In accordance with Title III provisions, the applicant has taken the necessary action to ensure that individuals with a disability are provided full and equal access to the goods, services, facilities, privileges, advantages, or accommodations offered by the applicant. In addition, a Title III entity, upon receiving a grant from the Michigan Department of Education, is required to meet the higher standards (i.e., program accessibility standards) as set forth in Title III of the ADA for the program or service for which they receive a grant.

CERTIFICATION REGARDING GUN-FREE SCHOOLS - Federal Programs (Section 4141, Part A, Title IV, NCLB)

The applicant assures that it has in effect a policy requiring the expulsion from school for a period of not less than one year of any student who is determined to have brought a weapon to school under the jurisdiction of the agency except such policy may allow the chief administering officer of the agency to modify such expulsion requirements for student on a case-by-case basis. (The term "weapon" means a firearm as such term is defined in Section 92` of Title 18, United States Code.)

The district has adopted, or is in the process of adopting, a policy requiring referral to the criminal or juvenile justice system of any student who brings a firearm or weapon to a school served by the agency.

AUDIT REQUIREMENTS

All grant recipients who spend \$500,000 or more in federal funds from one or more sources are required to have an audit performed in compliance with the Single Audit Act (effective July 1, 2003).

Further, the applicant hereby assures that it will direct its auditors to provide the Michigan Department of Education access to their audit work papers upon the request of the Michigan Department of Education.

ASSURANCE AGAINST TRAFFICKING IN PERSONS

The applicant assures that it adopts the requirements in the code of Federal Regulations at 2CFR 175 as a condition for this grant. You as a sub recipient under this award and your employees may not—

- I. Engage in severe forms of trafficking in persons during the period of time that the award is in effect,
- II. Procure a commercial sex act during the period of time that the award is in effect; or
- III. Use forced labor in the performance of the award or sub awards under the award,
- IV. Under this condition, the Federal awarding agency may terminate this grant without penalty for any violation of these prohibitions by the grantee, its employees or its sub recipients.

ASSURANCE REGARDING THE PROHIBITION OF TEXT MESSAGING AND EMAILING WHILE DRIVING DURING OFFICIAL FEDERAL GRANT BUSINESS

The applicant assures that it prohibits text messaging and emailing while driving during official grant business. Federal grant recipients, sub recipients and their grant personnel are prohibited from text messaging while driving a government owned vehicle, or while driving their own privately owned vehicle during official grant business, or from using government supplied electronic equipment to text message or email when driving.

Recipients must comply with these conditions under Executive Order 13513, "Federal Leadership on Reducing Text Messaging While Driving," October 1, 2009.

CERTIFICATION REGARDING UNIVERSAL IDENTIFIER REQUIREMENTS

The applicant or grant recipient certifies it will meet the requirement for supplying a Data Universal Numbering systems (DUNS) number. As a condition of a sub recipient of a federal grant award, you must supply a DUNS number to the MDE. No entity may receive a federal sub award without a DUNS number. The MDE will not make a sub award to an entity unless that entity has provided its DUNS number.

ASSURANCE REGARDING REPORTING SUBAWARD DATA FOR SUBRECIPIENTS

The Federal Funding Accountability and Transparency Act (FFATA) is designed to increase transparency and improve the public's access to Federal government information. To this end, FFATA requires that sub award data be reported for all new Federal grants funded at \$25,000 or more with an award date on or after October 1, 2010.

IN ADDITION:

This project/program will not supplant nor duplicate an existing School Improvement Plan. In the case of priority schools already implementing a state approve reform/redesign plan, the grant will be used to supplement, expand, or otherwise substantially increase the efforts and work of the selected reform model. Grant funds shall not be used for a reform model that has not been approved by the Michigan Department of Education.