

School District of the City of Inkster 82-080

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Inkster, Michigan 48141

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Inkster High School

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School Improvement Grant Narrative

August 16, 2010

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SIG GRANT PREFACE

District / School Overview

In the midst of turmoil and declining enrollment in our state, Inkster Public Schools has been able to defy the odds going against the trend of student loss and has experienced substantial enrollment gains. As a School of Choice district, half of the students currently attending the schools are from out of district. The percentage of in district students, however, is on the rise. New housing units in the community are being filled with families having school aged children. These children are enrolling daily in the district. Inkster Public Schools, unlike many of its' neighboring districts, is looking to expand classroom space as soon as possible.

The **elementary and middle schools have enjoyed academic increases measured on the MEAP test over the past four years.** The elementary school posted some of the greatest gains on the MEAP test Fall 2009 capping gains that have been seen over the past 4 years. The middle school experienced a dip in scores this year but is looking to rebound in Fall 2010.

The **high school has increased its' enrollment** to the point that they are bursting at the seams. Inkster High School's accelerated program "**The Ivy League Academy**" marked their second year of graduating seniors who received both a high school diploma and an Associate's Degree from Wayne County Community College District (WCCCD). Next year, students will not only be attending WCCCD but will also attend the University of Michigan Dearborn.

Extracurricular activities flourish illustrated by a football that has participated in the state championship 3 of the last 4 year. Girls and boys basketball teams have also enjoyed long championship runs. The Fine Arts program has produced a winning choir, stellar marching band, and an outstanding department as a whole.

The Challenge

All of these things have helped to restore hope in the small proud community of Inkster. But, in spite of these points of pride, the **high school has been faced with major challenges.** 1) The current principal who has completed his first year as the building leader is the 4th principal the school has had in as many years. The inconsistency in leadership has blurred the school's vision and made the

school's course sometimes unclear. Even though there have been attempts to develop "teacher leaders", the lack of head leadership has created a teacher leader team that is not as stable or effective in making lasting change and improvement.

2) The school enrollment has taken the number students beyond a comfortable and manageable number. Additional space is needed. The school's turnover of students has also provided a challenge. The school has a large number of students but the cohort is small. With an absence of systems in place to ensure stability and continuity in practices, much of the school's focus has been on non academic issues for many of the students which is not unusual in similar settings. Behavior issues are often born out of students coming from different communities that do not always "get along" with disputes spilling out at school.

3) The district has just adopted a curriculum that is aligned to state standards. Without one, teachers had been left to their own devices in providing instruction for students. Without a solid curriculum, too many staff failed to provide quality instruction needed for students to be successful. Some had student expectations that were well below what was needed to help ensure student success. Many staff member have adopted a "wait and see" attitude and have failed to sense the urgency of the school's academic crisis.

4) Instructional practices have been implemented in the absence of data to help support the practices and use of given academic materials. As a result, the instructional consistency has been nonexistent.

5) Students' ability to participate in activities that broaden their experiences needed to: promote and sustain in-depth learning, extend career horizons, and enhance personal improvements have been inconsistent and without a short and long range plan. Advanced students have had opportunities to expand horizons because of academic prowess. The need to provide these opportunities for ALL students is needed.

6) Even though parent and community involvement has increased, especially in regards to the athletic and performing arts programs, increase in participation regarding student achievement and future goals has not kept adequate pace with the other involvements.

The Need

Although attempts have been made to right the sinking ship, i.e. Turn Around Specialist, Themed School, BLT work , efforts have failed to produce adequate changes at the school. Staff who are not only "highly qualified" but who are more importantly high "quality" must be in place to provide instruction to meet the needs of students. They must have the knowledge of subject matter, skill instruction, and willingness to work and ensure that students are successful.

Many of the strategies at the high school being implemented or that have been tried have merit. What seems to be needed is a "systems change." Practices, procedures, and policies must be established that will stand regardless changes that may arise, including

leadership, students, or staff. These practices and procedures must be grounded in research and upheld by supporting data. They must be communicated continually so all parties are aware of them understanding the purpose and function.

Incoming ninth grade students have experienced transition challenges. The adjustments coming to a school with a large student body is daunting for many of them. The more intimate “house” structure of the middle school is missed. As a result, the high school will establish a Ninth Grade Academy for the 2010-2011 school year. Students will be housed in a separate campus of the high school and will continue the “house” organization.

The Plan

The Inkster Board of Education accepted the recommendation of the superintendent and planning team to implement the SIG Turnaround Model at its June 2010 regular board meeting. The district has move to put things in place to help our students have academic success. The plan continues to be developed. As staff members are rehired and new staff brought on board, modifications to the plan will be made as a result of team input. The hope is to have all staff on-board by the first week in August. This will have all an opportunity to have input into the plan to be submitted August 16th.

Through the School Improvement Grant, the district and high school seeks to enhance and expand the identified programs to help insure the greatest impact possible.

- Set goals to ensure student academic, career, and personal success
- Identify barriers to meeting the goals
- Analyze Data
- Establish procedures/programs/strategies/activities to help meet goals
- Implementation- implement with fidelity
- Evaluation procedures – monitor for fidelity of implementation /check for success/have timely adjustments as needed
- Professional development - embedded
- Information sharing
- Input

The chart below shows crucial components to be included in the overall improvement of the school. The Status Key indicates how the components are proposed to be supported. Items in the chart do not represent all individual activities but include critical overarching strategies.

Component Status Key

<u>Code</u>	<u>Description</u>
1	Newly identified and supported in SIG

2	Newly identified and planned prior to SIG. To be enhanced/expanded through SIG
3	Implemented prior to SIG. Supported through various sources expanded through SIG
4	Planned/implemented prior to SIG. Supported through other sources

The chart below represents key components in the Inkster High Schools' school improvement blueprints. They do not include ALL identified areas.

Inkster High School - Critical School Improvement Components

Identified Need	Strategy/Activity	Status	Comments	Funding Source(s)
Program Evaluation and Monitoring	All components of the program require consistent, ongoing, and effective monitoring. Plans and actions will be determined by evaluation and monitoring outcomes.	2	Funding depends on aspect of evaluation and monitoring	GenFund SIG Title I
High quality staff	Remove 50% of staff. Replace with high quality staff	1 4	Staff laid off. Interviews underway for returning and new staff members.	GenFund SIG-(high quality incentives)
New Governance	Establish "Turnaround Leader"(TL) Restructure school leadership team	1 3	Turnaround leader new position Leadership team (Critical Friends model) being refined to meet goals set in SIG	SIG Title I GenFund
Professional Development	>Brain Based Instruction >"Laser" content training >Leadership (Principal &Teacher Leaders) >Data Analysis >Program Evaluation >Instructional practices >PD 360	2 3	Professional development will be offered for "all staff initiatives", subject/disciplines, small group, and individuals based upon need.	GenFund Title IA Title IA ARRA Title IIA Title IIA ARRA Subject Grants
Aligned Curriculum/ Instructional strategies	>Implement an aligned curriculum including: content benchmarks, assessments, materials, instructional strategies. >Implement strategies that will support the curriculum – regular and supplemental	2 3	The district has adopted a K-12 curriculum that is aligned to state standards. Implementation, program support and materials identification and supplemental support needs must be also identified.	GenFund Title I SIG
Extended	>Before/After School	3	Programs provided currently are	SIG

Learning Times	>Saturday Institutes >Summer enrichment/credit recovery/general support Extended learning times will have tutoring – small group, individualized, etc.		not coordinated. SIG will assist in doing so to help improve efficiency of offerings.	Title IA Title IA ARRA Title IIA Title IIA ARRA
Expanded Student Learning Opportunities	>Internships, field trips, community projects supporting academic/career improvements/choices. >College readiness activities opportunities for all students.	3	Various activities are planned to expand student experiences and learning opportunities. All are based upon identified needs. GEAR UP will be in place w/ WSU	GenFund Title IA SIG
Systems Change	Installation of system and process ensuring that procedures, programs, plans, strategies, and activities go forward without barriers.	1	Identified as need but not implemented before SIG	GenFund SIG
Special Student Support	>Ninth Grade Academy >NEAT Academy (intervention program for students Needing Extra Academic Time) >Ivy League Academy >Fusion (Reading initiative for students 2 or more grade levels below in reading.) >Peer group support/ tutoring/assistance	2	Special support for ALL student learning.	GenFund 31A Title I SIG
Ongoing-timely Student Assessment	Use of multiple assessment instruments will cover student initial placement, skill need identification, student progress, MME Prep, career/college readiness	2	Some currently in place but without coordination, monitoring and evaluation of effectiveness.	GenFund Title I SIG
Parent Involvement	Building level parent facilitator Expanded opportunities for parent involvement Computer training for parents Parent Resource Room In and out of district Parent Involvement Training.	3	Looking to implement more effective program that yields greater parent participation.	Title I GenFund SIG
Technology Based Instruction	1 to 1 computers Computer check out program Compass Learning Carnegie Math	2	Looking to expand program for more wide spread use by students and parents.	Title I SIG

	Smart board Other as identified to meet needs.			
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B. DESCRIPTIVE INFORMATION: An LEA must include the following information in its application for a school improvement Grant. LEA's are encouraged to refer to their Comprehensive Needs Assessment (CNA) and District Improvement Plan (DIP) to complete the following:

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

Getting Started

An effective start with the end in mind will help guarantee success of the Inkster High School ARRA SIG Plan. If we want all stakeholders to be enthusiastic supporters in implementing the plan, communication and continued broad ownership must be present. Encouragement to who that progress is made will require that opportunities for immediate and probable successes are provided arranged. The plan will begin with a program roll out. "Next steps" will immediately follow.

The role out the SIG Grant will take place in (3) phases and conclude no later than September 30, 2010.

Phase 1: This phase consists of full grant disclosure to the staff by the **Governance Leadership Team (GLT)** during the opening days of the 2010-2011 school year (Week of August 30, 2010) The specifics of this phase are identified below:

- A presentation of the grant components will be shared with the staff to establish clear expectations for the 2010-2011 school year and beyond.
- Establish a common data centered vocabulary among all staff that will become the base for the cultivation of the data driven building culture.
- Establishment of a teacher centered committee that will assist in the development of an incentive plan to **reward teachers** who have demonstrated consistent plan implementation with sustained student achievement that is verifiable by data.
- Communication of Short Term Goals as a way to quickly confirm alignment to the SIG Plan and forward progress in the acceleration of student learning.

Phase 2: This phase consist of full grant disclosure to the entire student body by the **(GLT)** of Inkster High School and will be conducted during the month of September 2010. The specifics of this phase are identified below:

- A presentation of the grant components will be shared with the students to establish clear expectations for the 2010-2011 school year and beyond.

	A	The activities will be developed by Resiliency Inc.
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B1. For each Tier 1 and Tier II school that the LEA commits to serve, the LEA must:

Describe the process the LEA has used to analyze the needs of each school and how the intervention was selected for each school.

Analysis of Needs Process

School and District Comprehensive Needs Assessment

The needs were determined by a review of the school and district needs assessment data. These reports were developed by teams comprised of teachers, administrators, support staff, and parents. Staff used reports from the Golden Package (data analysis package) which provided multiple ways to look at the data. Guiding questions were included that help lead staff into in depth questions that helped identify needs and shape plans. The identified needs are reflected in the grant preface.

The School and District Improvement Plans uploaded.

Intervention Selection

The data supports the need for radical changes to take place immediately in order to ensure that student academic progress happens quickly. **The district has opted to implement a comprehensive Brain-Based school reform model.** The elements in the Turnaround Model support the urgent change needed. Elements that are unique that support the needs of Inkster High School students and families include the social/emotional support and need for a radical staff change to help ensure success. Many factors that impact our students' achievement are non-school issues, i.e. needed behavior modification support, emotional support, health issues, issues that accompany poverty status, to name a few. Ensuring that the students have the best instructional staff possible is also a priority that is featured in the Turnaround Model.

Describe how the LEA has the capacity to use school improvement funds to provide adequate resources and related support to each Tier I and Tier II school identified in the LEAs application in order to implement fully and effectively the required activities of the Turnaround Model.

- (i.) Grant the **principal** sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates;

Inkster High School's principal has completed one year of service to the school in this position and will not be replaced.

Coming in as the 3rd principal the school has had in 3 years; he has spent much time building a relationship with staff, students, and parents. He has also worked to assess current student performance, monitor classroom and school practices, and attempted to begin to determine which practices translated into positive academic gains.

As a result of his analysis, **one of the primary goals he has developed is to help the staff members use data to drive school and classroom practices in an effort to make positive changes in the school.**

The **data he wants to focus on in decision making** is: student achievement data, behavior/school climate data, process data- what practices do we have in place, perception data- what do staff, students, and parents think. **He also wants to provide training and opportunities for teachers to become masters of their instructional practices** through outside support, peer support, and self evaluation.

This goal will fill a need that has gone unmet. The components of the SIG project will play a major role in moving the school into a forward progress mode.

To help ensure his effectiveness in guiding the school in the Turnaround Model, **he will continue to be supported by a Wayne RESA appointed principal coach who will work closely with Resiliency Inc. - a company that provides brain-based professional development in implementing approaches that will improve school climate, instruction, and discipline.** The principal will have a leadership team to help guide the SIG initiatives through data analysis, practices, and program support.

The principal and his team will follow the recommended action needed to make immediate and lasting change including but not limited to:

- Identify and focus on a few early wins with big payoffs using early wins to gain momentum.
- Break organization norms or rules to deploy new tactics
- Act quickly in a fast cycle of trying new tactics, measuring results, discarding failed tactics and doing more of what works.

The Principal has identified the following initial Short Term Goals Quick Wins:

- 100% Teacher buy in to PLC Concept evidenced by 50% staff participation by the end of trimester (2)
- 100% Teacher buy in to the mantra "Results Now" as evidenced by a commitment to a compact
- Common assessments developed and utilized for English 11 and Algebra II by end of Trimester 1
- Functioning parent group as evidenced by an elected president, secretary, events planner.
- Communicating to parents on the initiatives identified in the SIG.

- Communication to parents detailing current academic standing
- Each class will have displayed by mid trimester a data set indicating student growth.

Students, teachers, and parents will have an opportunity to provide ideas of additional short and long term “quick” wins. Each win will be celebrated as new goals are addressed. “Breakfast or Lunch with the Principal” will be just one celebration method of celebration.

(ii.) Using locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students,

a. Screen all existing staff and rehire no more than 50 percent

A screening rubric (Appendix A) will be used to determine the predicted success of staff to be rehired. The rubric will address the following areas:

- Student achievement
- Staff attendance
- Staff professional preparation and certifications
- Classroom management
- Teacher status
- Quality Teacher Characteristics (*from Qualities of Effective Teachers. Stronge, Tucker, Hindman (2004)*)
 - Caring
 - Fairness & Respect
 - Teaching Attitude
 - Interactions with students
 - Enthusiasm & Motivation
 - Reflective Practice
- Commitment to ensuring the success of the students and the successful implementation of the Turnaround Model

Returning staff will sign agreements committing to strive to make the program a success.

b. Select new staff

The rubric used to identify new staff focused on the following:

- Past experience and successes
- Professional training
- Successful interview

- Professional and personal references
- Qualities of Effective Teachers characteristics shown in portfolios, references, other documentation

The ongoing competencies to be used that will help assess and guide teacher effectiveness will be based upon the strategies and research from Key “Qualities of Effective Teachers” by James H. Stronge. The level of expertise exhibited and characteristics are described below.

Classification	Description
MASTER:	Exhibits the quality such that others would be able to use the teacher as an expert for how to work with students. The teacher not only has a sense of the quality, but demonstrates and understanding of the essence of the quality.
PROFESSIONAL:	A teacher who exhibits the quality most of the time.
APPRENTICE:	The teacher demonstrates the quality to the degree necessary to make the classroom function. May lack fluidness of use, but the result is still effective.
INEFFECTIVE:	A teacher who would benefit from ore work on the quality in terms of working with a teacher at the professional of master level or taking classes.
NOT OBSERVED:	The observer has not seen evidence, either through demonstration or observation of the quality.

Teacher responsibilities and behaviors or qualities will be designed to assist administrators and coaches identify key components of effectiveness in the classroom. By observing teacher actions supervisors and supporters will be able to assess effectiveness. Positive and negative-or “red flag” behaviors exhibited by teachers help determine their effectiveness in the classroom and the impact they have on student achievement.

Current teacher performance assessments for 2009-2010 showed that 20% of staff ranked as Professional, 48% as Appentice, and 32% as Ineffective based upon the criteria in “Qualities of Effective Teachers.”

Instructional Staff Monitoring Process:

Teacher supervisors and mentor teams will be provided to help support areas in need of improvement. Evaluations of effectiveness will be provided at frequent intervals for instructional and leadership staff. Teachers will receive regular feedback regarding their Effective Teacher Characteristics.

The building will identify specific characteristics to be monitored of ALL staff. Teachers and their supervisors will also identify characteristics and practices to be monitored on an individual basis. Feedback will be provided with teachers. Trends in behaviors targeting the “Schoolwide” identified characteristics and individual characteristics that appear with frequency will be discussed as

aggregate data during department, grade level, and general staff meetings. The findings will be used to make adjustments in instruction, programming, and activities.

Opportunities will be provided to teacher teams to meet to review instructional effectiveness data and to make decision regarding teaching practices based upon the findings. The process will be modified and adjusted during the year to find the most effective way to carry out this process.

As noted in “Qualities of Effective Teachers”, teachers are not effective just because of the presence of positive qualities nor are they totally ineffective because of “red flag” characteristics. The characteristics act as signals to be monitored and assessed in the same way that student learning and characteristics are assessed. Teachers are effective because of how various personal and professional factors combine and are implemented in the classroom.

The Qualities of Effective Teachers (QET) rubric along with the “brain-based” way of closing the achievement gap supported through Resiliency Inc. will be used to identify and evaluate teacher effectiveness. The QET rubric matches the strategies recommended for effective teaching based upon the brain research of Sanchez, Hyerle, Jansen, and Sousa.

Characteristics to be assessed and reviewed regularly to monitor teacher effectiveness and program needs include:

- The teacher as a person
- Classroom management and organization
- Organizing and orienting for instruction
- Implementing instruction
- Monitoring student progress and potential
- Professionalism

Characteristic	<i>Positive Qualities</i>	Red Flags of Ineffective Teaching
<u>Teacher As A Person:</u> How a teacher presents him/herself makes an impressions on students, parents, administrators and colleagues	<ul style="list-style-type: none"> • Assumes ownership for classroom and students’ success • Uses personal experiences as examples in teaching • Understands feelings of students • Communicates clearly • Admits to mistakes and correct them immediately • Thinks about and reflects on practice 	<ul style="list-style-type: none"> • Believes that teaching is just a job • Arrives late to school and class on a regular basis • Has classroom discipline problems • Is not sensitive to a student’s culture or heritage • Expresses bias (positive or negative) with regards to students • Works on paperwork during class rather than

	<ul style="list-style-type: none"> • Displays a sense of humor • Dresses appropriately for the position • Maintains confidential trust and respect • Is structured while flexible and spontaneous is responsive to situations and students' needs • Enjoys teaching and expects students to enjoy learning • Listens attentively to student questions and comments • Responds to students with respect, even in difficult situations • Conducts one on one conversations with students • Treats students equally and fairly • Has positive dialogue and interaction with students outside the classroom • Invests time with single students or small groups of students outside the classroom. • Works actively with students • Speaks in an appropriate tone and volume • Maintains a professional manner at all times. 	<p>working with students</p> <ul style="list-style-type: none"> • Has parents complaining about what is going on in the classroom. • Uses inappropriate language • Demeans or ridicules students • Exhibits defensive behavior for no apparent reason • Is confrontational with students • Lacks conflict resolution skills • Does not accept responsibility for what occurs in the classroom.
<p><u>Classroom Management and Organization:</u> Classrooms reveal signs of its user's style. The teacher's plan for the environment can facilitate or impede learning in the classroom.</p>	<ul style="list-style-type: none"> • Positions of chairs /desks promote interaction • Manages classroom procedures to facilitate smooth transitions, instructional groups. • Manages student behavior through clear expectations and firm and consistent responses to student actions • Covers walls with student work, student made signs, memos, and calendars of student events • Has students welcome visitors and observers and explain activities • Emphasizes students addressing one another in a positive and respectful manner. Encourages interaction and allows low hum of conversations about activities or tasks. • Maximizes the physical aspect of the environment • Manages emergency situations as they occur. • Maintains acceptable personal work space. • Establishes routines for the running of the classroom 	<ul style="list-style-type: none"> • Arrange desks and chairs in rows facing forward (without regrouping) • Displays inconsistencies in enforcing class, school and district rules • Is not prepared with responses to common issues • Uses strictly commercial posters to decorate walls • Lists rules and consequences for negative behaviors (teacher formulated) • Ranks student progress on charts for all to view • Emphasizes facts and correct answers • Assigns one task to be completed by all students • Does not post or is not clear about expectations of students • Does not display school or classroom rules • Allows student disengagement from learning • Is unavailable outside of class for students • Complains inappropriately about all the

	<p>and the handing of routine student needs.</p> <ul style="list-style-type: none"> • Provides positive reinforcement and feedback • Disciplines students with dignity and respect. • Shows evidence of established student routines for responsibilities and student leadership • Exhibits consistency in management style • Posts classroom and school rules • Posts appropriate safety procedures. 	<p>administrative details that must be done before class begins</p> <ul style="list-style-type: none"> • Maintains an unsafe environment or equipment • Students have no specific routines or responsibilities • Keeps a disorderly classroom • Uses many discipline referrals • Makes up rules and consequences or punishments according to mood; unpredictable • Does not start class immediately, takes roll and dallies.
<p><u>Organizing and Orienting for Instruction:</u> Teachers' planning and organizing for instruction provides evidence of effective work that can be seen in the classroom.</p>	<ul style="list-style-type: none"> • Lesson plans are written for every school day • Students know the daily pan because a agenda of objectives and activities is given. • Student assessment and diagnostic data are available. • Assessment data and pretest results are included in the preparation of lesson plans • Student work samples are available and considered when writing lesson plans • Lesson plans are aligned with curriculum • Teacher developed assessments are aligned with curriculum • State learning objectives are incorporated in lesson plans • Lesson plans have clearly stated objectives • Lesson plans include use of available materials • Lesson plans include activities and strategies to engage students of various ability levels • Lesson plans address different learning modalities and styles • Lesson plans include required accommodations for students with special needs • State standards are posted in classroom. • Lesson plans include pacing information 	<ul style="list-style-type: none"> • No (or few) lesson plans are available • Student assessment and diagnostic data are not available • No connection between assessment data and lesson plans is evident • No differentiated instruction is provided • Lesson plans are not aligned with local or district curriculum guides • State learning objectives are not incorporated into lesson plans • Activities that are unrelated to the learning objective are selected. • No plans for or anticipation of potential problems • Lesson plans mainly consist of text or worksheets • Students are not engaged in learning • Lesson plans to no address different learning styles of students • Lesson plans do not reflect accommodations for students with special needs • State standards are not posted in the classroom • Information on pacing is not discernible in lesson plans • Lesson plans are disjointed

	<ul style="list-style-type: none"> • Lesson plans for substitute or an emergency are located in an easily accessible area of the classroom containing all necessary information. 	<ul style="list-style-type: none"> • Lesson plans are short and do not allow for smooth transitions between activities • Emergency lesson plans are not available • Materials for substitutes are not available (attendance rolls, class procedures, lesson plans, fire and tornado drill evacuation routes maps, lock down drill procedures).
<p><u>Implementing Instruction:</u> In classrooms taught by effective teachers, students are achieving instructional goals in a positive classroom environment that is supportive, challenging, and nurturing of those goals.</p>	<ul style="list-style-type: none"> • Uses student questions to guide the lessons • Uses pre-assessments to guide instruction • Develops elements of an effective lesson • Uses established routines to capture more class time • Incorporates higher-order thinking strategies • Uses a variety of activities and strategies to engage students • Monitors student engagement in all activities and strategies • Has high numbers of student actively engaged in the class continuously • Adjusts the delivery and pacing of lesson in response to student cues. • Student centered classroom • Designs and bases assessments on objectives • Assists students in planning for homework assignments. 	<ul style="list-style-type: none"> • Experiences student behavior problems • Has unengaged students • Has poor student performance in class and on assessments • Gives vague instructions for class work, projects, and activities. • Lacks variety in instructional methods used • Has difficulty individualizing instruction • Tell students to “know” the material • Uses poor examples of or improper English • Transitions slowly between activities or lessons.
<p><u>Monitoring student Progress and Potential:</u> Effective teachers have a sense of how each student is doing in the classes that they teach. They use a variety of formal and informal measures to monitor and assess their students’ mastery of a</p>	<ul style="list-style-type: none"> • Enables students to track their own performances • Grades homework • Gives oral and written feedback • Documents student progress and achievement • Makes instructional decisions based on student achievement data analysis • Gives pretests and graphs results. • Considers multiple assessments to determine whether a student has mastered a skills • Keeps a log of parent communication • Uses student intervention plans and maintains records 	<ul style="list-style-type: none"> • Does not monitor student progress or allow for questions • Infrequently analyzes or lacks appropriate data • Infrequently fails to monitor student progress • Does not keep a communication log • Offers little or no variety of assessments • Ignores testing accommodations for special-needs students • Does not document or holds few parent communications • Uses vague technical or inappropriate languages

<p>concept or skill and use that information to plan and implement teachers' instruction.</p>	<p>of the plan's implementation</p> <ul style="list-style-type: none"> • Makes use of a variety of assessments • Uses rubrics for student assignments, products, and projects. • Exercises testing accommodations for special-needs students • Hold teacher-parent-student conferences. • Communicates with informal progress reports • Participates in Individualized Education Program (IEP) meetings for special-needs students. 	<ul style="list-style-type: none"> • Does not participate in IEP meetings for students with special needs.
<p><u>Professionalism:</u> Effective teachers truly make a difference in the classroom and are true masters of teaching. They inspire students to excel.</p>	<ul style="list-style-type: none"> • Practices honest two way communication between teacher and administrators • Communicates with families of students • Maintains accurate records • Reflects on teaching personally with peers, • Attends grade-level meetings; is a team player • Attends and participates in faculty and other school committee meetings • Focuses on students • Performs assigned duties • Implements school and school district goals and policies • Acts globally around the school for the benefit of the whole school • Volunteers to assist others • Seeks community involvement • Seeks leadership roles on school committees and teams • Maintains current teaching certification • Attends professional development opportunities • Works collaboratively with faculty and staff treating colleagues with respect and collegiality. • Submits lesson plans, assessment documents, and reports on time. • Maintains a calendar of report deadlines. 	<ul style="list-style-type: none"> • Gives negative feedback routinely at meetings. • Displays unwillingness to contribute to the mission and vision of the school • Refuses to meet with parents and guardians or colleagues outside of contract hours. • Resents or is threatened by other adults visiting the classroom. • Submits reports late • Does the minimum required to maintain certification. • Write inaccurate or unclear reports • Submits grades late. • Fails to keep updated grades.

	<ul style="list-style-type: none"> • Keeps accurate and complete student records. • Writes constructive, grammatically correct communications. 	
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Professional development will be provided for staff to ensure the best use of instructional, classroom management, brain-based instruction, and other needs identified by staff through person identified needs and needs established through the use of the rubrics. The professional development will be provided through varied venues including but not limited to: outside consultants, instructional team peer presentations, conferences or institutes where appropriate, and courses in conjunction with local colleges or universities.

Core subject specific characteristics will also be monitored. Specific qualities related to ELA, Math, Science and Social Studies that may be used in the identified areas include areas listed below.

<p>English Language Arts</p> <p>To enhance oral language in students the teacher may:</p> <ul style="list-style-type: none"> • Provide instruction in listening • Model good listening behaviors • Give instruction in speaking skills and verbal and nonverbal messages • Provide activities for the preparation, practice and presentation of formal speeches • Offer opportunities to participate in role plays, interviews, and impromptu speeches • Lead discussion groups • Give direction in dialect, pronunciation, and articulations • Use vocal elements in oral presentation: pitch, volume, rate, quality <p>The teacher uses strategies in reading instruction including:</p> <ul style="list-style-type: none"> • Thinking Maps • Read-alouds • Independent reading • Classroom libraries • Library visits to promote use of reading • Debriefing • World wall • Think –pair-share • Literature circles <p>Writing Instruction may include this activities:</p>

- Thinking Maps
- Journals
- In class writing and publishing
- Peer reviews and constructive criticism
- Use of technology to facilitate writing process
- Writing in different forms
- Grammar instruction
- Outlining and note-taking.
- Student Collaboration

Mathematics

To enhance teaching the instructor may use a variety of tools and manipulatives i.e.:

Various papers –grid, notebook, dots, etc

- Calculators – 4 function, scientific, graphing
- Measurement tools, angle rulers, balance, compass, etc
- Mathematical software programs
- Commercial manipulatives
- Common materials
- Chalk board/whiteboards
- Overhead calculator

Effective approaches may include

- Application problems using real life data
- 3-D constructions
- Reading and Writing word problems
- Using visuals in problems
- Mental math
- Estimation
- Discussing mathematical concepts
- Talking through how to do the problems with students
- Venn Diagrams
- Thinking Maps
- Student Collaboration

Social Studies / History

Teachers will use pre-teaching strategies that include:

- K-W-L
- Learning Logs
- Timelines
- Thinking Maps

Classroom practices may include

- Simulations
- Debates
- Independent research projects
- Internet and technology based activities
- Career events
- Technology

Assessment strategies may include:

- Cloze reading activities
- Multimedia presentations
- Reaction papers
- Historical interpretations
- Rubrics
- Teacher made tests
- Thinking Maps

Science

Science classrooms have safety as a focus along with instruction. Items displayed may include:

- Posted safety rules
- Available protective materials (aprons, glasses, etc)
- Fire extinguishers or fire blankets
- Classroom shut-off valves
- Chemicals are stored with MSDS
- Marked disposal bin for broken glass

A variety of teaching techniques are used including:

- Cooperative learning groups
- Computer simulations
- Laboratory investigations and experiments

- Lab write-ups
- Hands-on activities
- Demonstrations
- Reading scientific articles and journals
- Collaborative student groups
- Thinking Maps

Building Leadership Training/ Evaluation Process

“Brain-Based” Leadership training. Horacio Sanchez (REP) provides our district-wide leadership team training that builds the foundation of effective school management and guidance by equipping them with brain research based tools needed to govern their schools. Some of the tools being acquired include effective methods of implementing change, supervising and evaluating staff, and identifying a school focus—the brain friendly way. As a result of the training, the team continues to see new successes in their schools and they look forward to attaining even more of these leadership strategies!

Building leadership evaluation is tied to brain based principles of leadership, NCA and MDE leadership standards, and student achievement. Self evaluations and evaluations by the appropriate supervisor are held yearly.

- (iii.) **Implement such strategies as financial incentives, increased opportunities for promotion and career growth and more flexible work conditions** that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of students in the turnaround school;

Staff members will receive financial incentives as students meet established performance benchmarks. Instructional and support staff will work as a building team to move the school’s academic progress. As a result, all will be eligible to receive financial incentives for improvement realized.

In year one, the determining factor for staff receiving the monetary bonus will be based upon the school making gains needed to be successful in making AYP at least through Safe Harbor. The staff will work toward developing a plan to reward outstanding **individual** achievement of staff contributing to the improvement of students’ academic performance. The first year will be used to collaboratively develop the method of evaluation for the individual awards and the award amount for the next two years. The budget will be built on the stipend award amount if the building exceeds the Michigan Target

amounts for AYP. The district will work closely with the Inkster Federation of Teacher bargaining unit to develop additional details regarding remuneration for academic successes for year two and three of the grant period.

Benchmark	Stipend Amount
AYP – Yes (Safe Harbor)	\$1000/instructional staff \$ 500/support staff
AYP – Yes (Michigan Target)	\$2000/instructional staff \$ 1000/support staff
AYP – Yes (15% or more above Michigan Target)	\$2500/instructional staff \$1250/support staff

Incentives are currently planned to be offered to the building staff total school team. A whole school effort is required to ensure that maximized student improvement takes place. Incentives will be offered for improvement sustainability over three years. A committee of staff members will develop a plan that will provide suggestions for incentives for individual teacher/support staff showing evidence of extra success impacting positive student achievement based upon achievement data.

The district is working with the IFT to develop appropriate promotion and career growth opportunities and flexible work conditions. Stakeholder input is being sought to help develop ideas for needs that would provide the promotion and career growth opportunities. For the first year, the financial incentive and opportunities to participate in leadership positions in committee and work groups will comprise the incentive program.

- (iv.) Provide staff **ongoing, high-quality job-embedded professional development that is aligned with the school’s comprehensive instructional program and designed with school staff to ensure that they are quipped to facilitate effective teaching and learning** and have the capacity to successfully implement school reform strategies,

Inkster Public Schools is implementing **brain-based professional development** which include training in brain based instruction, classroom management, and governance strategies. The research of Jansen, Sousa, Hyerle, and Sanchez shows that school success is predicated on the proper use and implementation of strategies that support the way the brain processes information, causes us to react in situations, and improve in all areas. Ensuring that staff members receive appropriate, sufficient, and relevant support is paramount in laying the foundation for and building upon strategies that

lead to student academic success. The high school staff will receive on-going high quality, job-embedded professional development designed to ensure that staff receive training and professional instructional support needed to be successful. Training will also be implemented that addresses core content area strategies and assessment strategies. The staff will also have ongoing training in program evaluation techniques. Professional development for the first year will be set based upon needs identified in the school and district’s School Improvement Plans. The PD plan for year two and three will be developed by staff aligning to school improvement identified needs and immediate modifications identified during year one.

Professional development activities will be evaluated following each activity or series checking for effectiveness in meeting the goals of the activity, assessed or potential for impacting student achievement, classroom instruction/management, and impact on parent/student roles. Adjustments and modifications will be made as needed. Using GPS systems as an example, the monitoring will help determine the need for immediate modifications before too much time has passed.

Additional professional development activities will be added if the need is identified. Professional development activities that do not prove to be making an impacted will be modified or eliminated.

Focus area	Professional Development Support Personnel/Activity Description	Goal/Strategies	Monitoring
Brain-based Instruction/School Climate/ Behavior-Discipline/	<ul style="list-style-type: none"> • Resiliency Inc. Resiliency Inc will help evaluate and monitor program for effectiveness in helping student meet state standards. • Thinking Maps 	<ul style="list-style-type: none"> • To provide overarching training designed to provide brain research theory and practical application in all aspects of instruction, evaluation, planning, and leadership. Staff will develop ability to assess programs, materials, instructional strategies, etc. for their probability in ensuring student success based upon alignment with the way the brain operates. • As brain-based practices 	<ul style="list-style-type: none"> • Debriefing, discussion, and implementation planning held after training sessions. Ongoing monitoring and discussion during staff and department meetings. Discussion will include evaluation of interventions employed as a result of PD activities implemented, successes and challenges, next steps. • Goals identified will be

		<p>becomes systemic, procedures and student achievement will become on-going. The vehicle will be present that moves achievement forward regardless of specific personalities, materials, etc.</p>	<p>posed and a visual benchmark check of activity success will be posted in school and shared in newsletters.</p> <ul style="list-style-type: none"> • Student work will be discussed and evaluated based upon brain-based benchmarks. • The use of Thinking Maps will be monitored as a brain based teaching tool, leadership tool, and tool to use in staff training, planning, and reporting. • Parents will also be trained in the use of brain-based communication strategies and Thinking Maps.
<p>Data Analysis for Classroom/School Decision Making</p>	<ul style="list-style-type: none"> • Ewing Associates) / GJV Associates) Using data to drive classroom instruction and to make instructional and school effectiveness decisions • Monthly consultant support • Weekly building teams • Monthly Intensive Saturday sessions 	<ul style="list-style-type: none"> • A primary district goal is to ensure that staff is trained in the way to use student academic, perception, and process data to drive what goes on in the classroom, professionally with staff, building policy and practices. As staff process data and review in conjunction with best “brain based” practices, instruction should become better and student learning should increase. • Students, staff and parents will all become owners of 	<ul style="list-style-type: none"> • Debriefing, discussion, and implementation planning held after training sessions. Ongoing monitoring and discussion during staff and department meetings. Discussion will include evaluation of interventions implemented, successes and challenges, next steps. • Data will be displayed for viewing. Aggregate and disaggregated data will be

		student academic data. They will all be a part of the analysis and goals set for individual and school improvement.	posted (where appropriate for the information) to keep students, staff and parents aware of progress.
Differentiated Instruction	<ul style="list-style-type: none"> • Central Michigan University • Wayne RESA • Thinking Maps 	<ul style="list-style-type: none"> • To provide strategies for teachers to use that incorporate differentiated instruction techniques. Students enter with a wide variety of proficiency levels. It is important for teachers to be able to plan lessons and instruction that will meet the specific needs of the students from all demographics in all content areas. This training will help teachers take materials and lessons and adapt them to meet the student needs. 	<ul style="list-style-type: none"> • Department monitoring and debriefing sessions will allow staff to discuss strategy, share successes and challenges. Students will have an opportunity to “weigh in” on strategies that work well for them. Improvement in student work and assessments will help determine success of the strategy. • Staff will make recommendations for PD modifications based upon teacher practice impact and student achievement. • Use of Thinking Maps as a major differentiated instruction tool will be monitored by teacher evaluation teams.
Rigor, Relevance, Relationships	<ul style="list-style-type: none"> • Central Michigan University • Wayne RESA • Thinking Maps • Resiliency Inc. • Willard Daggett • PD 360 	<ul style="list-style-type: none"> • Teachers will receive training on relationship building with students, parents, and staff. (Resiliency Inc) Research shows that when relationships are strong and 	<ul style="list-style-type: none"> • Building, department, grade level, and individual review and monitoring and debriefing sessions will allow staff to discuss strategy, share successes

		<p>relevance of instruction can be shown, students are more prepared to attack rigorous content. (Daggett)</p> <ul style="list-style-type: none"> • The school has identified a need to ensure rigor in the instruction and lessons provided for the students to ensure that higher order thinking skills are enhanced. Training will be provided to help teachers identify rigor 	<p>and challenges. Student input and perception data will be critical in the analysis of program effectiveness. Improvement in student work and assessments will help determine success of the strategy.</p> <ul style="list-style-type: none"> • Thinking Maps will be used to assess relevance and relationships. They are a primary tool that allows differentiated instruction in attaining rigor in all content areas. • PD 360 includes a component that allows for staff to individual debrief on professional development content learned.
<p>Content area specific (as needed)</p>	<ul style="list-style-type: none"> • PD 360 – online/on-demand professional development • Compass Learning • Wayne RESA • Thinking Maps • Carnegie Math • KC4 – Curriculum support 	<ul style="list-style-type: none"> • To provide support for specific content areas and programs for individual teacher needs and department needs. Training will be aligned to identified content expectations, rigor, and brain-based instruction characteristics. 	<ul style="list-style-type: none"> • Department debriefing and collaboration time to discuss techniques, needs, successes, and challenges. • Use of strategies monitored by supervisors and monitors. • Strategies shared among teams and staff and analyzed for use and effectiveness. • PD 360 includes a component that allows

			for staff to individual debrief on professional development content learned.
Reading – 9 th Grade	<ul style="list-style-type: none"> • Fusion (success in reading project) 	<ul style="list-style-type: none"> • To provide training in reading strategies designed to assist middle/high school struggling readers. 	<ul style="list-style-type: none"> • Monitoring student classroom work and assessments for progress in reading.
Leadership Training	<ul style="list-style-type: none"> • Resiliency Inc. • Michigan Principal’s Fellowship • Wayne RESA 	<ul style="list-style-type: none"> • To develop teacher leaders • To increase principal leadership skills • To develop brain-based leadership skills 	<ul style="list-style-type: none"> • Monitor leadership effectiveness using leadership rubric. • Monitor effectiveness through school climate assessment. • Monitor student academic achievement. • Assess parent perception and satisfaction of leadership. • Principal mentor
Effective Teacher Strategies	Wayne RESA Resiliency INC Eastern Mich. U. PD 360	<ul style="list-style-type: none"> • Training sessions /classes will be held highlighting “effective teacher” characteristics. Sessions will be presented via: • Small group as need dictate, classes, individual sessions are also possible. PD 360-online. • Some sessions will be total staff as needed. 	<ul style="list-style-type: none"> • Debriefing, discussion, and implementation planning held after training sessions. Ongoing monitoring and discussion during staff and department meetings. Discussion will include evaluation of interventions employed as a result of PD activities implemented, successes and challenges, next steps. • Goals identified will be posed and a visual

			benchmark check of activity success will be posted in school and shared in newsletters. <ul style="list-style-type: none"> • Student work will be discussed and evaluated based upon brain-based benchmarks.
OTHER	Other areas as identified in the future will be put in place.		

(v.) Adopt a **new governance structure, which may include, but is not limited to requiring the school to report to a new turnaround office in the LEA, hire a “turnaround leader” who reports directly to the Superintendent or Chief Academic Officer**, or enter into a multi-year contract with the LEA to obtain added flexibility in exchange for greater accountability;

The district will establish a **Governing Leadership Team (GLT)** for the high school where the principal serves as the leader. Broadening the governing team at the building is designed to: 1) expand the division of labor in leading the building initiatives; 2) increase the ability to include all staff in collaborative activities regarding data analysis, parent involvement, classroom instruction, curriculum, etc.; 3) increase the building level decision making process; 4) include student input and involvement helping them take additional ownership for their own learning; and 5) provide a more solid leadership foundation for the building. With the increased and broadened base of the governing body, contributions to the leading of the school, implementation of programs, and involvement of students, staff, and parents should be enriched. The outcome should yield greater success in the schools ability to attain and maintain academic success.

The GLT will be comprised of building administrators, teacher leaders, student leaders, and parent representatives. The GLT will meet weekly to plan, analyze, review and oversee the implementation of school programs and activities. **Teacher leaders** will serve as peer coaches, data analysis experts, and school improvement leaders. They will help oversee subcommittee progress and program progress monitoring. GLT leaders will work with teams of teachers to help assist with classroom practices and will help monitor student achievement in the classes assigned to them. GLT will serve as leaders guiding staff collaboration on student work, classroom practices, and student outcomes. They will serve as the PLC leaders of SIG and SIP initiatives. The GLT will be additional “point persons” for the students and the parents. They will help direct parents and students to needed services. They will also help make “education” more accessible.

Student leaders will provide ideas and feedback on goals and activities. Their input will help ensure that the programs that are designed to “help” them will have a greater chance to be successful. **Parent leaders** will help determine needs for parents and families and help find out preferred ways to meet the needs. They will develop a communication outreach system designed to increase parental participation and involvements. Student and parent participation will help ensure that activities are not “done unto them” but are planned with and by them.

The principal, as the Governing Leadership Team leader, will host a “PLC Café.” Bi-weekly session will be held where staff members review educational literature that discusses best practices for improving instructional delivery highlighted in the SIG program. The intended outcome is for those teachers identified as being ineffective and or apprentice to get additional support and information needed to move them into the “professional” category. Teachers who have acquired “professional category status” will look to move to become “master teachers.”

The first books for review will be *Qualities of Effective Teachers* by James H. Stronge (ASCD 2002) and *The Brain-Based Approach to Closing the Achievement Gap* by Horacio (Sanchez Xlibris 2008) Additional literature will be selected by the school team based upon need. Teams will apply principles, strategies, and activities featured in the resources in their daily instructional and support roles.

A **Turnaround Leader** (TL) will be identified who will report to the Chief Academic Officer. The Turnaround Leader will provide support to the GLT. The TL will play an integral role in data review and analysis to ensure that SIG strategies are successful in impacting student achievement and school climate as described in the Comprehensive Needs Assessment and School Improvement Plan. The TL will meet with the building principal as often as needed but not less than once per week to review program progress. The TL will meet with the CAO and/or superintendent weekly to ensure that no district level barriers are in place that might prevent progress.

The Turnaround Leader will help guide the GLT through the process of carrying out **action research**. Taking the baseline data, implemented strategies (student and adult), and monitored findings, the team will work to analyze and draw conclusions specific to this organization and applicable to others. The action research process, in which participants examine their own educational practices systematically and carefully, uses the techniques of research. This will help guide Inkster High School’s future practices for the duration of the project and beyond. The Action Research to be conducted is based upon the principles that:

- Teachers and principals work best on problems they have identified for themselves

- Teachers and principals become more effective when encouraged to examine and assess their own work and then consider ways of working differently
- Teachers and principals help each other by working collaboratively
- Working with colleagues helps teachers and principals in their professional development

Although there are many types of research that may be undertaken, action research specifically refers to a disciplined inquiry done by a teacher with the intent that the research will inform and change his or her practices in the future. This research is carried out within the context of the teacher's environment—that is, with the students and at the school in which the teacher works—on questions that deal with educational matters at hand. (Watts, 1985, p. 118)

The Turnaround Leader will maintain and collect a variety of empirical data records chronicling the successes, challenges, and general progress of the program. The TL will help ensure that all aspects of the program are coordinated and positioned in the best place for successful implementation.

(vi.) Use **data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next** as well as aligned with State academic standards;

MME Data was analyzed to provide an overview of ACT, Work Keys, and High School MEAP results. Successline provides an in depth examination of test results, aggregate and disaggregated information, sub group performance, and trends. Questions posed helped guide discussions about program and curriculum alignment, possible contributing factors for challenges or successes, and guidance for steps leading to academic success.

Achievement Picture: The spring 2010 MME data showed a modest 5% increase in student reading performance, a 7% decline in writing performance, a 2% decline in Math performance, a 2% decline in Science, and 1% decline in Social Studies proficiency. The major problem comes when we see that the dismal performance of the students falls more than 45% points below state average in most content areas. Only Social Studies weighed in at 50% proficient.

Closer Look: Reading longitudinal data shows a relatively flat line in reading performance at proficient levels ranging from 23%-27% during the last 3 years. There was a noticeable shift of students from the 4 proficiency level moving from 39% not proficient in 2009 to 28% not proficient in 2010. Reading support is needed to improve performance. Programs that provide group and individual support is required.

Writing longitudinal data shows a decline in performance at proficient levels ranging from 23% in 08, 14% in 09 and 7% in 2010. The important role that writing plays in the instruction and learning process (90 90 90 Report) shows that writing must be integrated into every content area. Special writing support is needed to improve performance. Programs that provide group and individual support is required. An ELA support person with expertise in writing is needed and has not

been a part of the high school supplemental support program in the past. **Mathematics** longitudinal data shows a decline in an already poor showing over the last 3 years. Performance levels dropped from 13% in 2008 to 9% in 2009 bottoming out at 7% in 2010. Math coaches are recommended. Additional training in Carnegie Math is planned. Additional individual support to teachers, students, and staff is planned. The use of added manipulatives will be provided. Research indicates that manipulatives help students conceptualize and visualize math concepts and help improve student achievement. **Science** data shows a relatively flat line ranging from 17 – 12% falling well below state average. Again, added support is needed in science. Use of manipulatives, virtual experiments/dissections, and other innovative strategies are under review to help enhance the science program and instruction to meet the academic science needs of the students. **Social Studies** is the only one to break 50% proficiency. There was a decrease in the percentage of students scoring in the not proficient category (9%). Strategies and professional development that have been implemented in Social Studies will be continued. Writing initiatives should help students in social studies also.

MME Information and Successline Golden Package data analysis is located in the Appendix section.

To meet the needs of ensuring that an aligned instructional program is provided, Inkster Public Schools has implemented a new K-12 curriculum **Kent County Collaborative Core Curriculum (KC4)** which is directly aligned with the Michigan standards. Grade Level Content Expectations (GLCE) and High School Content Expectations (HSCE) are identified in each curriculum benchmark. The scope and sequence chart illustrates the vertical alignment. The curriculum which is supported on line through Curriculum Crafter allows users to view threads that run through the curriculum cross core content areas as well as across grade levels.

Priority expectations are identified and supported in the curriculum with teaching strategies, differentiated instruction recommendations, suggested materials, and assessments. Inkster Public Schools has also implemented the use of CLASS A assessments which are also directly aligned to the grade level content expectations.

A key component of the Inkster High School Improvement Grant program is implementing an academic program that provides necessary rigor, opportunities for varied or differentiated instructional practices for students, and instructional materials, resources and other support for teachers.

Additional data used in planning:

School Data	
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Intervention Selected	Turn Around
Number of hours in the school year	1098.5 hours
Student Data	
Dropout rate / Graduation rate	16.91% / 64.39%
Student attendance rate	
Number and percentage of students completing advance coursework for each category <ul style="list-style-type: none"> • Advanced placement • International baccalaureate • Early college/ college credit • Dual enrollment 	0% 0% 13% 15%
Student Connection/School Climate	
Number of disciplinary incidents	1504
Number of students involved in disciplinary incidents	521
Number or truant students	224
Teacher Data	
Distribution of teacher performance level LEA teacher evaluation	Professional 20% Apprentice 48% Ineffective 32%
Teacher Attendance Rate	82%

- (vii.) Promote the **continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students; Establish schedules and implement strategies that provide increased learning time (as defined in this notice);**

A primary focus of the planned program is the continuous **use of student data to make decisions regarding classroom instruction, materials used and strategies to be implemented**. Teachers will have planned time to review assessments used in their content areas. Some assessments will be common to all areas while other assessments will be course specific. Through training sessions, teachers will learn what assessments are best to yield information for classroom instructional planning. They will learn how to review assessment data and plan instruction in accordance with findings. Time will be

provided for planning, collaboration, and monitoring of assessments used in the school and individual classrooms. Teachers will use student assessment data to determine if activities have been or appear to have the potential for being effective. An increase in data points are planned for use. In addition to the MME, the building and district will use multiple assessment techniques to monitor student achievement.

It is critical for staff to learn HOW to systemically use assessment data: how to read data, knowing what the data means, how to use assessments effectively, which assessments will yield the information required, how to plan using findings, and how to keep programs fresh and effective through what is learned from the assessments. Staff will learn how to determine what differentiated instructional strategies and materials are needed based upon the information provided in the data. The professional development from Ewing and Associates and GJV will help equip teachers with the skills needed to make this happen.

It is then important for students and parents to understand the process and implement findings for personal use.

It will be vital for students to monitor their progress as measured by specific assessments. They will chart their progress and have an opportunity to provide input into strategies they feel are and will work to help them maintain success in meeting academic goals. Formative assessments will be used by teachers in conjunction with students to help ensure that the most appropriate plan of instruction to ensure individual student success is made. Parents will also be apprised of student success using the varied assessment instruments. Their input will be requested as appropriate.

Current Program Recommendations: Through a review of current assessment findings, the School Improvement Team determined that additional strategies were needed. Compass Learning – a computer based program that covers core content areas and gives students an opportunity to have ongoing individual support- was recommended. More in depth use of Thinking Maps – a brain based strategy that helps students organize and process information based upon brain research for best practices is recommended and is being implemented.

Current assessment instruments include:

Assessment	Purpose
MME	Yearly monitoring of building level academic success. Provides look at 11 th graders and provides overview of building success.
Kaplan	Provides an ACT prep course that is given to 11 th grade students in the first trimester. Assessment that is included provides benchmark preview of students' ability to perform on ACT portion of the test. Data used to drive areas in need of review in classroom instruction and possible "test taking" needs of students

Explore/Plan	ACT prep exam used with 9 th and 10 th grade students providing a preview of ACT performance. Data used to plan instruction—test taking strategies and classroom instruction.
Carnegie Math	Assessments included in the Carnegie Math program provide evaluation of student success in attaining skills included in the program. Skills are assessed after units of study and can be used for acceleration or remediation of instruction for individual students.
Text End of Level	Assessments included in the textbook provide end of level evaluation of students' attainment of skills covered in the content area included in the text.
Teacher-made tests	Teachers give tests that assess skills taught. Tests, quizzes, etc will be given at frequent intervals to get an immediate look at students' understanding and attainment of skills.
Projects	Projects are used to assess students' understanding of concepts and principles from taught lessons.
Thinking Maps	Thinking Maps provide an instant assessment for teachers and students. The maps give a "classroom walk about" look to determine if students understand the concepts taught and are able to show it on a map.

Assessment of findings after review of the varied assessment data used will help teachers determine the appropriate strategies needed for immediate and future changes in, types of instruction to be implemented, best support and supplemental activities needed, instruction timeline modifications needed, and materials needed for lessons.

Planned Assessments

A **district-wide assessment program** is being developed that will coordinate all assessments and assessment types used. One addition to the assessment program comes through CLASS A. CLASS A is a program supported by the local RESA that gives schools an opportunity to create exams and tests that support the content expectations. It also provides a tool through which data can be analyzed.

Tests will be developed and identified to be used in the following:

- Initial placement tests
- Program placement
- Course entrance / exit exams
- Skill evaluation
- Formative

- Summative assessments
- ACT/Work Keys/MME Prep.

Programs will be implemented that promote the use of student data. Compass Learning – computer based program will be used as a supplemental learning program for tutoring, credit recovery, and skill reinforcement. A key component of Compass Learning is the assessment unit that is embedded in the program. Students will be assessed after a series of lessons and will be able to move forward as proficiency is established.

Planned assessment instruments include:

Assessment Instrument	Function / Use
CLASS A (local assessments)	Tests developed to assess high school content expectations. Developed tests have the ability to mirror MME format. Tests may be used with any desired regularity. Test analysis is available that will yield individual reports, class groupings, skill need groupings, etc. Will be a valuable tool for the assessment of the effectiveness of classroom instruction.
Interest/career inventory	Instrument used to help identify interests that will help determine academic training needed.
Compass Learning	Content area assessments provide immediate feedback for student and teachers. Assessment given at the completion of each skill lesson. Students do not move on to higher skill levels until the mastery of the current skill level. Computer based and can be accessed from home 24 hours 7 days a week.
Other	Other instruments identified in the future may be implemented.

Additional methods of assessing student understanding will be used i.e. portfolios, projects, etc. but all skills will also be assessed using examinations patterned after state tests.

MAKING IT WORK...TEACHER TIME

Time will be provided for teachers to collaborate as they review assessment results, discuss professional development successes, analyze material and program effectiveness in increasing student achievement. Teacher members of the GLT will have scheduled common planning times. Building substitutes will be present to provide meeting time for content area teachers as requested. Time will be used to evaluate professional development activities testing for effectiveness in helping instructional practices and student output. One planning day a week will be devoted to SIG initiative oversight and needs. Staff meetings are held 2 times a month. One meeting will be devoted to planning, student work review, department goal work, and other areas identified in the SIG programs. The second meeting may be used as needed for the work needed.

Teachers will review current interventions for students and use this and other planning time to assess if there is a need for modifications in the interventions implemented. Staff will review achievement data, student participation, and satisfaction in the interventions. Recommendations for adjustments will come from teachers as they analyze the data.

“Lunch with the Principal” held monthly will give teacher teams an opportunity to directly communicate and report out to the administration. Teachers will have extensive opportunities to communicate with each other via e-mail. Building “chat rooms” will be established to provide a vehicle to communicate about student and staff needs, challenges, and successes. Staff will be encouraged but not required to have weekly lunch times when the conversation will focus on classroom practices and student achievement.

Teachers will work to analyze student assessment data, professional development effectiveness data, student and parent perception data as they evaluate the progress made in class and school wide.

The staff will be encouraged to develop additional ways to collaborate that will enable them to team up and work together.

(viii.) **Establish schedules and implement strategies that provide increased learning time** (as defined in this notice): and

The district views added learning time opportunities to be critical in ensuring student success. Until that time, added learning time will come in the following ways:

Added Learning Time	Purpose	Potential Increased Learning Time
Before School	Individualized/small group support Tutoring for students needing additional support in core subject support Advanced support for students who have begun to move ahead. Peer tutoring/support Study teams	1 hour / day 4 days/week 28 weeks Up to 112 hours additional learning time
After School	Individualized/small group support Tutoring for students needing additional support	2-3 hours/day 3-4 days / week

	<p>in core subject areas Advanced support for students who have begun to move ahead. Peer tutoring/support Study teams</p>	<p>28 weeks Up to 336 hours additional learning time</p>
Weekend	<p>Saturday Academy- small/large group support-academic core areas, social emotional support activities. Academic supported field trips Enrichment activities Career exploration activities</p>	<p>3-5 hours/day 10 days Up to 55 hours additional learning time</p>
Summer	<p>Summer academies/institutes Core subject area support Social / Emotional support Family support activities Summer credit recovery opportunities Internships Career exploration activities Other as needed</p>	<p>3-5 hour days 4-5 days/week 4-6 weeks Up to 150 hours learning time</p>
24/7 Time Via Technology (Web base Learning)	<p>Compass Learning (supplemental program)– students may logon the Compass Learning website allows students to work on content area subjects 24 hours a day. Program is being put in place to ensure that all students have access to the use of a computer at all times.</p>	<p>Unlimited</p>

The district will work with the teachers’ bargaining unit to add instructional minutes to the school day and possible additional days of instruction. Ways to accomplish this include flexible teacher schedules that allow late and early start teacher times and extended year teaching times. A committee of teachers, parents, students, and administrators will review possibilities to make these changes for future instruction schedules.

- (ix.) Provide appropriate **social-emotional and community-oriented services and supports** for students.

Surrounded by Support

Many nonschool factors hinder students' academic success. Because of the community partners that have joined with the Inkster Public Schools to provide service for students, the building will implement “Surrounded by Support” --a modified “wrap-around” model to provide service to students and their families. The community groups who are our partners have the capacity to help solve these problems some of the problems. We have partnered with health clinics, social service agencies, , higher education institutions, businesses, and others. These organizations share a commitment to ensuring that all children are surrounded by support.

This special issue brings together researchers, historians, educators, and service providers to describe the need for, and effective development of, school-community partnerships. Having a community partner responsible for all the nonacademic services; well-developed partnerships wrap services around the school, so teachers are free to teach and students are ready to learn.

Staff will receive inservice on the social-emotional and community oriented support service for the students and their families. Counselors will take a lead role in ensuring that the services are made available to students and families in need.

Social-Emotional

Resiliency Inc. provides a **revolutionary paradigm** that trains individuals on how to successfully educate and treat the most difficult to serve **children** and their **families**. Their model not only provides clear explanations as to why low academic performance, destructive behaviors, and habitual negative patterns occur; but also, **clear** and **specific answers** as to what can be done about these problems.

RARA – Rebuilding and Reshaping Attitudes provides individual and small group student/parent interventions to address emotional an social issues that impede student academic success. Sessions for students and parents are held before school, during, and after school. RARA refers families to other agencies that provide needed support identified during personal sessions.

Surround By Support Partners:

Partner	Service Provided
Inkster Christians In Action	Tutoring, field trips, mentoring Family support – food, clothing, transportation Spiritual guidance
Starfish Family Services	Starfish Family Services (SFS) is a private, nonprofit human service agency, serving children, youth, adults and families from throughout Southeastern Michigan. The organization was created by the 1998 merger of two long-established human service agencies – Youth Living Centers and Northwestern

	Community Services. Starfish Family Services, "continuum of care" is a source for education and training, counseling and treatment, respite and support, inspiration and opportunity for children, parents and other community members
Inkster Ministerial Alliance	Family Support- contacts, school involvement, tutoring Anger Management Mentoring Spiritual guidance
Inkster Human Development Center	Tutoring, field trips Family support – housing, food, medical contacts Grant writing Anger Management Parenting Classes
City of Inkster	City service- facility use, parks, promotion activities
Wayne County Health Department	Teen health center (High school site)
Institutions of Higher Learning <ul style="list-style-type: none"> • Wayne County Community College District • University of Michigan Dearborn • Eastern Michigan University 	Students dually enrolled in school Students dually enrolled Staff receive training in varied areas Masters Degree and Education Specialist Certificate program. 2 nd cohort began Spring/Summer 2010
Parents As Partners	Parent resource room onsite housing materials, computer station, links to family supporters and other partner groups. Parent meetings – topics include SIP, SIG, parent involvement, recommendations, parent planning, communication Meeting with instructional staff –partnering for effective schools Community contacts – needs ways to support School Parent Organization Inservices/ Training for parents <ul style="list-style-type: none"> • Parenting Skills • How to support your child academically • Personal improvement

	<ul style="list-style-type: none"> • Other as identified by parents
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(x.) The LEA will also develop and increase teacher and school leader effectiveness.

Professional development/ leadership training

Agency providing training	Goal	Method
<ul style="list-style-type: none"> • Resiliency Inc. • Michigan Principal’s Fellowship • Wayne RESA • Michigan Association of Secondary School Principals (MASSP) 	<ul style="list-style-type: none"> • To develop teacher leaders • To increase principal leadership skills • To develop brain-based leadership skills • Develop leadership skills based upon best practices 	<ul style="list-style-type: none"> • Monitor leadership effectiveness using leadership rubric. • Monitor effectiveness through school climate assessment. • Monitor student academic achievement. • Assess parent perception and satisfaction of leadership. • Principal mentor • Attend MASSP trainings • Education leadership literature.

(xi.) A rigorous, transparent, an equitable evaluation for teachers and principals that—

(xii.) Take into account data on student growth as defined in this notice as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates;

The district is developing a revised evaluation instrument for teachers in conjunction with the teachers’ bargaining unit. A Memorandum of Agreement has been signed with the commitment of having the evaluation complete by January 2011. The evaluation process will have student achievement as a major component of the assessing of teacher effectiveness and success. Administrators were given a pilot evaluation during the 2009-2010 school year that reflects the requirement to tie student achievement to the evaluation. Their evaluation continues to be refined.

(xiii.) Are designed and developed with teacher and principal involvement;

The district is developing a revised evaluation instrument for teachers in conjunction with the teachers’ bargaining unit. As stated, a Memorandum of Agreement has been signed with the commitment of having the evaluation complete by January 2011 that is designed to support NCA standards.

Administrators were administered a pilot evaluation during the 2009-2010 school year. The evaluation included a self-evaluation portion and supervisor section to the evaluation. Administrators and their supervisor collaborated to come with the final evaluation. The administrator evaluation will continue to be developed during the coming year.

The high school principal and building administrators will be evaluated on their ability to oversee and ensure that components of the SIG are implemented. They will continue to be evaluated on the administrators' evaluation which also includes student achievement as a primary component.

- (xiv.) Identify and reward school leaders, teachers, and other staff who in implementing this model have increased student achievement and high school graduation rates and identify and remove those who after ample opportunities have been provided for them to improve their professional practice, have not done so.

The proposed system for reward is listed below. It will be evaluated and reviewed for effectiveness and success in meeting the intent of the system to improve student achievement.

Benchmark	Stipend Amount	Budgeted amount (50 instructional staff / 15 support staff)
AYP – Yes (Safe Harbor)	\$1000/instructional staff \$ 500/support staff	\$ 50,000 \$ 7,500
AYP – Yes (Michigan Target)	\$2000/instructional staff \$ 1000/support staff	\$ 100,000 \$ 15,000
AYP – Yes (15% or more above Michigan Target)	\$2500/instructional staff \$1250/support staff	\$ 125,000 \$ 18,750

The district will be meeting with teachers to help identify opportunities considered to be “rewarding” that might include advancement opportunities, class or training options, and other incentives identified school success and for attaining “master teacher” status.

Improvement Opportunities:

Teachers will have planned scheduled professional development designed to address target instruction areas addressed in the school improvement plan. Brain based teaching strategies; data use, content specific activities, differentiated instruction and brain based classroom management areas will be targeted. Staff will be evaluated on success in implementing related areas.

Teacher mentors, trainings, and personal professional development will be used to deliver service to teachers. Peer coaching will also be used to support improvement and evaluation of instruction practices. Staff will also evaluate instructional performance based upon student achievement... class work, grades, local, and additional assessments.

Improvement plans will be established for all teachers in an effort to ensure that all staff attain “professional” or “master” teacher status.

B2. The LEA will service all identified schools. Inkster High School is the only identified school in the district.

B3. For each Tier I and II School in this application, the LEA must describe actions taken or those that will be take to—

- Design and implement interventions consistent with the final requirements
A team comprised of district and building staff and other identified stakeholders designed the components of the interventions. A monitoring team lead by the Turnaround Point persons will oversee ongoing review and assessment of program implementation and effectiveness.
- Select external providers from the state’s list of preferred providers;
External providers selected have proven reputations for success in helping schools and district make substantial positive changes to improve student achievement. The lead provider is Resiliency Inc. (www.resiliencyinc.net) *A request is being made that they submit the needed application to be placed on the state preferred list. An assurance has been received from Resiliency Inc. that the application will be submitted.*

Provider	Focus	Method of Delivery
Resiliency Inc. Resiliency Education Program (REP)	System change and stability Brain based Leadership Brain based Instruction Resiliency Inc. uses research to support its brain-based strategies to help schools establish a safe predictable school environment, establish an effective instructional program Develop a plan to effectively modify and monitor instruction and to provide a behavior plan that promotes student achievement.	<u>REP</u> is a comprehensive school reform approach that integrates research, science, and best practice in the field of education. It is designed to help schools and local education agencies (LEAs) meet the demands of federal education requirements, special education, and targeted goals for student achievement. The program addresses student assessment, staff development, and specific programs that should be implemented in successful educational reform.

		<p>Resiliency Inc. teams conduct climate assessment interviewing staff, students, and parents. Results are shared with school staff. Resiliency helps identify current practices and provides research to support or oppose practices. Recommended practices are provided that have proven records of success for schools similar to Inkster High School. Resiliency provides Leadership Training where the principles of brain based leadership is covered. The REP team meets with the total group, episodic committees, standing committees, parent groups, and students. The Resiliency team conducts building/classroom walk through with leadership. Inservice/trainings are conducted designed to help staff identify brain based practices and school procedures. During the first year, the Resiliency team meets multiple times a year/month as needed. The frequency is lessened as the needs change. Individual/small group/and large group sessions are all used for training sessions. Staff sometimes has assignments given to be reported out or for reflection when the REP team is present or during regular staff meetings. Website for further description:</p>
GJV Associates	<p>Provides guidance and professional development to help schools evaluate programs designed to promote student achievement. Program evaluator – reviews all components of program evaluation</p>	<p>Works with school and REP team to identify and implement program goals and evaluation strategies and reporting methods. Provides professional development to help staff design evaluation plans and implement successfully.</p>
Ewing and Associates	<p>Provides guidance and professional development to help schools use data to drive classroom instruction, school practices, and policy.</p>	<p>Works with school and REP team to effectively use data to drive classroom instruction. Provides teacher professional development that addresses: types of data, how to read data,</p>

		how to gather data, and how to make decisions using data that will impact student achievement.
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- Align other resources with the interventions:
District resources will be aligned to ensure maximized effective use of funds.

Funding Source	Description of Expenses
SIG	New initiatives
General Fund	Existing or new initiatives that are not supplemental
Title IA	Supplemental support activities
Title IIA	Teacher professional development and incentives
Title IID	Technology support initiatives
Other	Content area grants Fund raisers

- Modify its practices or policies, if necessary to enable its schools to implement interventions fully and effectively (Attachment VI is a rubric for possible policy and practice changes): and
 - The school district gathers and reports student achievement, behavioral, and participation data. Schools are required to collect their building data and present to staff, students where appropriate, and parents. School Improvement teams meet to analyze data and make plans according to the findings. They are currently receiving training on how to analyze data... and what to do with the findings. They are learning how to let data drive classroom practice.
 - The district does not annually review policies that impact student achievement to determine if changes are needed. This is a need to be implemented.
 - The district expects yearly improvement and is implementing evaluation instruments where this is reflected for teachers and principals.
 - Staff and parents perception data is reviewed and is used to modify practices as appropriate.
 - All schools have implemented a structure that allows building level decision making and collaboration. Minutes are kept reflecting decisions and changes made in the academic and building program as a result of these decisions.
 - The intervention model was selected based upon components included. The need to have emotional/social support and a major staff update were the major contributing factor to the selection of the Turnaround Model.

- The district is in the continue process of finalizing external partners for the intervention model. Partners we have worked with successfully are being asked to submit appropriate paperwork to be listed on the state’s preferred partner list.

- Sustain the reforms after the funding period ends.

The LEA is working to ensure that implemented strategies are sustainable. The reform includes inputting systems changes that will be in place help facilitate forward progress after the funding period ends. The system will ensure that program evaluation, effective instructional practices, on-going data analysis, and consistent input from key stakeholders take place regardless of funding.

Part of the planning and analysis process will be to determine costs, program effectiveness, and necessity of programs.

B4 Include a timeline delineating the steps to be taken to implement the selected intervention in each Tier I school identified in the LEA’S application. (Attachment VII provides a sample rubric for principal selection if the LEA chooses and intervention that requires a replacement.

The high school principal will not be required to be replaced. They have served in this position for less than two years and have successfully analyzed and begun process of implementing change.

The timeline is an estimate and projection of activities. They will be updated and modified monthly. Program review will continually monitor for sustainability after SIG funds are no longer available. Alternative implementation strategies, systems changes, activity analysis will all be considered and reviewed. The school team will continue to monitor the elements of the SIG Plan. **It is important to note that adjustments will be made to ensure that goals are ambitious enough to make a difference by not overly ambitious enough to yield frustration and overwork.**

Time	Activity	Adult Actions	Student Actions
June 2010	School Board acts on recommendation of model to be implemented (Turnaround Model) SIG team established Development of SIG plan	School board approves Turnaround Model	Summer activities begin including summer school, transition activities, and 9 th grade academy orientation
July 2010	Lay off of high school instructional staff July 11, 2010 Continued development of SIG Plan Draft Plan submitted	Leadership team meetings/ trainings with GJV – evaluation and Ewing Associates – data – (High Priority	Summer activities including summer school, transition activities, and Wayne County

	Intervention support identified (Resiliency Inc, Wayne RESA, GJV Associates, Ewing Associates) Interviews – staff positions (returning and new)	Grant)	Community College courses
August 2010	Submit SIG Application Continued Leadership Governance team meeting Professional development Planning and Implementation team meetings Staff and Parent pre implementation meeting Building governance team established	Leadership team meetings/ trainings with GJV – evaluation and Ewing Associates – data – (High Priority Grant) Preview of SIG activities Governance team identified	Summer activities including summer school, transition activities, Wayne County Community College courses, and 9 th Grade Academy Orientation
September 2010	Program roll out (students/parents/staff/community) Professional Development implemented Baseline data established Roles refined as needed Student program implementation Weekly Governing team meetings Weekly Principal/Turnaround Leader meeting Weekly update – Turnaround leader to Central office Academic intervention start up Intervention support identified (Resiliency Inc, Wayne RESA, GJV Associates, Ewing Associates) Teacher team meetings (collaboration)	Review of baseline data shared with students, staff, and parents. Charts create charts/graphs for long and short term goals. Aggregate classroom data. Rewards established for improvement Teacher Collaboration time – grade level, content specific, task specific- review data, review student work, make recommendations.	Student reps on GLT identified along with forum for reporting to student body on progress. Students create personal baseline data charts. Rewards established for improvement Academic and enrichment activities
October 2010	Student program implementation Weekly Governing team meetings Weekly Principal/Turnaround Leader meeting Weekly update – Turnaround leader to Central office Data analysis 9 th grade SS MEAP Data analysis of student program Data analysis of overall program progress -Identify needs -successes -challenges etc. Student benchmark assessment analysis	Assess roll out effectiveness Data update –progress monitoring Professional development (as set in PD plan) Parent-Student- Teacher conference Data reviewed, displayed, discussed Quality instruction Parent activities: communication, help sessions Celebration activities Teacher Collaboration time – grade level, content specific, task specific- review data, review student work, make recommendations.	Self assessment and review of personal achievement data Student communication Participation in program activities Celebration activities PT conference Student government meeting Academic and enrichment activities

November 2010	<p>Program monitoring evaluation Weekly Governing team meetings Weekly Principal/Turnaround Leader meeting Weekly update – Turnaround leader to Central office Data analysis 9th grade SS MEAP Data analysis of student program Data analysis of overall program progress -Identify needs -successes -challenges etc. Student benchmark assessment analysis Review of MME assessment prep data Intervention support identified (Resiliency Inc, Wayne RESA, GJV Associates, Ewing Associates)</p>	<p>Data update –progress monitoring Professional development (as set in PD plan) Data reviewed, displayed, discussed Quality instruction Parent activities: communication, help sessions Celebration activities Prepare vacation packets for students including test prep packets (Thanksgiving and Christmas vacations) Class peer monitoring REP/GJV class monitoring Teacher Collaboration time – grade level, content specific, task specific-review data, review student work, make recommendations.</p>	<p>Self assessment and review of personal achievement data Student communication Participation in program activities Celebration activities Student leadership/government meeting Student reporting Student learning series implementation Test prep Academic and enrichment activities</p>
December 2010	<p>Major program evaluation update with whole staff Weekly Governing team meetings Weekly Principal/Turnaround Leader meeting Weekly update – Turnaround leader to Central office Data analysis Distribute vacation packets to students</p>	<p>Data update –progress monitoring Professional development (as set in PD plan) Data reviewed, displayed, discussed Quality instruction Parent activities: communication, help sessions Celebration activities VACATION</p>	<p>Self assessment and review of personal achievement data Student communication Participation in program activities Celebration activities Student leadership/government meeting Test Prep VACATION</p>
January 2011	<p>Implement changes needed reflected from December program evaluation update Laser work on pretest materials Program implementation Program monitoring evaluation Weekly Governing team meetings Weekly Principal/Turnaround Leader meeting Weekly update – Turnaround leader to Central office</p>	<p>Data update –progress monitoring Professional development (as set in PD plan) Data reviewed, displayed, discussed Quality instruction Parent activities: communication, help sessions Celebration activities</p>	<p>Self assessment and review of personal achievement data Student communication Participation in program activities Celebration activities Student leadership/government meeting Student learning series</p>

	<p>Data analysis Data analysis of student program Data analysis of overall program progress -Identify needs -successes -challenges etc. Student benchmark assessment analysis Review of MME assessment prep data</p>	<p>Class peer monitoring REP/GJV class training/monitoring TEST PREP PUSH preparations – teachers and parents TEST PREP PUSH Plan “test kick-off” activities Teacher Collaboration time – grade level, content specific, task specific- review data, review student work, make recommendations.</p>	<p>implementation TEST PREP PUSH Plan “test kick-off” activities Academic and enrichment activities</p>
February 2011	<p>Test rally – student/parents community Program implementation Program monitoring evaluation Weekly Governing team meetings Weekly Principal/Turnaround Leader meeting Weekly update – Turnaround leader to Central office Data analysis Data analysis of student program Data analysis of overall program progress -Identify needs -successes -challenges etc. Begin program planning for 2011-2012 school year Intervention support identified (Resiliency Inc, Wayne RESA, GJV Associates, Ewing Associates)</p>	<p>Data update –progress monitoring Professional development (as set in PD plan) Data reviewed, displayed, discussed Quality instruction Parent activities: communication, help sessions Celebration activities Prepare vacation packets for students Class peer monitoring REP/GJV class monitoring Test Kick off (March 1st test begins) Program Evaluation Teacher Collaboration time – grade level, content specific, task specific- review data, review student work, make recommendations.</p>	<p>Self assessment and review of personal achievement data Student communication Participation in program activities Celebration activities Student leadership/government meeting Student learning series implementation Test Kick off Plan celebration for 100% participation and “AYP Success” Program evaluation Academic and enrichment activities</p>
March 2011	<p>Test administration Program implementation Program monitoring evaluation Weekly Governing team meetings Weekly Principal/Turnaround Leader meeting Weekly update – Turnaround leader to Central office</p>	<p>MME “testing debriefing session” Parent activities: communication, help sessions Celebration activities Class peer monitoring</p>	<p>MME “test debrief for students” Self assessment and review of personal achievement data Student communication Participation in program activities</p>

	<p>Data analysis Data analysis of student program Data analysis of overall program progress -Identify needs -successes -challenges etc. Analysis of program effectiveness based upon student perception of personal success on test.</p>	<p>Data reviewed, displayed, discussed Quality instruction Parent activities: communication, help sessions Celebration activities (goal 100% participation) Program recommendations for current and coming school year.</p>	<p>Celebration activities Student leadership/government meeting Student learning series implementation Program recommendation Academic and enrichment activities</p>
April 2011	<p>Major program evaluation update with whole staff Program modifications as needed as a result of evaluation findings Weekly Governing team meetings Weekly Principal/Turnaround Leader meeting Weekly update – Turnaround leader to Central office Data analysis Distribute vacation packets to students Intervention support identified (Resiliency Inc, Wayne RESA, GJV Associates, Ewing Associates)</p>	<p>Data update –progress monitoring Professional development (as set in PD plan) Data reviewed, displayed, discussed Quality instruction Parent activities: communication, help sessions Celebration activities Prepare vacation packets for students Class peer monitoring REP/GJV class monitoring Program recommendation – planning Calendar update 2011-2012 Teacher Collaboration time – grade level, content specific, task specific- review data, review student work, make recommendations current and coming school year.</p>	<p>Self assessment and review of personal achievement data Student communication Participation in program activities Ongoing Celebration activities Student leadership/government meeting Student learning series implementation Program recommendation – planning Calendar update 2011-2012 Academic and enrichment activities</p>
May 2011	<p>Phase II Planning for 2011-2012 school year. Include school leaders, students, and other key stakeholders. Submit planning report to school board for input. Program implementation Program monitoring evaluation Program modifications as needed as a result of evaluation findings Weekly Governing team meetings</p>	<p>Data update –progress monitoring Professional development (as set in PD plan) Data reviewed, displayed, discussed Quality instruction Parent activities: communication, help sessions Celebration activities</p>	<p>Self assessment and review of personal achievement data Student communication Participation in program activities Celebration activities Student leadership/government meeting Student learning series</p>

	<p>Weekly Principal/Turnaround Leader meeting Weekly update – Turnaround leader to Central office Data analysis</p>	<p>Prepare summer vacation packets for students Class peer monitoring Calendar update 2011-2012 Teacher Collaboration time – grade level, content specific, task specific- review data, review student work, make recommendations current and coming school year.</p>	<p>implementation Help develop summer vacation packets Academic and enrichment activities</p>
June 2011	<p>Finalize Year II plans Final evaluation of year’s progress Include MME scores for analysis when available. Program implementation Program monitoring evaluation Program modifications as needed as a result of evaluation findings Weekly Governing team meetings Weekly Principal/Turnaround Leader meeting Weekly update – Turnaround leader to Central office Data analysis Implement student summer programs New governance or roles determined by need. Graduation / Awards assembly – include students showing proficiency on MME and those showing substantial academic gains. Intervention support identified (Resiliency Inc, Wayne RESA, GJV Associates, Ewing Associates)</p>	<p>Data update –progress monitoring Professional development (as set in PD plan) Data reviewed, displayed, discussed Quality instruction Parent activities: communication, help sessions Celebration activities Distribute summer vacation packets for students Class peer monitoring REP/GJV class monitoring 2010-2011 Year Preview for staff, parents and community Teacher Collaboration time – grade level, content specific, task specific- review data, review student work, make recommendations for summer implementation.</p>	<p>Self assessment and review of personal achievement data Student communication Participation in program activities Celebration activities Student leadership/government meeting Student learning series implementation 2010-2011 Year preview – student rally Summer program activities begin.</p>
July 2011	<p>Program preview Data analysis Student program implementation Parent trainings Summer staff institutes Summer staff analysis sessions</p>	<p>Data update –progress monitoring Professional development (as set in PD plan) Data reviewed, displayed, discussed Quality instruction Parent activities: communication</p>	<p>Summer program participation</p>

Professional development, classroom, school, parent and student activities will be under constant review. Activity descriptions will be updated as student and program successes are documented and analyzed. Data will be reviewed weekly. Adjustments will be implemented and modifications applied in the necessary intervals and frequency.

Specific adult and student actions reflected on the calendar activities will be updated as the year progresses with a major input of activities occurring at the beginning of the third trimester of the 2010-2011 school year.

Time	Activity	Adult Actions	Student Actions
July 2011	Program review Data analysis Student program implementation Parent trainings Summer staff institutes Summer staff analysis sessions	Specific actions to be determined	Specific actions to be determined
August 2011	Program presentation – updates/preview for coming year New positions or roles refined if needed Summer training – parents/staff Data review Final program modifications (staff driven) Intervention support identified (Resiliency Inc, Wayne RESA, GJV Associates, Ewing Associates)	Specific actions to be determined	Specific actions to be determined
September 2011	Year II Program roll out rally (students/parents/staff/community) Professional Development implemented Year 2 Baseline data established / compare to Year 1 data Roles refined as needed Student program implementation Weekly Governing team meetings Weekly Principal/Turnaround Leader meeting Weekly update – Turnaround leader to Central office Academic intervention start up	Specific actions to be determined	Specific actions to be determined

	Intervention support identified (Resiliency Inc, Wayne RESA, GJV Associates, Ewing Associates)		
October 2011	<p>Student program implementation</p> <p>Weekly Governing team meetings</p> <p>Weekly Principal/Turnaround Leader meeting</p> <p>Weekly update – Turnaround leader to Central office</p> <p>Data analysis</p> <p>9th grade SS MEAP</p> <p>Data analysis of student program</p> <p>Data analysis of overall program progress</p> <p>-Identify needs</p> <p>-successes</p> <p>-challenges etc.</p> <p>Student benchmark assessment analysis</p>	Specific actions to be determined	Specific actions to be determined
November 2011	<p>Major program review/evaluation – whole staff</p> <p>Begin to make plans on sustaining program after year three.</p> <p>Program monitoring evaluation</p> <p>Weekly Governing team meetings</p> <p>Weekly Principal/Turnaround Leader meeting</p> <p>Weekly update – Turnaround leader to Central office</p> <p>Data analysis</p> <p>Data analysis of student program</p> <p>Continued program implementation</p> <p>Special input from parent stakeholders.</p> <p>Data analysis of overall program progress</p> <p>-Identify needs</p> <p>-successes</p> <p>-challenges etc.</p> <p>Student benchmark assessment analysis</p> <p>Review of MME assessment prep data</p>	Specific actions to be determined	Specific actions to be determined
December 2011	<p>Weekly Governing team meetings</p> <p>Weekly Principal/Turnaround Leader meeting</p> <p>Weekly update – Turnaround leader to Central office</p> <p>Data analysis</p> <p>Distribute vacation packets to students</p>	Specific actions to be determined	Specific actions to be determined

January 2012	<p>Implement changes needed reflected from December program evaluation update Laser work on pretest materials Program implementation Program monitoring evaluation Weekly Governing team meetings Weekly Principal/Turnaround Leader meeting Weekly update – Turnaround leader to Central office Data analysis Data analysis of student program Data analysis of overall program progress -Identify needs -successes -challenges etc. Student benchmark assessment analysis Review of MME assessment prep data Intervention support identified (Resiliency Inc, Wayne RESA, GJV Associates, Ewing Associates)</p>	Specific actions to be determined	Specific actions to be determined
February 2012	<p>Test rally – student/parents community Program implementation Program monitoring evaluation Weekly Governing team meetings Weekly Principal/Turnaround Leader meeting Weekly update – Turnaround leader to Central office Data analysis Data analysis of student program Data analysis of overall program progress -Identify needs -successes -challenges etc. Begin program planning for 2012-2013 school year</p>	Specific actions to be determined	Specific actions to be determined
March 2012	<p>MME Test administration Program implementation Program monitoring evaluation Weekly Governing team meetings Weekly Principal/Turnaround Leader meeting</p>	Specific actions to be determined	Specific actions to be determined

	<p>Weekly update – Turnaround leader to Central office</p> <p>Data analysis</p> <p>Data analysis of student program</p> <p>Data analysis of overall program progress</p> <p>-Identify needs</p> <p>-successes</p> <p>-challenges etc.</p> <p>Analysis of program effectiveness based upon student perception of personal success on test.</p>		
April 2012	<p>Major program evaluation update with whole staff</p> <p>Program modifications as needed as a result of evaluation findings</p> <p>Weekly Governing team meetings</p> <p>Weekly Principal/Turnaround Leader meeting</p> <p>Weekly update – Turnaround leader to Central office</p> <p>Data analysis</p> <p>Distribute vacation packets to students</p>	Specific actions to be determined	Specific actions to be determined
May 2012	<p>Phase II Planning for 2012-2013 school year. Include school leaders, students, and other key stakeholders. Submit planning report to school board for input.</p> <p>Program implementation</p> <p>Program monitoring evaluation</p> <p>Program modifications as needed as a result of evaluation findings</p> <p>Weekly Governing team meetings</p> <p>Weekly Principal/Turnaround Leader meeting</p> <p>Weekly update – Turnaround leader to Central office</p> <p>Data analysis</p> <p>Intervention support identified (Resiliency Inc, Wayne RESA, GJV Associates, Ewing Associates)</p>	Specific actions to be determined	Specific actions to be determined
June 2012	<p>Finalize Year II plans</p> <p>Final evaluation of year’s progress</p> <p>Include MME scores for analysis when available.</p> <p>Program implementation</p> <p>Program monitoring evaluation</p>	Specific actions to be determined	Specific actions to be determined

	<p>Program modifications as needed as a result of evaluation findings</p> <p>Weekly Governing team meetings</p> <p>Weekly Principal/Turnaround Leader meeting</p> <p>Weekly update – Turnaround leader to Central office</p> <p>Data analysis</p> <p>Implement student summer programs</p> <p>New governance or roles determined by need.</p> <p>Graduation / Awards assembly – include students showing proficiency on MME and those showing substantial academic gains.</p>		
July 2012	<p>Program review</p> <p>Data analysis</p> <p>Student program implementation</p> <p>Parent trainings</p> <p>Summer staff institutes</p> <p>Summer staff analysis sessions</p> <p>Intervention support identified (Resiliency Inc, Wayne RESA, GJV Associates, Ewing Associates)</p>	Specific actions to be determined	Specific actions to be determined
August 2012	<p>Refine plans for sustaining program after the 3rd year.</p> <p>Program presentation – updates/preview for coming year</p> <p>Summer training – parents/staff</p> <p>Data review</p> <p>Final program modifications (staff driven)</p> <p>Intervention support identified (Resiliency Inc, Wayne RESA, GJV Associates), Ewing Associates)</p>	Specific actions to be determined	Specific actions to be determined
September 2012	<p>Year II Program roll out rally (students/parents/staff/community)</p> <p>Professional Development implemented</p> <p>Year 3 Baseline data established / compare to Year 1 and 2 data</p> <p>Roles refined as needed</p> <p>Student program implementation</p> <p>Weekly Governing team meetings</p> <p>Weekly Principal/Turnaround Leader meeting</p>	Specific actions to be determined	Specific actions to be determined

	Intervention support identified (Resiliency Inc, Wayne RESA, GJV Associates, Ewing Associates) Weekly update – Turnaround leader to Central office Academic intervention start up		
October 2011	Major program review/evaluation – whole staff Student program implementation Weekly Governing team meetings Weekly Principal/Turnaround Leader meeting Weekly update – Turnaround leader to Central office Data analysis 9 th grade SS MEAP Data analysis of student program Data analysis of overall program progress -Identify needs -successes -challenges etc. Student benchmark assessment analysis	Specific actions to be determined	Specific actions to be determined
November 2012	Program monitoring evaluation Weekly Governing team meetings Weekly Principal/Turnaround Leader meeting Weekly update – Turnaround leader to Central office Data analysis Data analysis of student program Continued program implementation Special input from parent stakeholders. Data analysis of overall program progress -Identify needs -successes -challenges etc. Student benchmark assessment analysis Review of MME assessment prep data	Specific actions to be determined	Specific actions to be determined
December 2012	Weekly Governing team meetings Weekly Principal/Turnaround Leader meeting Weekly update – Turnaround leader to Central office Data analysis Distribute vacation packets to students	Specific actions to be determined	Specific actions to be determined

<p>January 2013</p>	<p>Implement changes needed reflected from December program evaluation update Laser work on pretest materials Program implementation Program monitoring evaluation Weekly Governing team meetings Weekly Principal/Turnaround Leader meeting Weekly update – Turnaround leader to Central office Data analysis Data analysis of student program Data analysis of overall program progress -Identify needs Intervention support identified (Resiliency Inc, Wayne RESA, GJV Associates, Ewing Associates) -successes -challenges etc. Student benchmark assessment analysis Review of MME assessment prep data</p>	<p>Specific actions to be determined</p>	<p>Specific actions to be determined</p>
<p>February 2013</p>	<p>Major program review/evaluation – whole staff Test rally – student/parents community Plan “Gala Celebration” of 3 years of super improvement Program implementation Program monitoring evaluation Weekly Governing team meetings Weekly Principal/Turnaround Leader meeting Weekly update – Turnaround leader to Central office Data analysis Data analysis of student program Data analysis of overall program progress -Identify needs -successes -challenges etc. Begin program planning for 2013-2014 school year- Consider new funding sources, alternate ways to implement program if major funding is not</p>	<p>Specific actions to be determined</p>	<p>Specific actions to be determined</p>

	available.		
	<p>MME Test administration Program implementation Program monitoring evaluation Weekly Governing team meetings Weekly Principal/Turnaround Leader meeting Weekly update – Turnaround leader to Central office Data analysis Data analysis of student program Data analysis of overall program progress -Identify needs -successes -challenges etc. Analysis of program effectiveness based upon student perception of personal success on test.</p>	Specific actions to be determined	Specific actions to be determined
April 2013	<p>Program plan review Plan for future programs with or without SIG type funding. Plan “Gala Celebration” of 3 years of super improvement Major program evaluation update with whole staff Program modifications as needed as a result of evaluation findings Weekly Governing team meetings Weekly Principal/Turnaround Leader meeting Weekly update – Turnaround leader to Central office Data analysis Distribute vacation packets to students</p>	Specific actions to be determined	Specific actions to be determined
May 2013	<p>Program review. Program implementation Program monitoring evaluation Program modifications as needed as a result of evaluation findings Weekly Governing team meetings Weekly Principal/Turnaround Leader meeting Weekly update – Turnaround leader to Central office</p>	Specific actions to be determined	Specific actions to be determined

	Data analysis Intervention support identified (Resiliency Inc, Wayne RESA, GJV Associates, Ewing Associates)		
June 2013	Finalize Year II plans Final evaluation of year's progress Include MME scores for analysis when available. Program implementation Program monitoring evaluation Program modifications as needed as a result of evaluation findings Weekly Governing team meetings Weekly Principal/Turnaround Leader meeting Weekly update – Turnaround leader to Central office Data analysis Implement student summer programs New governance or roles determined by need. Graduation / Awards assembly – include students showing proficiency on MME and those showing substantial academic gains. “Gala Celebration” of 3 years of super improvement Implement programs to sustain student and staff growth.	Specific actions to be determined	Specific actions to be determined
July 2013	Data analysis Student program implementation Parent trainings Summer staff institutes Summer staff analysis sessions	Specific actions to be determined	Specific actions to be determined
August 2013	Program/Data review Final program report. Intervention support identified (Resiliency Inc, Wayne RESA, GJV Associates, Ewing Associates) Future hopes.....	Specific actions to be determined	Specific actions to be determined

B5 Describe the annual goals for student achievement on the State' assessments in both reading/language arts and mathematics that it has established in order to monitor Tier I and Tier I schools that receive school improvement funds.

Goals: Year I: School will make gains needed to make AYP at least through safe harbor

Year II: School will make gains needed to make AYP safe harbor or state standard

Year III: School will make gains needed to may AYP by attaining state standards.

B6 and B7 No Tier III schools

B8 As appropriate, the LEA must consult with relevant stakeholders (students, teachers, parents, community leaders, business leaders, etc.) regarding the LEA’s application and implementation of school improvement models in its Tier I and Tier II schools.

- *Describe how this process was conducted within the LEA.*

The school improvement team (which currently includes teachers, administrators, and parents) provided input through the SI process. Students will be included on future SI and GLT teams. Staff shared needs determined by the Comprehensive Needs Assessment. The district team also provided contributions and ideas regarding the implementation of the model. A team has been established to monitor the implementation of the program. Regularly scheduled meeting times and varied communication methods are planned including week days, weekends, during school, after school, e-mail, newsletters, phone calls, and newsletters.

Metric	Source	Achievement Indicators	Leading Indicators
		SCHOOL DATA	
Turnaround Model	NEW SIG		
AYP Status	<u>EDFacts</u>	✓	
Which AYP targets the school met and missed	<u>EDFacts</u>	✓	
School improvement status	<u>EDFacts</u>	✓	
Number of minutes within the school year	NEW SIG		✓
	Student outcome	Academic progress	Data
Percentage of students at or above each proficiency level on State assessments in reading/language arts and mathematics (e.g., Basic Proficient, (MEAP LEVELS/MME LEVELS	<u>EDFacts</u>	✓	
Student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup	<u>EDFacts</u>		✓
Average scale scores on State assessments in reading/language arts and in mathematics, by grade for the “all students” group, for each achievement quartile, and for each subgroup	NEW SIG	✓	
Percentage of limited English proficient students who attain English language proficiency	<u>EDFacts</u>	✓	
Graduation rate	<u>EDFacts</u>	✓	
Dropout rate	<u>EDFacts</u>		✓
Student attendance rate	<u>EDFacts</u>		✓

Number and percentage of students completing advanced coursework (e.g. AP/IB), early college high schools, or dual enrollment classes.	NEW SIG HS Only		✓
College enrollment rates	NEW SFSF Phase II HS only	✓	

A team comprised of building administration, district administration, and teachers were a part of the plan/application development and completion process. School board and parent representatives had an opportunity to review the application. The District Comprehensive Needs Assessment (CNA) and District

Improvement Plan (DIP) were used in the development of the SIG application. Administrators, teachers, parents, and other ancillary/support staff were a part of the development of the DIP and CNA.

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

Included in MEGS.

School Improvement Grant:

	Student Connection and School Climate		
Discipline incidents	<u>EDFacts</u>		✓
Truants	<u>EDFacts</u>		✓
	Talent		
Distribution of teachers by performance level on LEA's teacher evaluation system	NEW SFSF Phase II		✓
Teacher attendance rate	NEW SIG		✓

High School Needs Assessment to be uploaded with final copy.

Attachment IV- District Improvement Plan (DIP)

District Improvement Plan to be uploaded with final copy.

Attachment V

Persistently Low Performing Schools

Area	Getting Started 10 pts	Partially Implemented 7 pts	Implemented 3 pts	Exemplary* 1 pt
Process Review: Michigan Comprehensive Needs Assessment	✓			
Core District Function: Management and Operations		✓ Deficit reduction plan in place. Maintaining costs		
Core District Function: Teaching and Learning			✓ Newly implemented K-12 curriculum with support PD Assessments under development	
Contextual Capacity: Labor and Board Relations		✓ Board, all unions, and administration working to implement change that impacts student achievement see this as a school district's primary goal		
Contextual Capacity: School Consideration				✓ District continues to grow. Looking for additional space. New students however translate into added costs.
Contextual Capacity: Human Resources		✓ Plans underway to evaluate all staff consistently. All staff are expected to attend professional development activities including bus drivers, lunch workers, and custodial staff.		

APPENDIX

- A RETURNING TEACHER RUBRIC
- B SUCCESSLINE GOLDEN PACKAGE – SAMPLE OF DATA REVIEWED
- C SPRING 2010 MME SCHOOL SUMMARY REPORT

APPENDIX A

INKSTER PUBLIC SCHOOLS

*Turnaround Reform Model
Returning Teacher Rubric*

Name: _____

Category	Rubric Items	Rubric Points
Teacher Status	<ul style="list-style-type: none">○ Tenure○ Probationary	4 points 1 point
Teacher Certification	<ul style="list-style-type: none">○ Certification in Taught Subject Area○ Multiple Endorsements○ Professional Certification○ Provisional Certification○ Expired Certification	4 points 3 points 2 points 1 point 0 points
Teacher Evaluation	<ul style="list-style-type: none">○ Satisfactory Evaluation○ Individualized Development Plan○ Unsatisfactory Evaluation	37 points 17 points 0 points
Earned Advanced Degrees	<ul style="list-style-type: none">○ Educational Specialist○ Masters○ Currently Enrolled in Graduate Program	4 points 2 points 1 point
Teacher Attendance	<ul style="list-style-type: none">○ <5 personal leave days○ >15 personal days	5 points 0 points
Teacher/Student Failure Rate	<ul style="list-style-type: none">○ Student Failure Rate of < 5%○ Student Failure Rate of < 20%○ Student Failure Rate of < 30%	15 points 4 points 0 points
Teacher Disciplinary Referrals	<ul style="list-style-type: none">○ TDR Rate < 10 per year○ TDR Rate < 15 per year○ TDR Rate > 20 per year	8 points 4 points 0 points
Professional Building Level Participation	<ul style="list-style-type: none">○ Building Leadership Team○ School Improvement Team/NCA○ Parent Involvement Committee(s)○ Other	2 points
Teaching Experience	<ul style="list-style-type: none">○ Inkster High School○ Inkster Public Schools	5 points 3 points
9 Categories	27 Rubric Items	

Total Number of Points for Candidate: _____

THE GOLDEN PACKAGE™

Of Data Analysis Reports for the
Michigan Merit Exam®

Inkster Public Schools
INKSTER HIGH SCHOOL
Class of 2011

3 Types of Data

in the Golden Package to Answer Important Questions

Outcome

What proficiency levels did our students attain?

What has been our trend in performance on the MME test?

What range of scores did our students receive?

Demographic

What is the performance, by proficiency levels, of subgroups of students ?

What has been our trend in achievement for various subgroups over the past few graduation classes?

Process

What is the composition of this MME test?

Is our curriculum aligned?

Is our curriculum aligned for various subgroups?

Where do we have curriculum alignment?

Where do we have curriculum alignment for various subgroups?

How did our students perform on Constructed/Extended Responses?

What comments did our students receive on Constructed/Extended Responses?

For which Constructed/Extended Response items did students show a strong performance? A weak performance?

Which skills do our students possess, as measured by the ACT College Readiness Standards?

Which skills do our students possess, as measured by the WorkKeys test?

ACT-Specific Reports

Immediately following this page are two reports for analyzing ACT and MME data:

How prepared are our students for first-year college-level work?

What percent of our students scored proficient on the MME and met the ACT College Readiness Benchmarks?

This organizer presents the three types of data and examples of corresponding report questions that you'll find in your Golden Package. This data is in the form of a booklet and is divided by the core content areas, then by each grade level. Note that not all reports listed above may be available for all content areas or grade levels.

How prepared are our students for first-year college-level work?

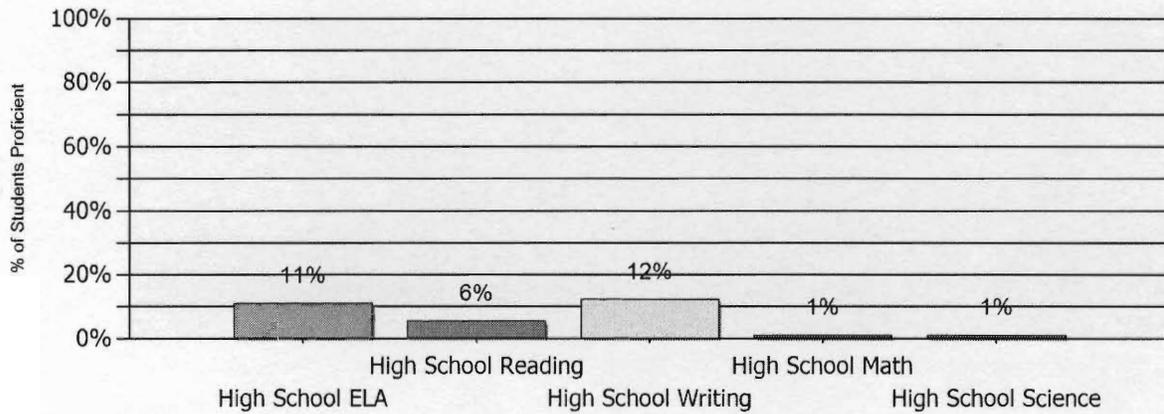


Percentage of Students Who Met ACT College Readiness Benchmarks

Inkster Public Schools

Inkster High School

Class of 2011



Breakdown of Students	High School ELA	High School Reading	High School Writing	High School Math	High School Science
Below Benchmark	160	169	157	178	177
Met Benchmark	20	10	22	2	2
Total # of Students	180	179	179	180	179

Analysis Questions

1. What percentage of our students met the ACT College Readiness Benchmark for each subject?

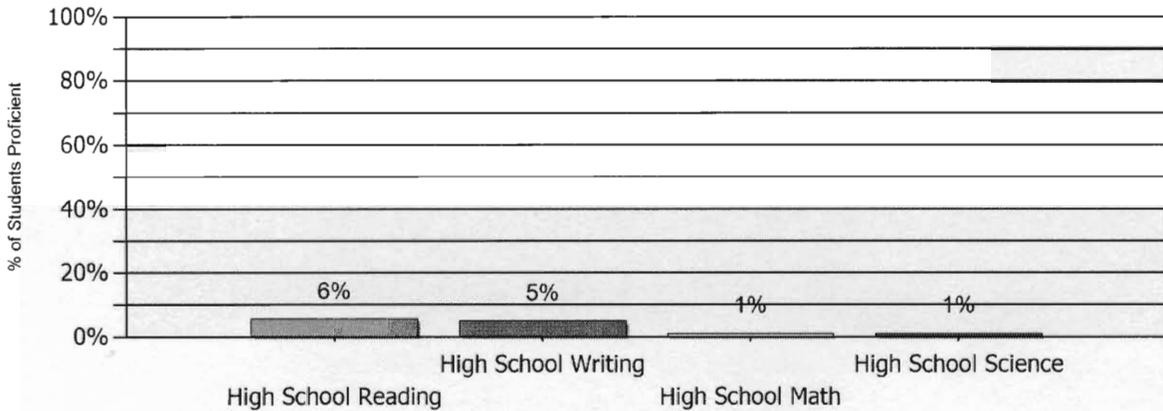
Suggested Uses (Internal/External)

- School Board Presentations
- Central Administration Presentations
- District-Level Analysis for Curriculum Committees
- School Improvement Plans including NCA

What percentage of students scored proficient on the MME and met the ACT College Readiness Benchmarks?



Percentage of Students Who Met ACT College Readiness Benchmarks and Scored Proficient on the MME Inkster Public Schools Inkster High School Class of 2011



Breakdown of Students		High School Reading	High School Writing	High School Math	High School Science
Not Proficient on MME	Did Not Meet ACT Benchmark	131	156	168	158
	Met ACT Benchmark		13		
Proficient on MME	Did Not Meet ACT Benchmark	37	1	8	18
	Met ACT Benchmark	10	9	2	2
Total # of Students		178	179	178	178

Analysis Questions

1. What percentage of our students met the ACT College Readiness Benchmark and passed the MME for each subject?
2. Are there many students that are proficient on the MME but are not meeting the ACT College Readiness Benchmark, or vice versa?

Suggested Uses (Internal/External)

- School Board Presentations
- Central Administration Presentations
- District-Level Analysis for Curriculum Committees
- School Improvement Plans including NCA

Student Demographics Summary



Inkster Public Schools Inkster High School

Test Records in System	Class of 2008		Class of 2009		Class of 2010		Class of 2011	
MME High School Reading	170	100%	156	100%	256	100%	200	100%



General Achievement (No Retest) Reporting

Excluded Based on Exclusion Factors	36	21%	28	18%	35	14%	20	10%
Level of Proficiency is Unknown	7	4%	12	8%	7	3%	1	1%
Used for General Achievement Reporting	127	75%	116	74%	214	84%	179	90%

Test Form

Form 1 (MME)	147	86%	140	90%	0	0%	0	0%
Form 2 (MME)	5	3%	2	1%	0	0%	0	0%
Form 3 (MME)	2	1%	10	6%	0	0%	0	0%
Form 4 (MME)	16	9%	3	2%	0	0%	0	0%
Unspecified Form (MME)	0	0%	1	1%	256	100%	200	100%

Grade when Tested

Grade 11	148	87%	155	99%	256	100%	200	100%
Grade 12	22	13%	1	1%	0	0%	0	0%

Gender

Female Students	67	39%	79	51%	132	52%	111	56%
Male Students	103	61%	77	49%	124	48%	89	45%

Race/Ethnicity

American Indian/Native Alaskan	2	1%	2	1%	0	0%	0	0%
Black	162	95%	153	98%	254	99%	198	99%
Hispanic	5	3%	1	1%	0	0%	0	0%
Other	0	0%	0	0%	1	0%	0	0%
White	1	1%	0	0%	1	0%	2	1%

SWD

Students with Disabilities	14	8%	13	8%	20	8%	16	8%
Students without Disabilities	156	92%	143	92%	236	92%	184	92%

Economic Status

Economically Disadvantaged	106	62%	95	61%	148	58%	123	62%
Not Economically Disadvantaged	64	38%	61	39%	108	42%	77	39%

English Proficiency

English Proficient	169	99%	156	100%	256	100%	200	100%
Limited English Proficient	1	1%	0	0%	0	0%	0	0%

Migrant

Not Migrant	170	100%	156	100%	256	100%	200	100%
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Less than Full Academic Year

Full Academic Year	130	76%	127	81%	221	86%	180	90%
Less than Full Academic Year	40	24%	29	19%	35	14%	20	10%

Retest

First Administration	170	100%	156	100%	256	100%	200	100%
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OUTCOME DATA

THE GOLDEN PACKAGE of Data Analysis Reports for the Michigan Merit Exam®

Reports Included in this Section

How have students at our school performed in comparison to the district and state?

Percentage of Students Scoring in Proficient Levels on MME Test, Grouped by Instructional Building, District and State

What proficiency levels did our students attain?

Proficiency Level Summary

What has been our trend in performance on the MME test?

Percentage of Students Scoring Proficient

What range of scores did our students receive?

Scale Score Frequency Report

What range of scores did our students receive?

Score Frequency Report

What range of scores did our students receive?

Score Frequency Report

Comments Regarding Data

How have students at our school performed in comparison to the district and state?

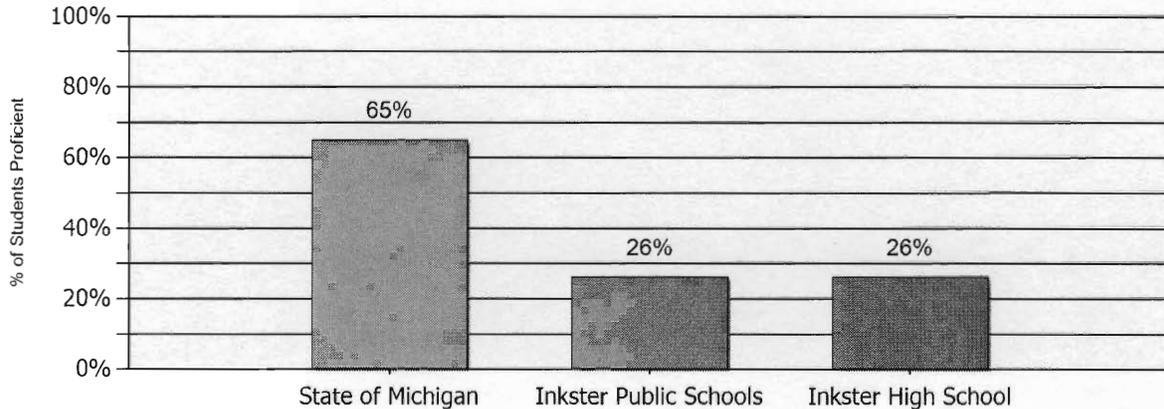


Percentage of Students Scoring in Proficient Levels on MME Test, Grouped by Instructional Building, District and State

Inkster Public Schools

Inkster High School

MME High School Reading • Class of 2011



Breakdown of Students	State of Michigan	Inkster Public Schools	Inkster High School
Not Proficient	38,365	132	132
Proficient	71,250	47	47
Total # of Students	109,615	179	179

Analysis Questions

1. How did students perform on this MME test in comparison to the district? In comparison to the state?
2. If this school performed better or worse than the district, what might be some reasons for this?
3. Based on this information, does this school need more attention focused on them?

Suggested Uses (Internal/External)

- School Board Presentations
- Central Administration Presentations
- District-Level Analysis for Curriculum Committees
- School Improvement Plans including NCA
- AYP Reporting for No Child Left Behind

State percentages include all students tested, and may vary slightly from published numbers due to rounding.

What proficiency levels did our students attain?



Proficiency Level Summary
Inkster Public Schools
Inkster High School
MME High School Reading • Class of 2011

Proficiency Level Breakdowns		#	%
All Students	Level 2	47	26%
	Level 3	82	46%
	Level 4	50	28%
Total for All Students		179	100%
Total for All Students		179	100%

Analysis Questions

1. What proficiency levels did our students attain MME test?
2. If a sub-proficiency level is reported, are there significant students in the highest sub-proficiency level immediately below the proficient cutoff? (these are students where more focus would likely boost overall proficiency levels)

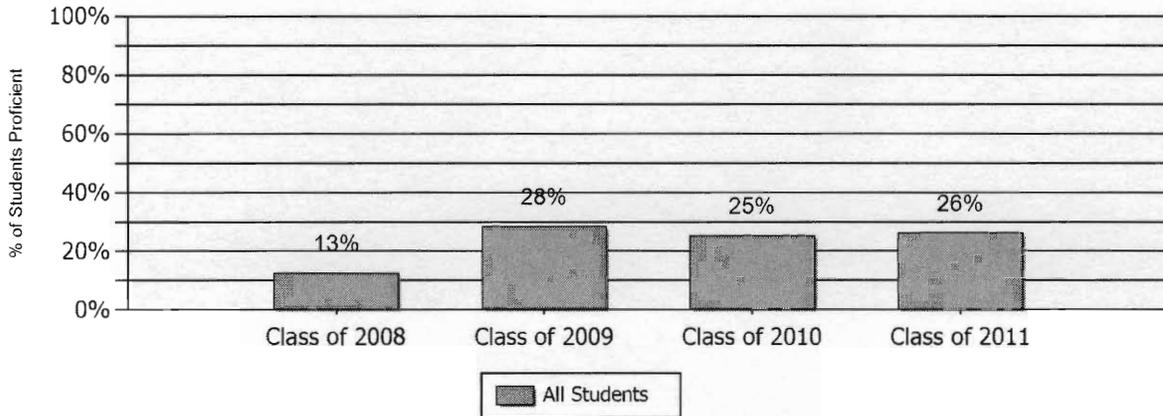
Suggested Uses (Internal/External)

- School Board Presentations
- Central Administration Presentations
- District-Level Analysis for Curriculum Committees
- School Improvement Plans including NCA
- AYP Reporting for No Child Left Behind

What has been our trend in performance on the MME test?



Percentage of Students Scoring Proficient Inkster Public Schools Inkster High School MME High School Reading



Breakdown of Students		Class of 2008	Class of 2009	Class of 2010	Class of 2011
All Students	Not Proficient	111	83	160	132
	Proficient	16	33	54	47
	Total in Group	127	116	214	179
Total Number of Students		127	116	214	179

Analysis Questions

1. What is the trend in achievement for this MME test?
2. In which graduation classes did students perform best? Worst? What might be some reasons for this?
3. Based on this trend, are we heading in the right direction?

Suggested Uses (Internal/External)

- School Board Presentations
- Central Administration Presentations
- District-Level Analysis for Curriculum Committees
- School Improvement Plans including NCA
- AYP Reporting for No Child Left Behind

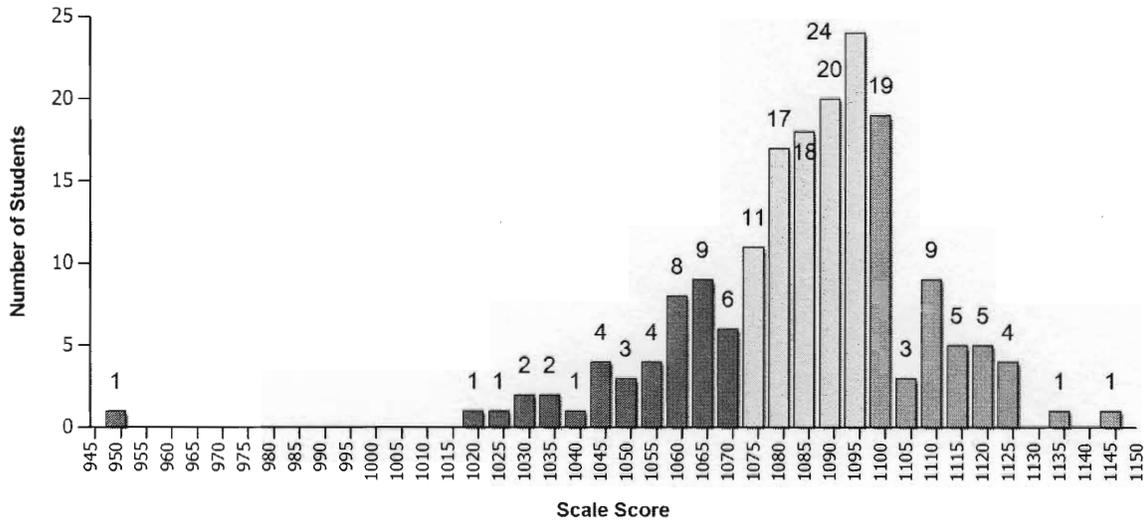
What range of scores did our students receive?



Scale Score Frequency Report

Inkster Public Schools
Inkster High School

All Grades MME • MME High School Reading • Class of 2011



Bars indicate the number of students scoring within each 5 point score bracket, starting with the score indicated on the axis. For example, students counted in the "700" bar scored between 700 and 704.

Analysis Questions

1. How did our students perform on this MME test?
2. Are there many students that scored just below the proficient level?
3. Are there many students that just barely scored at a proficient level?

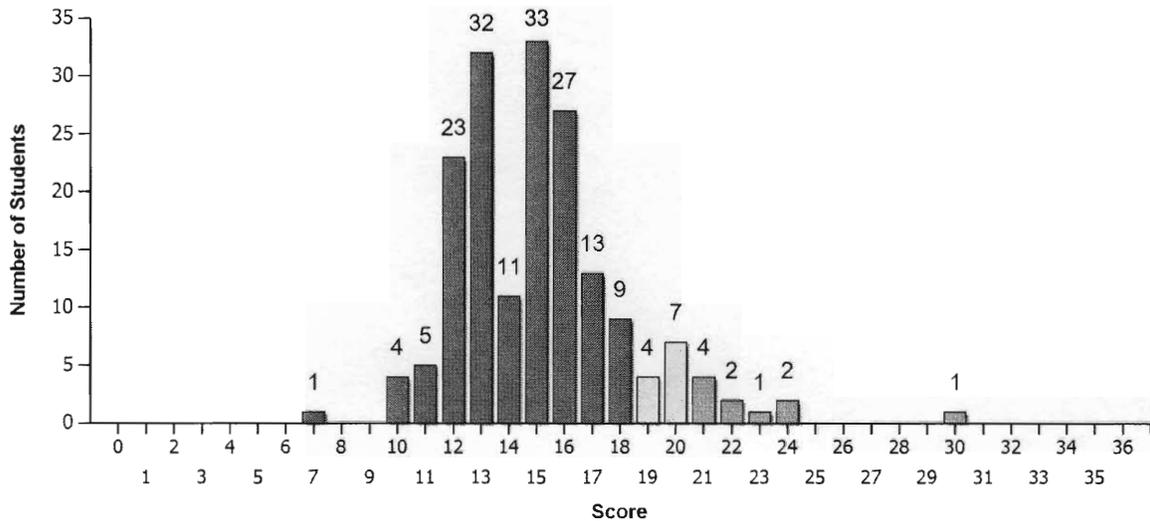
Suggested Uses (Internal/External)

- School Board Presentations
- Central Administration Presentations
- District-Level Analysis for Curriculum Committees
- School Improvement Plans including NCA

What range of scores did our students receive?



Score Frequency Report Inkster Public Schools Inkster High School ACT Reading • Class of 2011



Analysis Questions

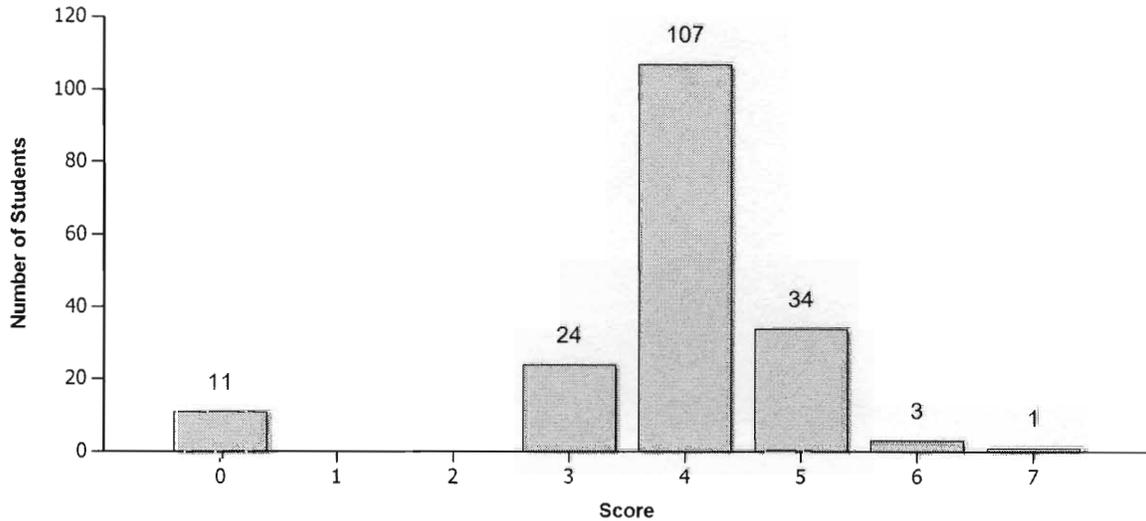
1. How did our students perform on this ACT test?
2. Are there many students that scored just below the benchmark level?
3. Are there many students that just barely scored at a benchmark level?

Suggested Uses (Internal/External)

- School Board Presentations
- Central Administration Presentations
- District-Level Analysis for Curriculum Committees
- School Improvement Plans including NCA

What range of scores did our students receive?

Score Frequency Report Inkster Public Schools Inkster High School WorkKeys Reading • Class of 2011



Analysis Questions

1. How did our students perform on this WorkKeys test?
2. Are there many students that scored just below the proficient level?
3. Are there many students that just barely scored at a proficient level?

Suggested Uses (Internal/External)

- School Board Presentations
- Central Administration Presentations
- District-Level Analysis for Curriculum Committees
- School Improvement Plans including NCA

DEMOGRAPHIC DATA

THE GOLDEN PACKAGE of Data Analysis Reports for the Michigan Merit Exam®

Reports Included in this Section

What is the performance, by proficiency levels, of subgroups of students ?

Percentage of Students in Each Proficiency Level on MME Test, by Subgroups of Students

What has been our trend in achievement for various subgroups over the past few graduation classes?

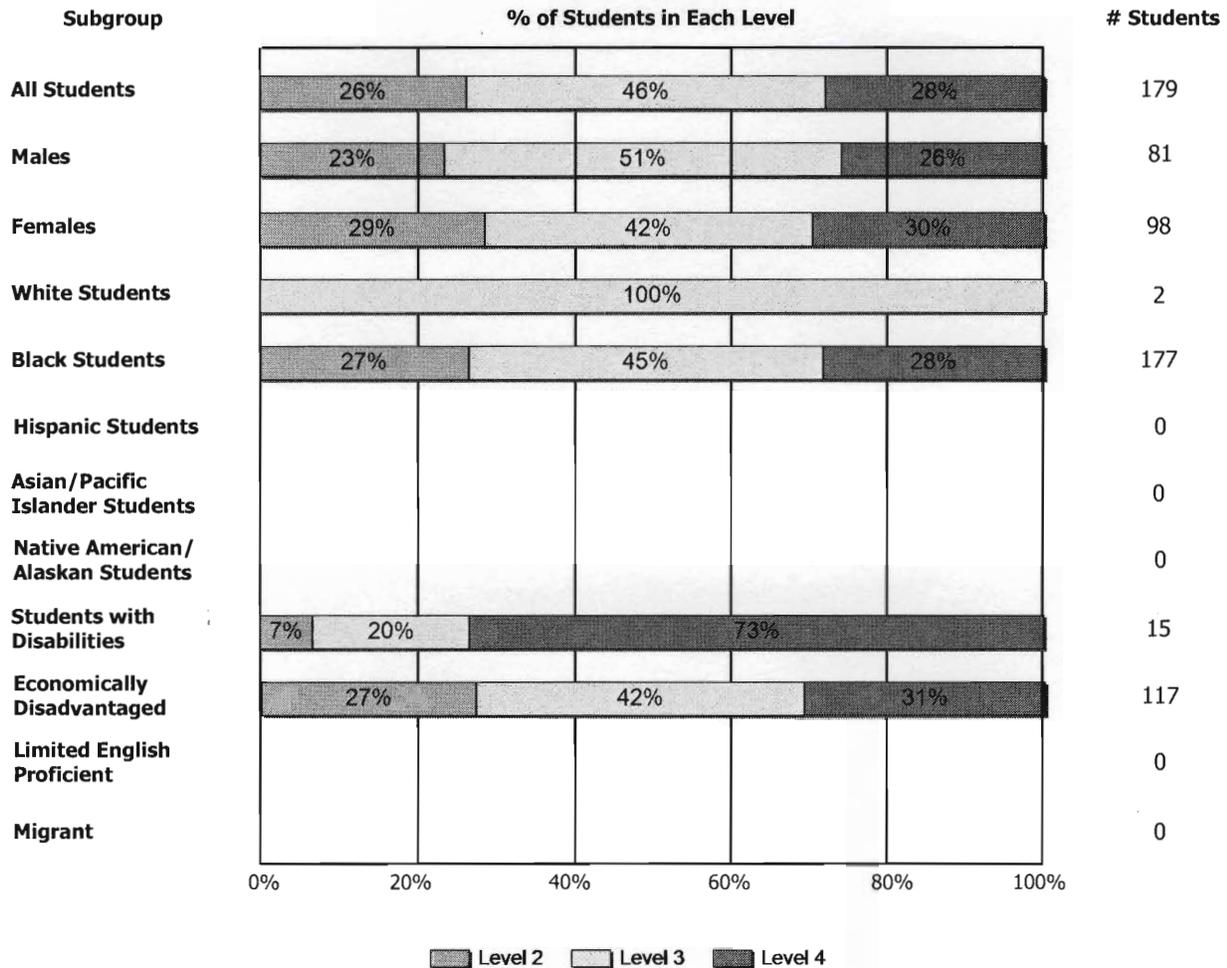
Percentage of Students Scoring in Proficient Levels Trend on MME Test, by Subgroup

Comments Regarding Data

What is the performance, by proficiency levels, of subgroups of students ?



Percentage of Students in Each Proficiency Level on MME Test, by Subgroups of Students Inkster Public Schools Inkster High School MME High School Reading • Class of 2011



Analysis Questions

1. What percentage of students scored in each proficiency level on this MME test?
2. Which subgroup of students performed the best on this MME test?
3. Which subgroup of students performed the worst on this MME test?

Suggested Uses (Internal/External)

- School Board Presentations
- Central Administration Presentations
- District-Level Analysis for Curriculum Committees
- School Improvement Plans including NCA
- AYP Reporting for No Child Left Behind

Student Demographics Summary



Inkster Public Schools Inkster High School

Test Records in System

	Class of 2008		Class of 2009		Class of 2010		Class of 2011	
MME High School Mathematics	170	100%	156	100%	255	100%	201	100%



General Achievement (No Retest) Reporting

Excluded Based on Exclusion Factors	36	21%	28	18%	33	13%	20	10%
Level of Proficiency is Unknown	9	5%	12	8%	10	4%	2	1%
Used for General Achievement Reporting	125	74%	116	74%	212	83%	179	89%

Test Form

Form 1 (MME)	147	86%	140	90%	0	0%	0	0%
Form 2 (MME)	5	3%	2	1%	0	0%	0	0%
Form 3 (MME)	2	1%	10	6%	0	0%	0	0%
Form 4 (MME)	16	9%	3	2%	0	0%	0	0%
Unspecified Form (MME)	0	0%	1	1%	255	100%	201	100%

Grade when Tested

Grade 11	148	87%	155	99%	255	100%	201	100%
Grade 12	22	13%	1	1%	0	0%	0	0%

Gender

Female Students	67	39%	79	51%	132	52%	112	56%
Male Students	103	61%	77	49%	123	48%	89	44%

Race/Ethnicity

American Indian/Native Alaskan	2	1%	2	1%	0	0%	0	0%
Black	162	95%	153	98%	253	99%	199	99%
Hispanic	5	3%	1	1%	0	0%	0	0%
Other	0	0%	0	0%	1	0%	0	0%
White	1	1%	0	0%	1	0%	2	1%

SWD

Students with Disabilities	14	8%	13	8%	20	8%	17	8%
Students without Disabilities	156	92%	143	92%	235	92%	184	92%

Economic Status

Economically Disadvantaged	106	62%	95	61%	148	58%	124	62%
Not Economically Disadvantaged	64	38%	61	39%	107	42%	77	38%

English Proficiency

English Proficient	169	99%	156	100%	255	100%	201	100%
Limited English Proficient	1	1%	0	0%	0	0%	0	0%

Migrant

Not Migrant	170	100%	156	100%	255	100%	201	100%
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Less than Full Academic Year

Full Academic Year	130	76%	127	81%	220	86%	181	90%
Less than Full Academic Year	40	24%	29	19%	35	14%	20	10%

Retest

First Administration	170	100%	156	100%	255	100%	201	100%
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OUTCOME DATA

THE GOLDEN PACKAGE of Data Analysis Reports for the Michigan Merit Exam®

Reports Included in this Section

How have students at our school performed in comparison to the district and state?

Percentage of Students Scoring in Proficient Levels on MME Test, Grouped by Instructional Building, District and State

What proficiency levels did our students attain?

Proficiency Level Summary

What has been our trend in performance on the MME test?

Percentage of Students Scoring Proficient

What range of scores did our students receive?

Scale Score Frequency Report

What range of scores did our students receive?

Score Frequency Report

What range of scores did our students receive?

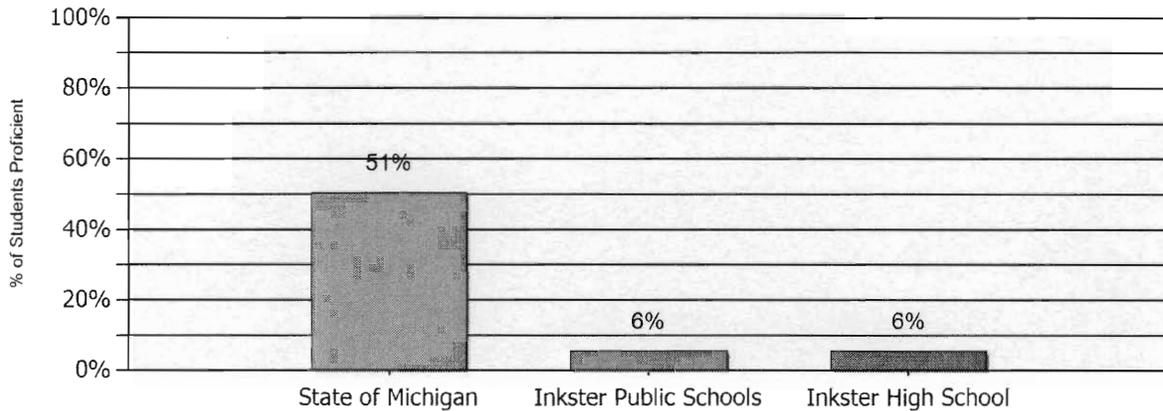
Score Frequency Report

Comments Regarding Data

How have students at our school performed in comparison to the district and state?



Percentage of Students Scoring in Proficient Levels on MME Test, Grouped by Instructional Building, District and State Inkster Public Schools Inkster High School MME High School Mathematics • Class of 2011



Breakdown of Students	State of Michigan	Inkster Public Schools	Inkster High School
Proficient	54,465	10	10
Not Proficient	53,376	169	169
Total # of Students	107,841	179	179

Analysis Questions

1. How did students perform on this MME test in comparison to the district? In comparison to the state?
2. If this school performed better or worse than the district, what might be some reasons for this?
3. Based on this information, does this school need more attention focused on them?

Suggested Uses (Internal/External)

- School Board Presentations
- Central Administration Presentations
- District-Level Analysis for Curriculum Committees
- School Improvement Plans including NCA
- AYP Reporting for No Child Left Behind

State percentages include all students tested, and may vary slightly from published numbers due to rounding.

What proficiency levels did our students attain?



Proficiency Level Summary
Inkster Public Schools
Inkster High School
MME High School Mathematics • Class of 2011

Proficiency Level Breakdowns			#	%
All Students	Level 1		1	1%
	Level 2		9	5%
	Level 3		17	9%
	Level 4		152	85%
Total for All Students			179	100%
Total for All Students			179	100%

Analysis Questions

1. What proficiency levels did our students attain MME test?
2. If a sub-proficiency level is reported, are there significant students in the highest sub-proficiency level immediately below the proficient cutoff? (these are students where more focus would likely boost overall proficiency levels)

Suggested Uses (Internal/External)

- School Board Presentations
- Central Administration Presentations
- District-Level Analysis for Curriculum Committees
- School Improvement Plans including NCA
- AYP Reporting for No Child Left Behind

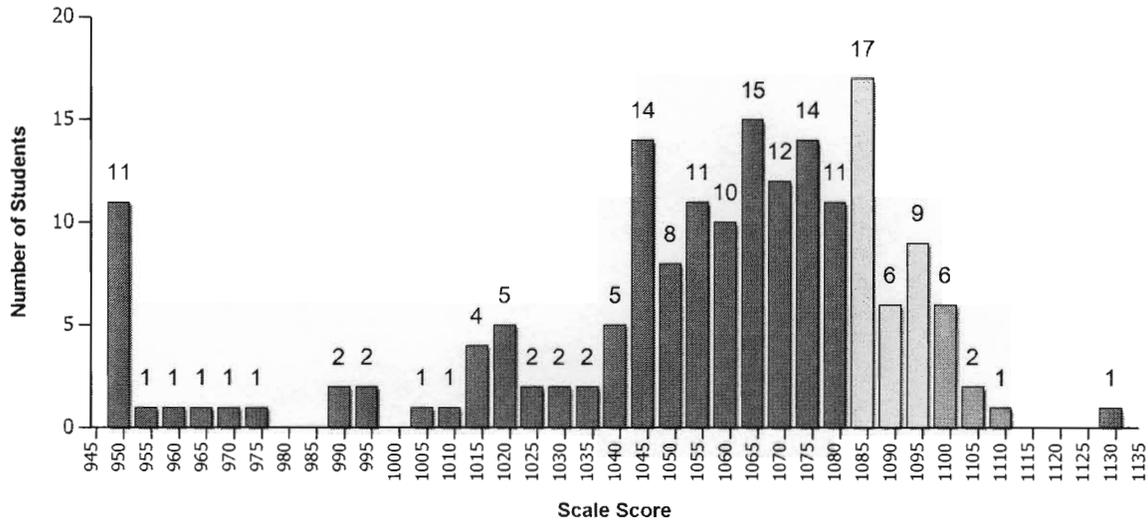
What range of scores did our students receive?



Scale Score Frequency Report

Inkster Public Schools
Inkster High School

All Grades MME • MME High School Mathematics • Class of 2011



Bars indicate the number of students scoring within each 5 point score bracket, starting with the score indicated on the axis. For example, students counted in the "700" bar scored between 700 and 704.

Analysis Questions

1. How did our students perform on this MME test?
2. Are there many students that scored just below the proficient level?
3. Are there many students that just barely scored at a proficient level?

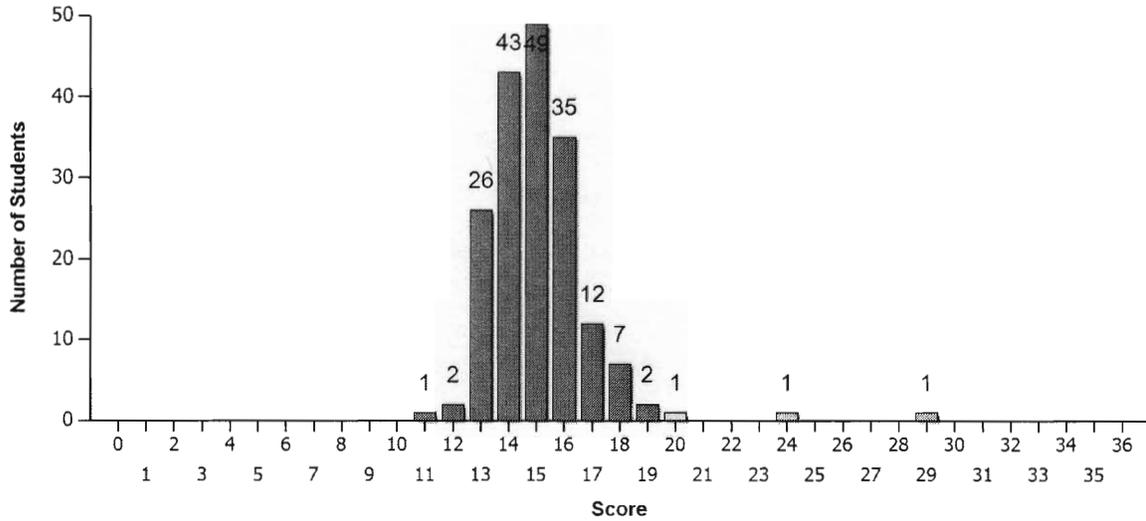
Suggested Uses (Internal/External)

- School Board Presentations
- Central Administration Presentations
- District-Level Analysis for Curriculum Committees
- School Improvement Plans including NCA

What range of scores did our students receive?



Score Frequency Report Inkster Public Schools Inkster High School ACT Mathematics • Class of 2011



Analysis Questions

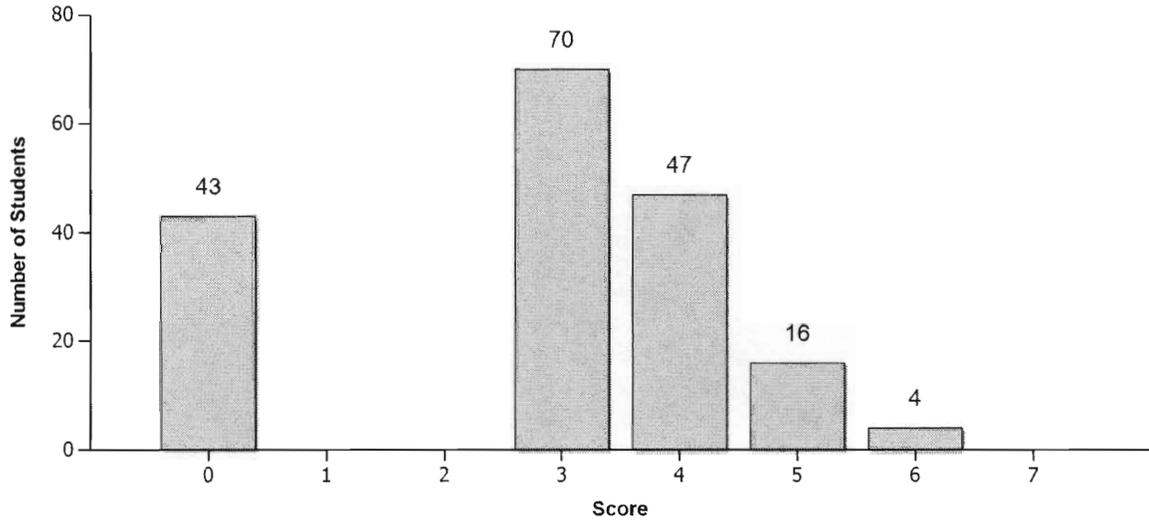
1. How did our students perform on this ACT test?
2. Are there many students that scored just below the benchmark level?
3. Are there many students that just barely scored at a benchmark level?

Suggested Uses (Internal/External)

- School Board Presentations
- Central Administration Presentations
- District-Level Analysis for Curriculum Committees
- School Improvement Plans including NCA

What range of scores did our students receive?

Score Frequency Report
Inkster Public Schools
Inkster High School
WorkKeys Mathematics • Class of 2011



Analysis Questions

1. How did our students perform on this WorkKeys test?
2. Are there many students that scored just below the proficient level?
3. Are there many students that just barely scored at a proficient level?

Suggested Uses (Internal/External)

- School Board Presentations
- Central Administration Presentations
- District-Level Analysis for Curriculum Committees
- School Improvement Plans including NCA

DEMOGRAPHIC DATA

THE GOLDEN PACKAGE of Data Analysis Reports for the Michigan Merit Exam®

Reports Included in this Section

What is the performance, by proficiency levels, of subgroups of students ?

Percentage of Students in Each Proficiency Level on MME Test, by Subgroups of Students

What has been our trend in achievement for various subgroups over the past few graduation classes?

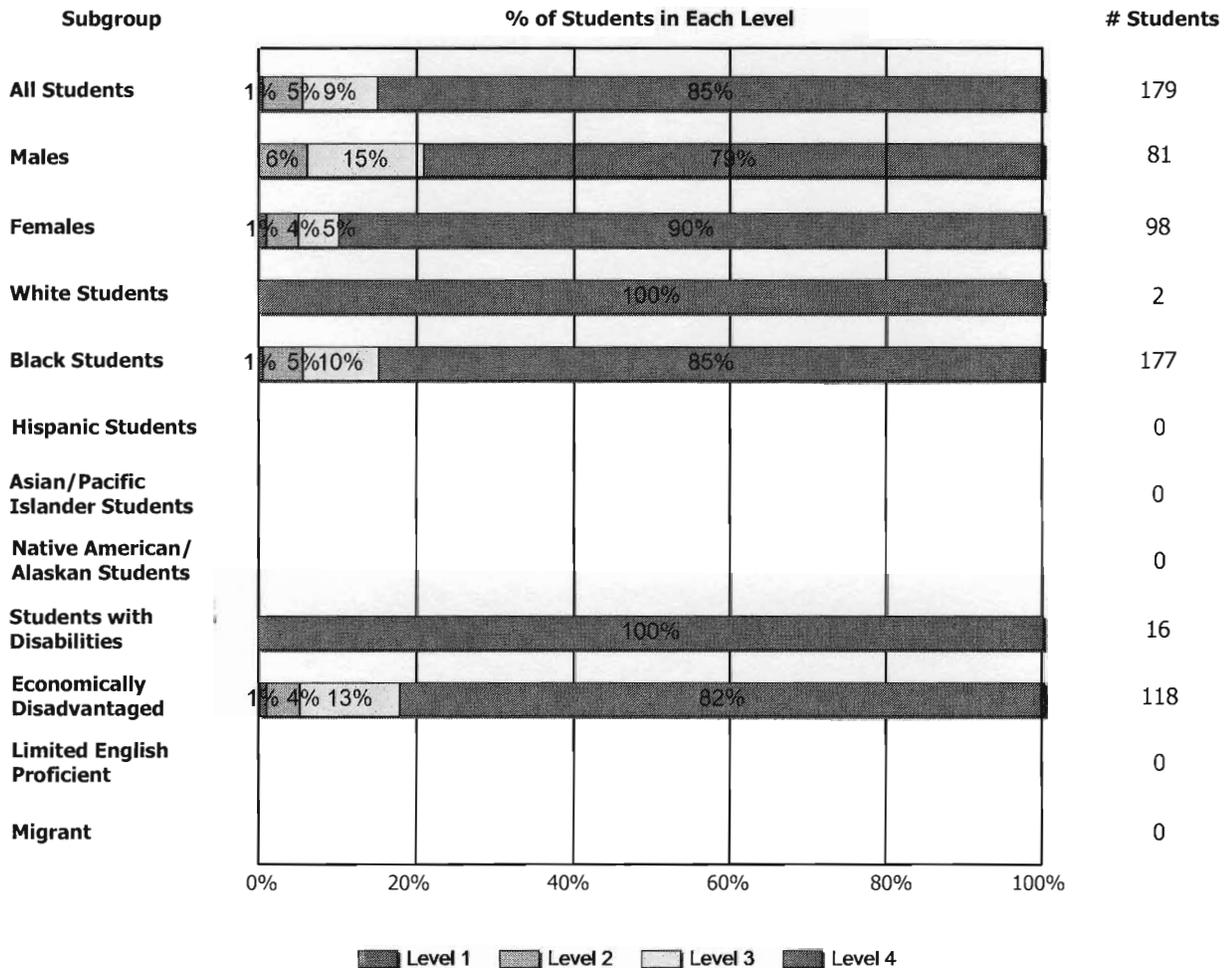
Percentage of Students Scoring in Proficient Levels Trend on MME Test, by Subgroup

Comments Regarding Data

What is the performance, by proficiency levels, of subgroups of students ?



Percentage of Students in Each Proficiency Level on MME Test, by Subgroups of Students Inkster Public Schools Inkster High School MME High School Mathematics • Class of 2011



Analysis Questions

1. What percentage of students scored in each proficiency level on this MME test?
2. Which subgroup of students performed the best on this MME test?
3. Which subgroup of students performed the worst on this MME test?

Suggested Uses (Internal/External)

- School Board Presentations
- Central Administration Presentations
- District-Level Analysis for Curriculum Committees
- School Improvement Plans including NCA
- AYP Reporting for No Child Left Behind

MME READING

Year	* No. of Students Assessed	Scale Score		Performance Levels				
		Mean	** Margin of Error	4-Not Proficient	3-Partially Proficient	2-Proficient	1-Advanced	Levels 1 & 2
Scale Score Range		(950-1250)		(950-1077)	(1078-1099)	(1100-1157)	(1158-1250)	(1100-1250)
2010	199	1087	1085-1088	28%	44%	28%	0%	28%
2009	249	1081	1077-1085	39%	37%	23%	0%	23%
2008	143	1088	1084-1092	27%	47%	27%	0%	27%
2007	144	1071	1066-1076	52%	33%	15%	0%	15%

MME SCIENCE

Year	* No. of Students Assessed	Scale Score		Performance Levels				
		Mean	** Margin of Error	4-Not Proficient	3-Partially Proficient	2-Proficient	1-Advanced	Levels 1 & 2
Scale Score Range		(950-1250)		(950-1086)	(1087-1099)	(1100-1142)	(1143-1250)	(1100-1250)
2010	199	1068	1065-1070	71%	17%	12%	1%	12%
2009	247	1064	1058-1070	67%	19%	13%	0%	14%
2008	143	1072	1065-1079	59%	24%	17%	0%	17%
2007	142	1063	1056-1070	73%	18%	10%	0%	10%

MME WRITING

Year	* No. of Students Assessed	Scale Score		Performance Levels				
		Mean	** Margin of Error	4-Not Proficient	3-Partially Proficient	2-Proficient	1-Advanced	Levels 1 & 2
Scale Score Range		(950-1250)		(950-1050)	(1051-1099)	(1100-1145)	(1146-1250)	(1100-1250)
2010	200	1070	1068-1071	16%	77%	7%	0%	7%
2009	255	1073	1069-1077	15%	71%	13%	0%	14%
2008	143	1082	1079-1085	6%	71%	23%	0%	23%
2007	137	1071	1066-1076	18%	72%	10%	0%	10%

MME SOCIAL STUDIES

Year	* No. of Students Assessed	Scale Score		Performance Levels				
		Mean	** Margin of Error	4-Not Proficient	3-Partially Proficient	2-Proficient	1-Advanced	Levels 1 & 2
Scale Score Range		(950-1250)		(950-1085)	(1086-1099)	(1100-1128)	(1129-1250)	(1100-1250)
2010	199	1101	1100-1103	15%	35%	46%	5%	50%
2009	246	1099	1096-1102	26%	22%	43%	8%	51%
2008	145	1104	1101-1107	13%	29%	48%	10%	58%
2007	141	1099	1096-1102	24%	28%	41%	6%	48%

MME MATHEMATICS

Year	* No. of Students Assessed	Scale Score		Performance Levels				
		Mean	** Margin of Error	4-Not Proficient	3-Partially Proficient	2-Proficient	1-Advanced	Levels 1 & 2
Scale Score Range		(950-1250)		(950-1088)	(1089-1099)	(1100-1127)	(1128-1250)	(1100-1250)
2010	199	1057	1055-1060	83%	10%	6%	1%	7%
2009	245	1062	1057-1067	76%	14%	9%	0%	9%
2008	143	1069	1064-1074	71%	15%	13%	0%	13%
2007	142	1061	1056-1066	87%	8%	6%	0%	6%

* Includes students who received valid scores.

** This is the likely range within which the true mean scale score would fall for the students listed on this report.

Due to rounding, percentages might not total 100%.