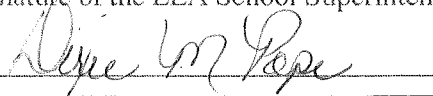**Attachment III**

SIG GRANT--LEA Application

APPLICATION COVER SHEET

SCHOOL IMPROVEMENT GRANTS (SIG)

Legal Name of Applicant: Lakeview Community Schools 9497 Paden Road Lakeview, MI 48850	Applicant's Mailing Address: Lakeview Community Schools 9497 Paden Road Lakeview, MI 48850	
LEA Contact for the School Improvement Grant Name: Dixie M. Pope, Ed.D. Position and Office: Superintendent Contact's Mailing Address: Lakeview Community Schools, 9497 Paden Road, Lakeview, MI 48850 Telephone: (989) 352-6226 or (989) 352-7221 ext 2442 Fax: (989) 352-7021 Email address: poped@lakeviewschools.net		
LEA School Superintendent/Director (Printed Name): Dixie M. Pope, Ed.D.		Telephone: (989) 352-6226 or (989) 352-7221 ext. 2442
Signature of the LEA School Superintendent/Director: X _Dixie M Pope_		Date: **February 22, 2011**
LEA School LEA Board President (Printed Name): Edward J. Jonaitis		Telephone: (989) 352-6226
Signature of the LEA Board President: X _Edward J Jonaitis_		Date: **February 22, 2011**
The LEA, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the State receives through this application.		

GRANT SUMMARY

Di District Name:	**District Code:**
ISD/RESA Name:	**ISD Code:**

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

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

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

☑ **Transformation Model:** Develops teacher and leader effectiveness, implements comprehensive instructional programs using student achievement data, provides extended learning time and creates community-oriented schools.

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

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

LEA APPLICATION REQUIREMENTS

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

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

SCHOOL NAME	NCES ID #	TIER I	TIER II	TIER III	INTERVENTION (TIER I AND II ONLY)			
					turnaround	restart	closure	transformation
Lakeview High School	2620910		X					X

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

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 serve with School Improvement Grant funds.

For each Tier I and Tier II School that the LEA commits to serve, the LEA must:

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

Dixie Pope, Superintendent of Lakeview Community Schools met with her administrative team to discuss the requirements of the Lowest Five Percent List and the supporting School Improvement Grant. Additional meetings were held with the Board of Education, staff, parents and community members. An analysis of school data, school and district strategies and available resources along with a review of models led to the decision that the Transformation Model would be the intervention model most beneficial in meeting the needs at the high school.

2. **Describe how the LEA has the capacity to use school improvement funds to provide adequate resources and related support the school to each Tier I and Tier II school identified in the LEA's application in order to implement, fully and effectively, the required activities of the school intervention model it has selected.**

Lakeview High School has the capacity to successfully and adequately implement the required activities of the school intervention model (transformation). The Transformation Model provides the guidance for the school's committee to plan, implement and evaluate educational reform in the high school leading to improved student performance. The high school will partner with CMU, Montcalm Area Intermediate School District, and Ionia County Intermediate School District. These partnerships bring a level of expertise for continuous support in Lakeview High School's efforts to transform and improve student achievement.

The district has given flexibility to the high school to move to a site-based management model that will allow integration of all available local, state and federal resources to support the turnaround efforts. These include:

*   General Fund
*   At-Risk
*   Title II, Part A
*   Title IV (Safe & Drug Free Schools)
*   School Improvement Grant

4

- In-Kind from external partners (Montcalm Area ISD, Ionia County ISD, community partners, etc.)

Other actions to align and maximize resources with interventions include:

- A well-developed professional development system to provide teachers with the competencies to apply research-based instructional practices to differentiate instruction in the classroom
- Utilize on-going, job-embedded and differentiated professional development for building administrators to provide administrators with the competencies to better support teachers and improve instruction through instructional leadership
- Develop district policies & practices that support the selection of research-based instructional practice through professional development, Professional Learning Communities, materials, etc.
- Utilize a Response-to-Intervention (RTI) Framework to build infrastructure in district K-12
- Implement strategies to improve school climate K-12 (i.e. Capturing Kid's Hearts, Service-learning, etc.)
- Utilize methods to ensure that curriculum and instruction is implemented with fidelity and is impacting student achievement.

An Ad-Hoc committee was established to monitor implementation of the turnaround (transformation) model. The committee make up has equal number of members from the school and community.

Lakeview High School administration and staff have been involved collaboratively in this school improvement grant application process from the beginning. The administration and staff have shown a willingness to reflect on current practices while researching and learning what makes an effective school.

Staff recognizes the severity of being on the Lowest Five Percent List and has worked diligently with administration to develop this plan. The professional staff association (Lakeview Education Association) leadership has been part of the planning process and collaborated on contractual modifications necessary for the success of this proposal. The Lakeview Education Association (LEA) and the Lakeview Community Schools have added an addendum to the master contract that has been developed to identify and implement the part of the redesign plan that required collective bargaining as well as, identify the evaluation process that ties teacher compensation to student achievement and a satisfactory or better teacher evaluation.

The terms of this addendum will comply with all state and federal statutes. If any part of the addendum contradicts the statutes, the law will supersede the addendum.

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

a. <u>Design & implement interventions consistent with final requirements:</u>

The administration met with staff to discuss the transformational model and to provide detailed information on the model. The building needs were discussed in conjunction with requirements of the transformational model. Feedback was given by staff, board members, the school improvement team, students and community members. Together all feedback was analyzed. The planning team came together to prioritize and determine the highest needs that would align with the school improvement grant and have the highest impact on classroom instruction and student achievement.

The requirements for the Transformation Model Plan have been delineated and strictly adhered to in the construction of proposed activities for the School Improvement Grant. A chart outlining the proposed activities aligned with building needs and research has been provided beginning on page 37.

b. <u>Select external providers from the state's list of preferred providers:</u>

Lakeview High School has selected Central Michigan University (CMU) after evaluating needs and several interviews from the state's preferred provider list. CMU seemed to be the best fit for the high school's identified needs. Additional support will be provided by Montcalm Area Intermediate School District throughout the grant and implementation process.

CMU Center of Excellence in Education (CEIE) will provide ongoing, results-oriented, job-embedded professional development to teachers and administrators to build leadership capacity, and develop professional learning communities that support a unified vision of uncompromising success for every learner. Their program is guided by current research and practice emphasizing rigor, relevance, and relationship.

Each of the twelve components of the CEIE service model is aligned with the four core recommendations from the Institute of Education Services for "Turning Around Chronically Low-Performing Schools".

- On-site Coaching
- Distributed Leadership
- Change Process
- Coordination of Reform Initiatives
- Professional Development
- Instructional Improvement
- Using Data to Inform Work
- Building Upon Strengths

- Support 9th Graders and Struggling Students
- Collegial Dialogue & Collaboration
- Personalization
- Recognizing the Needs of a Diverse Population

CMU will provide the following services to Lakewood High School administration and teachers:

1. **On-Site Leadership Coach,** who works one-on-one with the building administrator and teacher leaders. The leadership coach helps coordinate all school reform initiatives, reviews data to inform the work of the Center, and builds relationship to foster trust and increase efficacy.
2. **On-Site Academic Literacy and Math Coaches** will work with teachers to model and implement research-based instructional strategies to improve achievement for all students.
3. **Leadership Seminars** provides a building team with excellent opportunities to enhance leadership skills and network with leaders from other Michigan schools.
4. **Customized Professional Development** based on the needs of the high school. The Center will provide professional development including: inclusionary practices; cooperative learning; differentiated instruction; studying student work; skills of collaboration; and assessment.

CMU will work with the school leader and staff to ensure that both the school improvement process and classroom instruction at various tiers are implemented and delivered as intended. CMU will be utilized to monitor and measure teacher adherence to the curriculum and instructional strategies to ensure that curriculum is **implemented with fidelity and is impacting student achievement**. CMU's use of classroom coaches and customized professional development lends itself to this process. Fidelity is important because research tells us that the way curriculum and instruction is implemented influences the outcomes on student achievement.

A plan has been developed to evaluate the external provider services and for the provider to assess the success in implementing provider's services. Evaluation of the external provider's services will be an ongoing process. The high school will utilize the ongoing evaluation and communication with the external provider to assure that implementation and results are on track.

c. <u>Align other resources with the interventions;</u>

All aspects of the School Improvement Grant and the requirements outlined for this turnaround (transformation) model will be included in the high school building School Improvement Plan for 2010-2011. Attached three-year budget indicates how the school will integrate all available local, state and federal resources to support the turnaround efforts. These include:

- General Fund

- At-Risk
- Title II, Part A
- Title IV (Safe & Drug Free Schools)
- School Improvement Grant
- In-Kind from external partners (Montcalm Area ISD, Ionia County ISD, community partners, etc.)

Other actions to align and maximize resources with interventions include:

- A well-developed professional development system to provide teachers with the competencies to apply research-based instructional practices to differentiate instruction in the classroom
- Utilize on-going, job-embedded and differentiated professional development for building administrators to provide administrators with the competencies to better support teachers and improve instruction through instructional leadership
- Develop district policies & practices that support the selection of research-based instructional practice through professional development, Professional Learning Communities, materials, etc.
- Utilize a Response-to-Intervention (RTI) Framework to build infrastructure in district K-12
- Implement strategies to improve school climate K-12 (i.e. Capturing Kid's Hearts, Service-learning, etc.)
- Utilize methods to ensure that curriculum and instruction is implemented with fidelity and is impacting student achievement.

d. <u>Modify its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively:</u>

Lakeview Community Schools has worked with the Lakeview Education Association to meet current legislation and requirements in the transformation plan. The Lakeview Education Association (LEA) and the Lakeview Community Schools have added an addendum to the master contract that has been developed to identify and implement the part of the redesign plan that required collective bargaining as well as, identify the evaluation process that ties teacher compensation to student achievement and a satisfactory or better teacher evaluation.

The terms of this addendum will comply with all state and federal statutes. If any part of the addendum contradicts the statutes, the law will supersede the addendum. The addendum to the master contract has been signed by both parties and is included in attachments.

Below find the policies and practices change analysis to implement the SIG final requirements:

Polices/ Practices	In Place	Under Consideration	Not Needed
• Leadership Councils Composition	X		
• Principal Authority/responsibility	X		
• Duties-Teacher	X		
• Duties-Principal	X		
• Tenure	X		
• Flexibility regarding professional development activities	X		
• Flexibility regarding our school schedule (day and year)	X		
• Waivers from district policies to try new approaches	X		
• Flexibility regarding staffing decisions	X		
• Flexibility on school funding	X		
Job-Embedded Professional Development			
Topic Requirements Content			
• Schedule	X		
• Length	X		
• Financing	X		
• Instructors	X		
• Evaluation	X		
• Mentoring	X		
Budgeting			
School funding allocations to major spending categories • School staff input on allocation	X		
• Approval of allocation	X		
• Change of allocation midyear	X		
Major contracts for goods and services • Approval process streamlined	X		
• Restrictions (e.g., amounts, vendors)	X		
• Legal clarifications	X		
• Process	X		
• Stipulations (e.g., targeted vs. unrestricted spending)	X		
• Timeline	X		
• Points of contact	X		
Auditing of school financial practices Process	X		
• Consequences	X		

e. <u>Sustain the reforms after the funding period ends:</u>

The School Improvement Grant and the requirements outlined in the transformation model have been designed to dramatically improve student achievement in both mathematics and ELA for all students. The initiatives and strategies described in this grant reflect research-based strategies that can be sustained once funding from the School Improvement Grant expires.

Factors that support sustainability include:

1. Cessation of some expenditures at the end of the project (i.e. district reform coordinator, external partner support (CMU), extensive professional development, etc.). Expenditures that continue will be considered as priority expenditures when developing building and district budgets.
2. Sustaining credit recovery, dual enrollment, extended learning opportunities etc. will also utilize discretionary funds. Decisions will be made on the evaluation of activities of the three-year grant period and insights gained.
3. As appropriate Federal funds will be used to sustain project activities.

A number of internal controls will be applied throughout the project to ensure adequate progress monitoring, ongoing evaluation and programmatic adjustments when necessary. These include but are not limited to:

- Maintaining a current timeline of project activities that will serve as the basis for the project review at the monthly meetings
- Business office will provide a project financial report to the Ad Hoc Committee on a regular basis to ensure adequate oversight of project expenditures and guidance regarding any potential project modifications.
- The Superintendent will provide an overview of the monthly meetings to the Lakeview Board of Education.
- The District Reform Administrator will report directly to the Superintendent to ensure effective internal oversight and control of the project.

Included below is a listing of grant oversight personnel:

Grant Oversight Personnel

Individual	Job Title	Percent Time
Dr. Dixie Pope	Superintendent	15%
Ron Pincumbe	District Reform Coordinator	100%
Gary Jensen	Principal	50%
ISD Personnel	Assessment Consultant	10%
To Be Hired	Extended Learning Coordinator	100%

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

Developing & Increasing Teacher & Leader Effectiveness

Action Step	Person Responsible	Start Date	End Date	Success Matrix
Staffing:				
1. Replaced principal	Superintendent	October 2010	N/A	Principal replaced in October of 2010.
2. Hired district reform administrator (DRA)	Superintendent	October 2010	N/A	District Reform Administrator hired in October of 2010.
3. Hire 1 ELA Interventionist & 1 Math Interventionist	Superintendent; District Reform Administrator; LHS Principal	September 2011	June 2014	Hired by September 2011.
4. Reward highly effective leaders, teachers, & staff and replace ineffective leaders, teachers, staff utilizing the McREL Evaluation System.	Superintendent; LHS Principal	May/June 2012	N/A	Addendum to Master Agreement.
5. Provide additional compensation to attract & retain staff.	Superintendent	October 2010	N/A	Addendum to Master Agreement.
6. Ensure the school is not required to accept a teacher w/o consent of teacher & principal regardless of seniority.	Superintendent; LHS Principal	October 2010	N/A	Addendum to Master Agreement.
7. Included teachers & principals from other buildings in the planning process (See minutes)	Superintendent; District Reform Administrator; LHS Principal; other principals	August 2010	Ongoing	Attendance at PLA Meetings and discussions at DEPT (Minutes)
Evaluation:				

1. McREL Evaluation System
  • Student academic/growth data included as a significant factor in evaluation
  • Multiple observation-based assessments in performance
  • Designed & developed w/teacher & principal input
	Superintendent; District Reform Administrator; LHS Principal/LEA	August 2010	Ongoing	% of LHS teachers scoring at or above proficient based on teacher evaluation rubric.

2. K-12 District-Wide Committee continues to work on teacher and principal evaluation with a final version submitted to each building for site based approval in conjunction with local bargaining agreements by fall 2011.	Superintendent; K-12 Evaluation Committee	Spring 2010	September 1, 2011	Completed in LEA Master Agreement
Professional Development:				
1. Professional Development Plan (see plan)	Superintendent; District Reform Administrator; LHS Principal; Director of State and Federal Programs	August 2010	Ongoing	Each PD activity occurs and is implemented in classrooms. And a growth of 6% or 3x State growth rate on MME.

Action Step	Person Responsible	Start Date	End Date	Success Matrix
2. Implement system for measuring changes in instructional practices resulting from professional development (Included in McREL Evaluation System)	Superintendent; District Reform Administrator; LHS Principal	September 2011	Ongoing	% of LHS teachers scoring at or above proficient level based on teacher evaluation rubric.

Increasing Learning Time & Creating Community-Oriented Schools

Extended Learning Opportunities:

Action Step	Person Responsible	Start Date	End Date	Success Matrix
1. 162 additional instructional hours w/data-driven content (Optional for students) • Credit Recovery • Online learning including but not limited to E2020 and/or GenNet • Afterschool including but not limited to remediation, service-learning, & community education w/community partners academic support • Emphasis on 21st Century Skills • Many offerings will include ELA and mathematics components	District Reform Administrator; LHS Principal; ELO Coordinator	Fall 2010	Ongoing	# of students participating.
2. 72 additional instructional hours w/data-driven content (Optional for students) • Summer School	LHS Principal; Summer School Teachers	Summer 2010	Ongoing	# of students participating.
3. Flexible scheduling • Cross-curricular focus areas • Change core classes(ELA & Math) to three trimesters (year-long) instead of two trimesters for 9th & 10th • AP Classes restarted & officially recognized	District Reform Administrator; LHS Principal; LHS Counselor	Fall 2011	Ongoing	% of LHS teachers scoring at or above proficient level based on teacher evaluation rubric.
4. 64 additional instructional hours • Professional Development	Superintendent; District Reform Administrator; CEIE (CMU Coaches); LHS Principal; LHS Staff	Fall 2011	June 2014	Each PD activity occurs and is implemented in classrooms. And % of LHS teachers scoring at or above proficient level based on teacher evaluation rubric.
5. 78.5 additional instructional hours added to the school day	Superintendent; DRA; LHS Principal; LEA	Fall 2011	June 2014	% of LHS teachers scoring at or above proficient level based on teacher evaluation rubric.
6. 149 additional instructional hours added in after school teacher collaboration time (M-Th all year)	Superintendent; DRA; LHS Principal; LEA	Fall 2011	June 2014	% of LHS teachers scoring at or above proficient level based on teacher evaluation rubric.

Family & Community Engagement:

	Action Step	Person Responsible	Start Date	End Date	Success Matrix
1.	Utilize technology to improve communication, parental involvement	District Reform Administrator; LHS Principal; LHS Staff	Fall 2010	Ongoing	# Increase of parental communication.
2.	Build relationships with families and community in a variety of ways that actively support student learning (i.e. ad-hoc committee, school improvement team, Lakeview Area Community Foundation, Adopt-a-Classroom, Career Day, Agency Fair)	Superintendent; District Reform Administrator; LHS Principal; LHS Staff	Fall 2010	Ongoing	# increase in parental involvement.
3.	Recruit volunteers to participate in school improvement & ad-hoc committee	District Reform Administrator; LHS Principal	Fall 2010	Ongoing	# of parents on school committees.
4.	Work on school climate (i.e. Capturing Kids' Hearts, Positive Behavior Supports)	District Reform Administrator ; LHS Principal; LHS Staff	Fall 2010	Ongoing	% decrease in discipline referrals #s.
5.	Providing opportunities for student leadership (i.e. student advisory committee, Teen Leadership class)	District Reform Administrator; LHS Principal; LHS Staff	Fall 2010	Ongoing	# increase of students taking on leadership roles.
6.	Utilize Montcalm/Ionia College Access Program	District Reform Administrator; LHS Principal; LHS Counselor	Fall 2011	Ongoing	# of students enrolling in post-secondary options.
7.	Montcalm Community College classes offered at LHS.	LHS Principal	Fall 2010	Ongoing	# of students enrolled in D.E. Classes at LHS.

Comprehensive Instructional Reform

	Action Step	Person Responsible	Start Date	End Date	Success Matrix
Data:					
1.	Staff will utilize regional data warehouse (IGOR, INGA) for storing and analyzing student data	Superintendent; District Reform Administrator; LHS Principal; LHS Staff; CEIE Staff; MAISD/Kent ISD	Fall 2010	Ongoing	# of staff regularly utilizing IGOR/INGA to inform instruction.
2.	Professional development will be provided to assist teachers to develop & implement a balanced assessment system.	Superintendent; District Reform Administrator ; LHS Principal; CEIE Staff; LHS Staff	Fall 2011	Ongoing	% of staff utilizing data to inform instruction.
Instructional Strategies For ELA and Mathematics:					
1.	Response-to-Intervention Model • Research & develop a model based on student needs . • Implement selected model • Refine & monitor existing model	Superintendent; District Reform Administrator; LHS Principal	Fall 2011	Ongoing	A growth of 6% or 3x State growth rate on MME.
2.	Instructional coaches in ELA & mathematics	Superintendent; ; LHS Principal	Fall 2010	June 2014	A growth of 6% or 3x State growth rate on MME.
3.	Special education staff works w/all teachers to support students w/disabilities	Superintendent; District Reform Administrator ; LHS Principal; LHS Staff; CEIE Staff	Fall 2010	Ongoing	A growth of 6% or 3x State growth rate on MME.
4.	High Quality Service-learning to increase links b/w	District Reform Administrator; LHS	Fall 2011	Ongoing	% of students meeting ACT

	Responsible	Start	Timeline	Indicator
curriculum & real world	Principal; Selected LHS Staff			college readiness standards.
5. Strategic Instructional Model-ELA	District Reform Administrator; LHS Principal; Selected ELA Staff	Fall 2010	Ongoing	A growth of 6% or 3x State growth rate on MME.
6. Evidenced-Based Literacy Instruction (EBLI)	Superintendent; LHS Principal; District Reform Administrator; EBLI Instructors	Fall 2010	Ongoing	A growth of 6% or 3x State growth rate on MME.
Increase Rigor & Supports for All Students:				
1. AP classes	Superintendent; District Reform Administrator; LHS Principal	Fall 2011	Ongoing	# of students participating in AP classes.
2. Dual Enrollment classes	LHS Principal; LHS Counselor	Fall 2010		# of students participating in Dual Enrollment Classes.
1. Credit Recovery (i.e. E2020, GenNet, Summer School)	Superintendent; District Reform Administrator; LHS Principal; ELO Staff	Fall 2010	Ongoing	% increase in graduation rates.
2. Identify students at-risk of failure & dropping out (At-Risk Assessment, 504, IEP)	Superintendent; District Reform Administrator; LHS Principal; ELO Coordinator; LHS Counselor; LHS Staff	Fall 2010	Ongoing	% increase in graduation rates.
3. Extended Learning Opportunities (i.e. academic centers, tutoring, enrichment)	Superintendent; District Reform Administrator; LHS Principal; ELO Coordinator; LHS Counselor; LHS Staff	Fall 2010	Ongoing	# of students participating in ELO opportunities.
4. Response-to-Intervention	Superintendent; District Reform Administrator; LHS Principal; ELO Coordinator; LHS Counselor; LHS Staff; CEIE Staff	Fall 2011	Ongoing	A growth of 6% or 3x State growth rate on MME.
5. Core classes year-long (Mathematics & ELA)	Superintendent; District Reform Administrator; LHS Principal; LHS Counselor; LHS Staff	Fall 2011	Ongoing	A growth of 6% or 3x State growth rate on MME.
6. Focus on Freshman Transition Program including a Freshman Learning Center	Superintendent; District Reform Administrator; LHS Principal; LHS Counselor; LHS Transition Staff	Fall 2010	Ongoing	% decrease in students dropping out from LHS.
Technology-based Interventions:				
1. 1-to-1 Student Laptop Initiative	Superintendent; District Reform Administrator; LHS Principal; LHS Counselor; LHS Staff	Fall 2011	Ongoing	% students meeting Work Keys career readiness benchmarks.
2. E2020 (advanced classes, remediation, etc.) GenNet, etc.	Superintendent; District Reform Administrator; LHS Principal; LHS Counselor	Fall 2010	Ongoing	% increase of students graduating from LHS.
3. Orleans-Hannah Algebraic Prognostic Indicator Assessment for Math	District Reform Administrator; LHS Principal; LHS Algebra I Staff	Fall 2010	Ongoing	% of incoming freshmen prepared for Algebra I.
4. MyAccess Writing Program	District Reform Administrator; LHS Principal; LHS ELA Staff	Fall 2010	Ongoing	% of students at proficient level in MyAccess Program.

Action Step	Person Responsible	Start Date	End Date	Success Matrix
5. Graphing Calculators	District Reform Administrator; LHS Principal; LHS Math Staff	Spring 2010	Ongoing	A growth of 6% or 3x State growth rate on MME.
6. Technology infrastructure upgrades (bandwidth, wireless)	Superintendent; District Technology Coordinator; District Reform Administrator; LHS Principal	Spring/Summer 2011	2011/2012 School Year	Implementation of 1-to-1 Laptop Initiative.
7. Way Cyber School Alternative Education Program	Superintendent; District Reform Administrator; LHS Principal; Way Coordinator	Fall 2011	Ongoing	% increase of students graduating from LHS.

Providing Operational Flexibility & Sustained Support

Action Step	Person Responsible	Start Date	End Date	Success Matrix
Flexibility:				
1. Create schedule flexibility to maximize instructional time (mathematics & ELA)	Superintendent; District Reform Administrator; LHS Principal; LHS Counselor	Fall 2010	Ongoing	A growth of 6% or 3x State growth rate on MME.
2. Flexible scheduling • Cross-curricular focus areas • Additional instructional time within the school day • AP Classes restarted & officially recognized, and expanded into four trimesters	Superintendent; District Reform Administrator; LHS Principal; LHS Counselor; LHS Staff	Fall 2011	Ongoing	A growth of 6% or 3x State growth rate on MME.
3. Develop and implement a site-based management model that includes all stakeholders.	Superintendent; District Reform Administrator; LHS Principal; LHS Staff	Fall 2011	Ongoing	Site-based decision making model intact.
Sustained Support:				
1. District School Reform Administrator	Superintendent	Fall 2010	June 2014	Plan implemented as approved by MDE.
2. Extended Learning Coordinator	Superintendent; District Reform Administrator; LHS Principal	Fall 2011	Ongoing	A growth of 6% or 3x State growth rate on MME.
3. Instructional Coaches for job-embedded professional development	Superintendent; District Reform Administrator; LHS Principal; CEIE Supervisor and Staff	Spring 2011	June 2014	% of LHS teachers scoring at or above proficient level based on teacher evaluation rubric.
4. 1 Math Interventionist; 1 ELA Interventionist	Superintendent; District Reform Administrator; LHS Principal;	Fall 2011	June 2014	A growth of 6% or 3x State growth rate on MME.

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

<u>Goals</u>
Content Area: English Language Arts
Goal Source: Continuous Improvement
Student Goal Statement: All students will show improvement in their reading comprehension across the curriculum.
Gap Statement: After reviewing MME data for the years 2007, 2008, 2009 the school improvement team determined that our ELA scores fall below the state AYP target of 61% proficiency. Additionally, while our 2007 and 2008 scores compare similarly to the state averages, the data suggests that our students lag behind the national averages, as they performed poorly in comparison to college readiness standards. According to the ACT results, 69% of LHS students received a 19 or below compared to 59% state on the reading portion of the ACT. Only 29% of LHS students are ready for the college-level course work in the social sciences (state-wide-36%) which is measured using the ACT reading portion of the test.
Cause for Gap: When the data was reviewed, students with disabilities (SWD) scored consistently lower on the reading test then the regular education students. The economically disadvantaged (ED) rate has risen over the past nine years.
The focus on reading has shifted away as we have taken SSR from the day due to scheduling difficulties. The time on task/content has decreased from a semester block (18 weeks-70 minutes), to 63 minutes trimesters (12 weeks-24 weeks) with little or no chance to repeat classes the following trimester.
Multiple Measures/Sources of Data Used to Identify Gap in Student Achievement: MME, National ACT Comparison
Objective: By May 2012, Lakeview High School students will show a minimum of 6% growth or three time the state's growth in their reading comprehension skills as measured by the MME assessment.

Content Area: Math
Goal Source: Continuous Improvement
Student Goal Statement: All students will show improvement in the math skills across the curriculum.
Gap Statement: The results from available MME data reveal that the Lakeview High School (LHS) students performed 15 lower than the state AYP target goal. According to the ACT Profile Report, only 21 % LHS students are ready for coursework in math compared to the state's 30%.
Cause for Gap: After analyzing data, it was determined that both female and male subgroups perform lower than state averages. Additionally, students with disabilities subgroup performed lower than both female & male subgroups.
As well, LHS's economically disadvantaged (ED) subgroup has risen significantly since 2000.
The math curriculum is not completely aligned with state's standard & benchmarks and local assessments are being developed.
Multiple Measures/Sources of Data Used to Identify Gap in Student Achievement: MME, National ACT Comparison, Free/Reduced Lunch Rate, Homeless Numbers
Objective: By May 2012, Lakeview High School 11th grade students will show a minimum of 6% growth or three times the state's growth.

6. For each Tier III school the LEA commits to serve, identify the services the school will receive or the activities the school will implement. (No Tier III schools at this time.)

7. Describe the goals established (subject to approval by the SEA) in order to hold accountable its Tier III schools that receive school improvement funds. (No Tier III schools at this time.)

8. 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 development of the Lakeview High School Improvement Grant included the following stakeholders:

- Lakeview Education Association
- Montcalm Area Intermediate School District
- Ionia County Intermediate School District
- District & building staff including administrators, teachers & support staff
- Students (9th-12th)
- Community leaders & parents
- Michigan Department of Education

A list of meeting dates and minutes are included in uploaded attachments.

More than eighty percent of staff, leaders and other stakeholders supported the turnaround model (transformation) selected. Evidence of support can be seen in the following minutes:

- August 26th-Staff meeting demonstrates 100% support from high school staff
- September 13th-Board of Education (BOE) meeting-BOE approval of Transformation Intervention Model
- September 22nd-Public Forum-demonstrates community input and support

Additional minutes demonstrate discussion and support of transformation intervention model.

A Student Advisory meeting was also held to acquire student input into the school improvement grant plan.

An Ad-Hoc committee was established to monitor implementation of the turnaround (transformation) model. The committee make up has equal number of members from the school and community. The Ad Hoc committee met on January 24 to review the plan and current implementation activities. The purpose was to inform the committee and to ensure accountability. The next Ad Hoc meeting is March 7th. A presentation will be made to the public on March 14 at the Board of Education meeting.

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ASSURANCES AND CERTIFICATIONS
STATE PROGRAMS

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

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

CERTIFICATION REGARDING DEBARMENT, SUSPENSION, INELIGIBILITY, AND VOLUNTARY EXCLUSION – LOWER TIER COVERED TRANSACTIONS
The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participating in this transaction by any Federal department or agency. Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal. OG-4929   Rev. 8/06

AUTHORITY:

Grants Coordination and School Support
P.O. Box 30008, Lansing, Michigan 48909

Michigan Department of Education
–PAGE 1–
Direct questions regarding this form to
(517) 373-1806.

COMPLETION: Voluntary. (Consideration for funding will not be possible if form is not filed.)

SCHOOL IMPROVEMENT GRANT BUDGET

APPLICANT INFORMATION

TYPE OR PRINT:

	Legal Name of District Lakeview Community Schools	District Code 59090
APPLICANT	Address of District 9497 Paden Road	
	City and Zip Code Lakeview, 48850	Name of County Montcalm
	Name of Contact Person Dixie M. Pope, Ed.D.	Title Superintendent	Telephone (Area Code) (989) 352 - 6226
CONTACT PERSON	Address 9497 Paden Road	City Lakeview	Zip Code 48850
	E-Mail Address poped@lakeviewschools.net	Facsimile (A.C./No.) (989) 352 - 7021

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GRANT FUNDS REQUESTED: $1,285,913

ASSURANCES AND CERTIFICATION: By signing this assurances and certification statement, the applicant certifies that it will agree to perform all actions and support all intentions stated in the Assurances and Certifications on page 2, and will comply with all state and federal regulations and requirements pertaining to this program. The applicant certifies further that the information submitted on this application is true and correct.

SUPERINTENDENT OR

DATE February 22, 2011   AUTHORIZED OFFICIAL _____
                                                        SIGNATURE

TYPED NAME/TITLE   Superintendent

ASSURANCE WITH SECTION 511 OF THE U.S. DEPARTMENT OF EDUCATION APROPRIATION ACT OF 1990
When issuing statements, press releases, requests for proposals, solicitations, and other documents describing this project, the recipient shall state clearly: 1) the dollar amount of federal funds for the project, 2) the percentage of the total cost of the project that will be financed with federal funds, and 3) the percentage and dollar amount of the total cost of the project that will be financed by nongovernmental sources.

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

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

CERTIFICATION REGARDING BOY SCOUTS OF AMERICA EQUAL ACCESS ACT, 20 U.S.C. 7905, 34 CFR PART 108.
A State or subgrantee that is a covered entity as defined in Sec. 108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

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

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

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

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this grant program, any other federal grant programs or the State School Aid Act of 1979 as amended, until the grantee comes into compliance or the matter has been adjudicated and the amount disallowed has been recaptured (forfeited). The Department may withhold up to 100% of any payment based on a monitoring finding, audit finding or pending final report.

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

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

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

The Americans with Disabilities Act (ADA) provides comprehensive civil rights protections for individuals with disabilities. Title III of the ADA covers public accommodations (private entities that affect commerce, such as museums, libraries, private schools and day care centers) and only addresses existing facilities and readily achievable barrier removal. In accordance with Title III provisions, the applicant has taken the necessary action to ensure that individuals with a disability are provided full and equal access to the goods, services, facilities, privileges, advantages, or accommodations offered by the applicant. In addition, a Title III entity, upon receiving a grant from the Michigan Department of Education, is required to meet the higher standards (i.e., program accessibility standards) as set forth in Title III of the ADA for the program
or service for which they receive a grant.

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

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

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

AUDIT REQUIREMENTS

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

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

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

SPECIFIC PROGRAM ASSURANCES

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

1. Grant award is approved and is not assignable to a third party without specific approval.
2. Funds shall be expended in conformity with the budget. Line item changes and other deviations from the budget as attached to this grant agreement must have prior approval from the Office of Education Innovation and Improvement unit of the Michigan Department of Education.
3. The Michigan Department of Education is not liable for any costs incurred by the grantee prior to the issuance of the grant award.
4. Payments made under the provision of this grant are subject to audit by the grantor.
5. This grant is to be used to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements.
6. The recipient must establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds.
7. If the recipient implements a restart model in a Tier I or Tier II school, it must include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements.
8. The recipient must report to the SEA the school-level data required under section III of the final requirements.

SIGNATURE OF SUPERINTENDENT OR AUTHORIZED OFFICIAL

(signature)   Date February 22, 2011

SIGNATURE OF LEA BOARD PRESIDENT

(signature)   Date February 22, 2011

SCHOOL BUILDING BUDGET

Districts and ISDs may apply for School Improvement grants for individual eligible school buildings within their jurisdiction for the purposes of this grant, eligible school buildings are those identified as a Tier I or Tier II school. Signature by the authorized representative indicates that the authorized representative of the school building will work cooperatively with the administrative and fiscal agent for this project. List the name of the school building for which you are applying below. **(Please use duplicate pages as necessary. A separate budget and budget detail narrative is required for each building. The budget must cover the three-year period of the grant. Year 1 must be separated into Pre-implementation activities and Implementation activities. See School Building application for example.)**

SCHOOL BUILDING

Legal Name of School Building Lakeview High School	Building Code 05220	Name and Title of Authorized Representative Dixie M. Pope Ed.D, Superintendent	
Mailing Address (Street) 9497 Paden Road		Signature	
City Lakeview	Zip Code 48850	Telephone (Area Code/Local Number) (989) 352-6226	Date Signed 02/22/2011
Name and Title of Contact Person Dixie M. Pope Ed.D, Superintendent		Mailing Address (If different from agency address)	

SCHOOL IMPROVEMENT GRANT BUDGET APPROVAL FORM

INSTRUCTIONS: The Budget Summary and the Budget Detail must be prepared by or with the cooperation of the Business Office using the School District Accounting Manual (Bulletin 1022). *Please complete a 'School Improvement Grant Budget Approval Form' for EACH building. Duplicate 'School Improvement Grant Budget Approval Form' for each school.*

1. BUDGET SUMMARY FOR: Please Insert Building Name

LEGAL NAME OF APPLICANT:				District Code	
Lakeview Community School				59090	
MDE USE ONLY	Grant No.	Project No.	Project Type	Ending Date	FY of Approved Activity
					2009

BUDGET OBJECTS:

FUNCTION CODE	FUNCTION TITLE	SALARIES	BENEFITS	PURCHASED SERVICES	SUPPLIES & MATERIALS	CAPITAL OUTLAY	OTHER EXPENDITURES	TOTAL EXPENDITURES
110	Instruction -- Basic Programs	66220	21773		262500			350493
120	Instruction -- Added Needs	81788	59872					141660
210	Pupil Support Services							
211	Truancy/Absenteeism Services							
212	Guidance Services	3747	1232					4979
213	Health Services							
214	Psychological Services							
216	Social Work Services							
220	Instructional Staff Services	92675	49160					141835

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Code	Description					
221	Improvement of Instruction	201389	66217	309288		576894
225	Instruction Related Technology			70052		70052
227	Academic Student Assessment					
230	General Administration					
232	Executive Administration					
240	School Administration					
250	Support Services Business					
257	Internal Services					
266	Operation and Maintenance					
280	Central Support Services					
281	Planning, Research, Development, and Evaluation					
283	Staff/Personnel Services					
300	Community Services					
311	Community Services Direction					
331	Community Activities					
	SUBTOTAL	445819	198254	379340	262500	1285913
	Indirect Costs _____ % Restricted Rate					
	TOTAL	445819	198254	379340	262500	1285913

2. BUDGET DETAIL

Explain each line item that appears on the Budget Summary, using the indicated function code and title, on a plain sheet. *(Provide attachment(s)*

February 22, 2011
Date

Patricia K Cast

BUSINESS OFFICE REPRESENTATIVE SIGNATURE

February 22, 2011
Date

SUPERINTENDENT/DIRECTOR SIGNATURE

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

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

X Extending the period of availability of school improvement funds.

> Note: Michigan has requested and received a waiver to extend the SIG grant funds through September 30, 2014.

❏ "Starting over" in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model.

❏ Implementing a school-wide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold.

SIG GRANT—School Building Application

APPLICATION COVER SHEET

SCHOOL IMPROVEMENT GRANTS (SIG)

Legal Name of School Building: Lakeview High School School Building Code: 05220	Mailing Address: 9497 Paden Road Lakeview, Michigan 48850

School Building Contact for the School Improvement Grant	
Name: Gary Jensen	
Position and Office: Principal	
Contact's Mailing Address: 9497 Paden Road, Lakeview, Michigan 48850	
Telephone: (989) 352-6226	
Fax: (989) 352-7021	
Email address: jenseng@lakeviewschools.net	

LEA School Superintendent/Director (Printed Name): Dixie M. Pope, Ed.D	Telephone: (989) 352-6226
Signature of the LEA School Superintendent/Director: X_____	Date: February 22, 2011
LEA School LEA Board President (Printed Name): Edward J. Jonaitis	Telephone: (989) 352-6226
Signature of the LEA Board President: X _Edward J. Jonaitis_ (signature)	Date: February 22, 2011

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

Section A

1. Analysis of Data

Sub Group Academic Data Analysis

Grade: 11th   Percent of Sub-Group Meeting State Proficiency Standards

Group		Reading			Writing			Total ELA		
		07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10
Social Economic Status (SES)	Free/Red. Lunch	59%	57%	53%	39%	20%	28%	51%	35%	X[1]
	Non Free/ Red. Lunch	57%	59%	48%	41%	48%	31%	52%	54%	X
Race/Ethnicity	White	60%	60%	53%	41%	37%	30%	53%	48%	X
	Hispanic	n<10	n<10	n<10	n<10	n<10	n<10	n<10	n<10	X
	Black	n<10	n<10		n<10	n<10		n<10	n<10	X
	Native Amer.	n<10	n<10	n<10	n<10	n<10	n<10	n<10	n<10	X
	Asian	n<10	n<10		n<10	n<10		n<10	n<10	X
	Pac. Islander									
Students with Disabilities		22%	24%	17%	16%	0%	0%	11%	12%	X
Limited English Proficient (LEP)		n<10	n<10	n<10	n<10	n<10	n<10	n<10	n<10	n<10
Homeless		n<10	n<10	50%	n<10	n<10	13%	n<10	n<10	X
Neglected & Delinquent[2]		Not Applicable	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Migrant		n<10	n<10	n<10	n<10	n<10	n<10	n<10	n<10	n<10
Gender	Male	55%	54%	38%	31%	28%	19%	46%	38%	X
	Female	63%	70%	67%	49%	47%	39%	58%	61%	X
Aggregate, All LHS Students		59%	61%	52%	40%	36%	30%	53%	48%	X
Aggregate, State		62%	60%	65%	41%	43%	44%	52%	52%	X

Notes
[1] X indicates data are not available.
[2] Per LHS staff, LHS did not have any students classified as Neglected & Delinquent for the 2009-2010 school year.

Sources
- SES: All data from IGOR, MME Passing by Subgroup Over Time - School
- Homeless, Neglected & Delinquent, Migrant: All data provided by LHS Staff
- SES, ELA: Data from MME Passing by Subgroup Over Time – School
- LEP for 2007-2008 and 2009-2010: Data provided by LHS staff
- All other categories: IGOR, MME Demographic Summary by School
  - MME Demographic Summary by School does not list data for both SES subgroups.

Reading
- Since 2008, the percent of students scoring at or above proficient in Reading has fallen, for the school as a whole and in each subgroup except females.
- In 2010, females were the best performing group, with 67% achieving at or above proficient. However, the percent of females scoring at/above proficient fell 3% between 2009 and 2010, from 70% to 67%. In 2010, it remained above the state average for females (65%).
- **Students with disabilities are the worst-performing group, with only 17% achieving at or above proficient.**
- **Males perform significantly worse than females, and their proficiency rate has declined sharply since 2008.**

Writing
- On the whole, in 2010 LHS students performed worse in writing than in any other subject. Only 30% scored at/above proficient in writing.
- Since 2008, the percent of students scoring at or above proficient in Writing has fallen, for the school as a whole and in every subgroup.
- On average, the percent of students at LHS scoring at or above proficient has fallen from 40% in 2008 to 30% in 2010, while the percent of students statewide scoring at or above proficient has risen from 41% in 2008 to 44% in 2010
- In 2010, females were the best performing group, with 39% achieving at or above proficient. However, the percent of females scoring at/above proficient has fallen each year since 2008.
- **Students with disabilities are the worst-performing group, with only 0% achieving at or above proficient for both 2009 and 2010.**
- **Males perform significantly worse than females, and their proficiency rate has been declining sharply, from 31% in 2008 to 19% in 2010.**

Sub Group Academic Data Analysis

Grade: 11th   Percent of Sub-Group Meeting State Proficiency Standards

Group		Mathematics		
		07-08	08-09	09-10
Social Economic Status (SES)	Free/Red. Lunch	33%	32%	31%
	Non Free/ Red. Lunch	41%	54%	34%
Race/Ethnicity	White	38%	46%	33%
	Hispanic	n<10	n<10	n<10
	Black	n<10	n<10	X^1
	Native Amer.	n<10	n<10	n<10
	Asian	n<10	n<10	X
	Pac. Islander			
Students with Disabilities		11%	5%	0%
Limited English Proficient (LEP)		n<10	n<10	n<10
Homeless		n<10	n<10	13%
Neglected & Delinquent[2]		Not Available	N/A	N/A
Migrant		n<10	n<10	n<10
Gender	Male	41%	46%	29%
	Female	35%	42%	36%
Aggregate, All LHS Students		38%	44%	33%
Aggregate, State		46%	49%	50%

Notes
[1] X indicates data are not available.
[2] Per LHS staff, LHS did not have any students classified as Neglected & Delinquent for the 2009-2010 school year.

Sources
- SES: All data from IGOR, MME Passing by Subgroup Over Time - School
- Homeless, Neglected & Delinquent, Migrant: All data provided by LHS Staff
- LEP for 2007-2008 and 2009-2010: Data provided by LHS staff
- All other categories: IGOR, MME Demographic Summary by School
  - MME Demographic Summary by School does not list data for both SES subgroups.

Math
- Overall, scores for students from low SES backgrounds and those not from low SES backgrounds have both dropped since 2008. Scores for students who are **not** low SES have dropped more (from 41% to 34% versus from 33% to 31%) but still remain higher than scores for students of low SES.

- Females are the only group whose scores have increased slightly since 2008. 35% were at/above proficient in 2008, and 36% were at/above proficient in 2010.
- The percent of students scoring at/above proficient at LHS is significantly lower than the percent scoring at/above proficient for Michigan as a whole (33% versus 50%).
- The number and percent of homeless students at LHS are rising, and it will be important to closely monitor this group in the future.
- **Students with disabilities are the worst-performing group, with only 0% achieving at or above proficient in 2010. Scores for this group have dropped steadily since 2008.**
- **Males perform significantly worse than females, and their proficiency rate has declined sharply since 2008.**

Sub Group Non-Academic Analysis   Year: 2009 – 2010

Group		# Students	# of Absences		# of Suspensions [1]	# of Truancies	# of Expulsions	Unduplicated Counts	
			More than 10	Less than 10				In	Out
Social Economic Status (SES)	Free/Red. Lunch	232	120	112	49	4	0		
	Non Free/ Red. Lunch	346	136	210	46	2	0		
Race/ Ethnicity	White	547	222	325	0	6	0		
	Hispanic	11	5	6	1	0	0		
	Black	4	1	3	0	0	0		
	Amer. Indian	6	4	2	0	0	0		
	Asian	8	3	5	1	0	0		
	Pac. Islander	2	0	2	0	0	0		
Students with Disabilities		56	26	30	18	X^2	0		
Limited English Proficient (LEP)		2	0	2	0	0	0		
Homeless		32	21	11	6	X	0		
Neglected & Delinquent[3]		0	0	0	0	0	0		
Migrant		0	0	0	0	0	0		
Gender	Male	311	117	194	68	X	0		
	Female	267	139	128	27	X	0		
Totals[4]		578	256	322	95	6	0		

Notes
[1] Data reflect total number of suspensions and is not disaggregated by in- and out-of-school suspensions.
[2] X indicates data are not available.
[3] Per LHS staff, LHS did not have any students classified as Neglected & Delinquent for the 2009-2010 school year.

[4] These data are based on the number of attending over the course of the entire academic year – not just the number of students present on Count Day. Therefore the total number of students is higher than the number obtained on either Count Day.

Sub Group Non-Academic Analysis
- LHS is ethnically homogenous – 95% of students are white.
- Approximately 10% of LHS students have some form of disability. This is lower than the state average of 14% (https://www.micis.org/micis/Index.asp?GUID={62F9DED3-030D-4D0F-99F4-4161FA000E99}) but
- 40% of LHS students are eligible for free or reduced lunches. This is in line with the state average (http://www.michigan.gov/cepi/0,1607,7-113-21423_30451_36965---,00.html).
    - *Note: Per CEPI data, 45% of LHS students are free or reduced lunch eligible.*
- Among students eligible for free or reduced price lunches, more than half missed at least ten days of school.
- Only 39% of students not eligible for free or reduced lunches missed more than ten days of school.
- Overall, absentee rates were high. Girls were more likely to be absent than boys. 38% of boys missed at least 10 days of school while 52% of girls missed at least ten days of school
- Male students are more likely to be truant than female students.
- Free/reduced lunch-eligible students had a higher percent of suspensions (21%) compared to their peers (13%).

Sub Group Non-Academic Analysis   Year: 2009-2010

Group		# Students	# of Retentions	# of Dropouts	# Promoted to Next Grade	Mobility	
						In	Out
Social Economic Status (SES)	Free/Red. Lunch	232	0	3	229	**29**	**22**
	Non Free/Red. Lunch	346	7	20	319	**66**	**93**
Race/ Ethnicity	White	547	7	22	518	82	108
	Hispanic	11	0	0	11	6	7
	Black	4	0	0	4	0	0
	Amer. Indian	6	0	1	5	0	0
	Asian	8	0	0	8	7	0
	Pac. Islander	2	0	0	2	0	0
Students with Disabilities		56	5	5	46	15	5
Limited English Proficient (LEP)		2	0	0	2	2	0
Homeless		32	1	3	28	5	2
Neglected & Delinquent[1]		Not Applicable	N/A	N/A	N/A	N/A	N/A
Migrant		0	0	0	0	0	0
Gender	Male	311	**7**	14	**290**	49	62
	Female	267	0	9	**258**	46	53
Totals[2]		**578**	**7**	**23**	**548**	**95**	**115**

Notes

[1] Per LHS staff, LHS did not have any students classified as Neglected & Delinquent for the 2009-2010 school year.

[2] These data are based on the number of attending over the course of the entire academic year – not just the number of students present on Count Day. Therefore the total number of students is higher than the number obtained on either Count Day.

Sub Group Non-Academic Analysis
- Students who were eligible for free or reduced lunch were much more likely to drop out: 6% of lower SES students dropped out (20 of 346) compared to 1% of their peers (3 of 232).
- Students with disabilities and homeless students were even more likely to drop out. Among each of these subgroups, 9% of students dropped out.

Enrollment and Graduation Data-All Students
Year: 2009-2010

Grade	# Students	# Students Enrolled in a Young 5's Program	# Students in Course/ Grade Acceleration	Early High School Graduation	# of Retentions	# of Dropouts	# Promoted to Next Grade
K	Not Applicable	N/A	N/A	N/A	N/A	N/A	N/A
1	Not Applicable	N/A	N/A	N/A	N/A	N/A	N/A
2	Not Applicable	N/A	N/A	N/A	N/A	N/A	N/A
3	Not Applicable	N/A	N/A	N/A	N/A	N/A	N/A
4	Not Applicable	N/A	N/A	N/A	N/A	N/A	N/A
5	Not Applicable	N/A	N/A	N/A	N/A	N/A	N/A
6	Not Applicable	N/A	N/A	N/A	N/A	N/A	N/A
7	Not Applicable	N/A	N/A	N/A	N/A	N/A	N/A
8	Not Applicable	N/A	N/A	N/A	N/A	N/A	N/A
9[1]	129	N/A	0	0	0	0	127
10[1]	126	N/A	0	0	0	4	110
11[1]	126	N/A	0	0	0	8	122
12[1]	142	N/A	0	0	7	11	123

Notes
[1] The number of students per grade is taken from Count Date data from Fall 2009 and does not include students who entered or left the school after this date. Student mobility is reflected in the number of drop-out and graduates (i.e., this explains why the data show there were a total 126 10th grade students and 4 dropped out – but 126 10th grade students were promoted.

Sources:
- Subgroup Non-Academic Analysis spreadsheet – email from Kathy Marshall, 2:49 p.m.; 10/5/10
- Count Date data; using Fall 2009 (9/30/09) count

Number of Students Enrolled in Extended Learning Opportunities   Year: 2009-2010

Grade	# Enrolled in Advanced Placement Classes	# Enrolled in International Baccalaureate Courses	# of Students in Dual Enrollment	# of Students in CTE/Vocational Classes	# of Students Who Have Approved/ Reviewed EDP on File
6	Not Applicable[1]	N/A	N/A	N/A	N/A
7	Not Applicable	N/A	N/A	N/A	N/A
8	Not Applicable	N/A	N/A	N/A	N/A
9	0	Not Offered	0	0	X
10	0	Not Offered	0	0	X
11	0	Not Offered	2	62	X
12	11	Not Offered	14	49	X
Total	11	Not Offered	16	111	537 (92.9%)[2]

Notes

[1] Lakeview High School serves students in grades 9-12.

[2] Per district policy, all students complete an EDP in 8th grade. When new students move into the district in high school, an LHS counselor works with these students to complete their EDP over the course of the school year. Additionally, LHS has the opportunity to host international students – the school had 22 in the 2009-2010. These students are included in the total count of students at the school, but do not have (nor are required to have) EDPs.

Additional Research on Need:

- While much attention is focused on urban schools, especially Detroit Public Schools (DPS), rural schools often face even more severe resource and funding shortages. According to data pulled from CEPI's district financial comparison tool, for the 2008-2009 school year, DPS expenditures totaled $13.026 per pupil, while Lakeview Community Schools' expenditures totaled $8,246 per pupil-only 63% of DPS spending.
- In the same year, Detroit's revenues totaled $12,125 while Lakeview's totaled $8,178. Across each level – local, state, and federal – Lakeview received less revenue per pupil than did Detroit (CEPI District Financial Comparison Tool).
- Per census data (2006-2008 American Community Survey 3-Year Estimates), 9% of the population in Montcalm County has a bachelor's degree, compared to the state average of 15%.
- 17.7% of Montcalm County residents live below the poverty level. This is higher than the statewide average of 14% (2006-2008 American Community Survey 3-Year Estimates).
- 25% of children ages eighteen and under live below the poverty level. This is also higher than the state average, which is 19% (2006-2008 American Community Survey 3-Year Estimates).
- In rural areas, technology plays a uniquely critical role in education, as it can connect otherwise-isolated schools and students to individuals and resources both across town and around the globe.

Resource access/shortages:
- Rural school needs are often neglected. The resource shortages and challenges with transportation in rural districts pose special challenges to students with disabilities (Bouck, Albaugh, & Bouck, 2005).
- According to Rachel Tompkins, president of the Rural School and Community Trust, the greatest challenge facing rural schools "is acquiring the financial and human resources necessary to offer the quality of education students need" (www.educationworld.com/a_issues/chat/chat049.shtml).

o Rural youth also face unique challenges in seeking supportive services or assistance. According to a 2005 National 4-H survey, "Long distances to access resources, transportation and financial difficulties, scheduling problems, and lack of anonymity may prevent many teens from seeking the help they need" (http://www.national4-hheadquarters.gov/library/ruralresearch.pdf).

2. School Building Capacity

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

3. School Building Commitment
a. Describe the school staff's involvement in and support of the school improvement application and their support of the proposed efforts to effect change in the school.

Lakeview High School administration and staff have been involved collaboratively in this school improvement grant application process from the beginning. The administration and staff have shown a willingness to reflect on current practices while researching and learning what makes an effective school.

Staff recognizes the severity of being on the Lowest Five Percent List and has worked diligently with administration to develop this plan. Since being added to the list on August 16, 2010, staff has participated in:
- Three summer meetings
- Weekly 3 hour Persistently Low Achieving School Planning Meetings
- Additional sub-committee meetings for research and development
- Weekly lunch meetings to brainstorm and share ideas
- Attend and/or lead the Community Forum
- Professional development

The professional staff association (LEA) leadership has been part of the planning process and continues to collaborate on contractual modifications necessary for the success of this proposal. The LEA and the Lakeview Community Schools have added an **Addendum to the Master Agreement** that identifies and makes possible the implementation of the part of the redesign plan that required collective bargaining, as well as, identify the evaluation process that ties teacher compensation to student achievement and a satisfactory or better teacher evaluation.

b. Explain the district and school's ability to support systemic change required by the model selected.

The high school administration and staff have utilized the planning process to create a map for systemic change at the high school to improve student achievement. Successful systemic change requires creating readiness, initial implementation, institutionalization, and ongoing evaluation.

The high school through this process has begun to create a readiness for a culture of change. It has enhanced the motivation and the capability of the staff for change in their building. Administration and staff have developed a plan for initiating changes in stages (i.e. Tier I, Tier II activities). Their external partner, Montcalm Area Intermediate School District and Ionia county Intermediate School District will provide guidance and support for implementation.

Administration and staff have spent several months looking at their data and reviewing research-based strategies for addressing the gaps in their building in an effort to address the improvement of student achievement. The result is a plan of proposed initiatives that are researched-based for initial implementation.

Fullan (2005) stressed that what is needed is leadership that "motivates people to take on the complexities and anxieties of difficult change" (p. 104). Leadership must also develop a refined understanding of how to facilitate systemic change. CMU will provide an on-site leadership coach that will work one-on-one with the building administration and teacher leaders. The coach will assist with coordination of all school reforms initiatives, reviewing data to inform the work at the high school and will build relationships that foster trust and increase efficacy. Administration and teacher leaders will also continue training on Dr. Daggett's Rigor/Relevance Framework which has become a cornerstone of many school reform efforts throughout the United States. A plan is in place to evaluate the external partner services throughout implementation of this model.

Professional development will consider the needs of adult learners and their readiness levels. The professional development design utilizes the standards for professional development adopted by the National Staff Development Council. It addresses the assortment of needs that teachers have at various stages in their professional practice. Coaches will work with teachers three days a week to model and implement research-based instructional strategies to improve achievement for all students. CMU's use of classroom coaches and customized professional development lends itself to the process of ensuring that both the curriculum and classroom instruction at various tiers are implemented and delivered as intended. Additional professional development will include: inclusionary practices; cooperative learning; differentiated instruction; studying student work; skills of collaboration; and assessment. CMU's model provides opportunities for feedback, collegial inquiry, knowledge sharing and professional practice.

Administration and staff have reviewed prevailing and pending policies, institutional priorities, and allocation of resources in an effort to look at the "big picture". This has provided a foundation for formulating sound recommendations about how resources might be redeployed to underwrite desired systemic changes. Operationalizing and implementing a vision for systemic change requires a focus on

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ensuring adequate resources (e.g., dollars, equipment, human and social capital, etc.). Lakeview Board of Education agreed to site-based management and to making the time and financial resources available at their October meeting. The high school will develop a staff communication system that is structured for site-based decision-making. This model is supported 100% by the staff and the Lakeview Board of Education.

The development of an infrastructure to maintain and enhance productive changes will be developed overtime with the assistance of the Lakeview High School Persistently Lowest Achieving School Steering Committee. The committee consists of one board member, principal, members of the School Improvement Team, Lakeview Educational Association President, Student Government/Student Advisory Committee adviser/instructor, and staff members. The committee's purpose is to oversee and monitor the plan's implementation and progress. This steering committee will report quarterly to an ad-hoc committee consisting of administration, a board member and community members. The process to oversee and monitor the plan's implementation will be transparent as the quarterly meetings will be open to the public and follow the same guidelines for public notification as other Lakeview Community Schools Special Board Meetings.

The high school will utilize an evaluation system to help the high school cultivate a high-performing school culture that is completely aligned with professional teaching standards, goals, and priorities. The evaluation system can more effectively provide the kind of feedback that elicits better performance from the principal and teachers, and individual professional growth goals can be aligned with performance expectations. By helping to identify areas of needed professional development and by improving the communication between the principal, teachers and evaluators, the evaluation process becomes a positive force for change. The system becomes a mechanism to improve principal and teacher quality and provide continuing support in ways that enable administration and staff to become a community of learners who creatively pursue renewal.

Lakeview High School recognizes the importance of utilizing data in a systemic fashion to identify strengths and weaknesses at the high school to develop improvement strategies. A focus of attention by the principal and teachers on student performance is one of the most important driving forces for school improvement at the high school.

The high school had already began to implement McREL's validated teacher evaluation program that incorporates teacher expectations for effective data use to drive instruction, training all staff in the usage of the regional data warehouse (IGOR, INGA), and had participated in Willard Daggett's ongoing "Making Good Schools Great Schools". Lakeview High School believes that the initiatives that it had committed to prior to the 2010-2011 school year and the initiatives that it has outlined in the redesign plan reflect a thorough commitment to utilizing data effectively.

Research clearly ties the effective use of data as the most viable means to impact the instructional and learning process. In New Leaders for New Schools, an article presented in ASCD Express, authors Ben Fenton and Mark Murphy contend "The data-driven cycle of assessment, analysis, and action, which is indispensable for increasing student achievement, must be deeply embedded in the school's culture and a top priority for school-wide improvement".

The high school is committed to building a school-wide culture of inquiry that values the use of data for sound decision-making. An example of this commitment is the establishment of a researched based response to intervention model that will include an early warning system and progress monitoring of student progress. This proposal also includes researched based strategies that will support student success

based on needs identified in a review of local data.

Lakeview High School is developing additional opportunities for collaboration. These include but are not limited to:
- Early Release Wednesdays
- Monthly Focus Area Meetings
- Common preparation time for all teachers at the same grade level/departments
- Developing professional learning communities
- Expanding the staff work and professional development days
- Weekly Persistently Low School Steering Committee Meetings

These additional opportunities will allow staff to work on curriculum alignment, building formative assessments, and/or analyze achievement data. It will also allow the principal and teachers to discuss the feedback from CMU on whether curriculum is implemented with fidelity and is impacting student achievement.

Lakeview High School administration and staff understand the importance of building positive relationships with families. Relationships with families often provide insight into conditions that affect students' learning and strategies for engaging them in supporting students' learning. Staff is working to develop a shared understanding with parents and the community of the importance of building a partnership focused on the education of students beyond the traditional role of parent volunteer. Strategies used include:

- Communication practices between home and school are developed and practiced
- School Improvement Plan process includes parents/guardians and community representation
- Baseline data and progress monitoring results are shared with parents/guardians and community members
- School staff have a visible presence collaborating with community
- School staff involve families and community in a variety of ways that actively support student learning (i.e. ad-hoc committee, school improvement)   (Epstein, 2010)

The high school will collect data to measure how well the high school is reaching out to involve parents, community members and students in a meaningful manner. Data collection tools that might be used include surveys, questionnaires, sign in sheets, checklists, etc. An annual final evaluation will be done in the spring of each year to note progress and adjustments needed.

The high school is working closely with outside experts (i.e. Montcalm Area Intermediate School District, Ionia County Intermediate School District, CMU) to improve content knowledge and instructional effectiveness. The district's relationship with Montcalm Area Intermediate School District has continued to grow over the years in an effort to provide teachers with best practices and strategies. The high school will also work with an external partner in the areas of reading, writing and mathematics to provide professional development for staff. The SIG will allow the high school to expand professional development opportunities as outlined in the application to include literacy and math specialists and coaches to provide on-site, job embedded professional development.

4. School Improvement Intervention Plan

The administrative team met with staff to discuss the transformation model. Administration and staff discussed the transformation model requirements in conjunction with the building needs. The result was:

- Development of sub-committees to research proposed actions
- Presentations on each proposed action & feedback
- Feedback was analyzed
- Actions were prioritized into Tier 1 & Tier II for implementation
    - -Based on alignment with the school improvement plan
    - -Highest impact on classroom instruction & student achievement

The following is a graphic representation summarizing the proposed activities that address the required elements of the Transformation Model that serve as the focus of Lakeview High School (LHS) School Improvement Grant. The proposed activities fall under the following four themes: 1) Developing Teacher and Leader Effectiveness, 2)Increasing Learning Time & Creating Community-Oriented Schools, 3) Comprehensive Instructional Reform, 4) Providing Operational Flexibility & Support.

Developing & Increasing Teacher & Leader Effectiveness

Staffing

Gary Jensen is the new principal who will lead efforts at the high school through the reform process along with the new district reform administrator. The district reform administrator will report directly to the Lakeview Community Schools superintendent ensuring adequate authority, objective evaluation and full disclosure of progress.

The Lakeview Education Association and administration have added an Addendum to the Master Agreement that covers the following topics:

- **Reward** highly effective leaders, teachers & staff and **replace** ineffective leaders, teachers & staff utilizing a Performance Evaluation Rubric.
- Provide additional compensation to attract & retain staff
- Ensure the school is **not required** to accept a teacher without the consent of teacher and principal regardless of seniority

Evaluation

Recognizing the need for continual learning, reflective improvement, and objective and individualized evaluation, the district decided to investigate teacher and principal evaluation systems before they were even notified they were on the PLA schools list.

Professional Development

Lakeview High School staff has developed a three-year plan for professional growth for both administrators and teachers as a result of analyzing needs, determining goals, objectives, and strategies for improvement of student achievement at the high school. The plan considered the reform model, timeframe, activity needed, school improvement goal, whom, when, costs and funding source.

Increasing Learning Time & Creating Community-Oriented Schools

Extended Learning Opportunities

The district plans to hire an extended learning coordinator (see job description in uploaded attachments) to provide leadership, assist with engaging the support of parents, partners, and community, ensure activities are aligned to core academics and/or program goals. Activities will include but are not limited to the following:

- Online Learning
- Credit Recovery
- Afterschool (remediation, service-learning, academic centers, etc.)
- Offerings that include ELA & Mathematics
- Emphasis on 21st Century Skills (i.e. critical thinking, collaboration, etc.)

Lakeview High School plans to coordinate with regular-day programs; offer a carefully selected variety of academic and enrichment activities; use highly-qualified staff; involve the family and community; focus on a narrow set of outcomes for high-risk students; and achieve intensive, sustained participation.

Lakeview High School will also utilize flexible scheduling within the school day as well. Activities include but are not limited to include cross-curricular focus areas, change core classes to three trimesters (year-long) instead of two trimesters and add recognized advance placement classes. The 298 additional instructional hours break down as follows:

- 87.5 additional hours extended learning opportunities for all students in core areas
- 64 additional hours in professional development for all high school teachers
- 144 of additional hours for teacher collaboration for all high school teachers

Family & Community Engagement

Lakeview High School administration and staff understand the importance of building positive relationships with families. Relationships with families often provide insight into conditions that affect students' learning and strategies for engaging them in supporting students' learning. Staff is working to develop a shared understanding with parents and the community of the importance of building a partnership focused on the education of students beyond the traditional role of parent volunteer. Strategies used include:

- Communication practices between home and school are developed and practiced
- School Improvement Plan process includes parents/guardians and community representation
- Baseline data and progress monitoring results are shared with parents/guardians and community members
- School staff have a visible presence collaborating with community
- School staff involve families and community in a variety of ways that actively support student learning (i.e. ad-hoc committee, school improvement)   (Epstein, 2010)

The high school will utilize new technology to communicate and involve parents in their child/children's education. The high school identified the need to improve school climate during 2008-2009 and began implementing changes in 2009-2010. As a result, the high school had begun training staff in "Capturing Kids' Hearts" and using positive behavior supports to improve school climate. These efforts also included developing a student advisory council that meets once a month to discuss climate, policies, and issues important to students with the administration.

Comprehensive Instructional Reform

Data

The high school will utilize the District Reform Coordinator to successfully incorporate the appropriate use of data sources across the curriculum, building, etc.

Technology-Based Interventions

By improving the knowledge and skills of secondary teachers at Lakeview High School, it will: 1) promote the development of students' 21st century skills; and 2) increase student achievement in math and science through engaging instruction.

Instructional Strategies for ELA & Mathematics

Lakeview High School will adopt a Response-to-Intervention (RTI) model that will provide a three-tiered approach to instruction in which **increasing levels of support (services) are provided to students that are not progressing adequately** in the curriculum.

Increase Rigor & Supports for All Students

Lakeview High School has included additional **rigor and supports for all students.**

Providing Operational Flexibility & Sustained Support .

Flexibility

The Lakeview Education Association has a positive relationship with the administration and Board of Education, and will work together collaboratively to solve problems and initiate change as demonstrated through this process and in the Addendum to the Master contract.

Sustained Support

The building will have ongoing and sustained support from CMU, Montcalm Area and Ionia County Intermediate School Districts.

Developing & Increasing Teacher & Leader Effectiveness

Focus Areas	Intervention Activities	LHS Data	Research Citations	Tiers (Year Implemented)
Staffing	8. Replaced principal 9. Hired district reform administrator, 2 interventionists (ELA & Mathematics) 10. Reward highly effective leaders, teachers, & staff and replace ineffective leaders, teachers, and staff utilizing the McREL Evaluation System 11. Provide additional compensation to attract & retain staff 12. Ensure the school is not required to accept a teacher w/o consent of teacher & principal regardless of seniority Included teachers & principals from other buildings.	-Overall three-year trend in declining MME scores in reading, writing, and mathematics -Males & students w/ disabilities have the lowest achievement rates -8.15% dropout rate	-Transformation Model, 2010	-Tier I
Evaluation	1. McREL Evaluation System -Student academic/growth data included as a significant factor in evaluation -Multiple observation-based assessments in performance -Designed & developed w/teacher & principal input 2. K-12 District-Wide Committee to work on teacher and principal evaluation with a final version submitted to each building for site based approval in conjunction with local bargaining agreements.	-Overall three-year trend in declining MME scores in reading, writing, and mathematics -Males & students w/ disabilities have the lowest achievement rates -8.15% dropout rate	-System developed using interactive & rigorous approach www.mcrel.org	-Tier I
Professional Development	3. Professional Development Plan (see plan in attachments) 4. Implement system for measuring changes in instructional practices resulting from professional development(Included in McREL & evaluation rubric)	-Overall three-year trend in declining MME scores in reading, writing, and mathematics -Males & students w/ disabilities have the lowest achievement rates -8.15% dropout rate	-Slavin et.al 2008 -National Response to Intervention Center, 2010 -www.ebli.org -Zhao, 2009 -Partnership for 21st Century Skills, 2008 -Jacobs, 2010	-Tier I -Tier II

Increasing Learning Time & Creating Community-Oriented Schools

Focus Areas	Intervention Activities	LHS Data	Research Citations	Tiers (Year Implemented)
Extended Learning Opportunities	1. Up to 162 additional instructional hours w/data-driven content -Credit Recovery -Online learning including but not limited to E2020 and/or GenNet -Afterschool including but not limited to remediation, service-learning, & community education w/community partners academic support -Emphasis on 21st Century Skills -Many offerings will include ELA and mathematics components -Up to 72 additional instructional hours w/data-driven content-Summer School 2. Flexible scheduling	-Overall three-year trend in declining MME scores in reading, writing, and mathematics -Males & students w/ disabilities have the lowest achievement rates -8.15% dropout rate -MME scores have declined since trimesters were	-Zhao, 2009 -Partnership for 21st Century Skills, 2008 -Jacobs, 2010 -Michigan After-school Partnership -After-School Alliance (www.afterschoolalliance.org) -Princiotta & Fortune,	-Tier 1

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Category	Actions	Data	Citations	Tier
	-Cross-curricular focus areas -Change core classes(ELA & Math) to three trimesters (year-long) instead of two trimesters for 9th & 10th -AP Classes restarted & officially recognized 3. 64 additional instructional hours -Professional Development 4. 144 additional teacher collaboration hours -Professional Learning Communities -Data review -Department planning 5. 87.5 additional hours added to school day	implemented -Limited number of students participating in AP testing -Low numbers in dual enrollment	2009	-Tier I
Family & Community Engagement	1. Utilize technology to improve communication, parental involvement 2. Build relationships with families and community in a variety of ways that actively support student learning (i.e. ad-hoc committee, school improvement team, Lakeview Area Community Foundation, Adopt-a-Classroom, Career Day, Agency Fair) 3. Recruit volunteers to participate in school improvement & ad-hoc committee 4. Work on school climate (i.e. Capturing Kids' Hearts, Positive Behavior Supports) 5. Providing opportunities for student leadership (i.e. student advisory committee, Teen Leadership class) 6. Utilize Montcalm/Ionia College Access Program 7. Montcalm Community College classes offered at LHS.	-Three-year trend in declining parent involvement in parent-teacher conferences -9% of population in Montcalm County has a bachelor's degree (state average 15%) -Three-year trend in decreasing college participation rates in both 2-year and 4-year programs	-Epstein, 2008 -Bouck, Albaugh, & Bouck, 2005 -Tompkins, 2005	

Comprehensive Instructional Reform

Category	Actions	Data	Citations	Tier
Data	3. Data assessment consultant to create templates, monitor data collection and ensure it is utilized to drive instruction. 4. Staff will utilize regional data warehouse (IGOR, INGA) for storing and analyzing student data 5. Professional development will be provided to assist teachers in develop & implement a balanced assessment system.	-LHS staff recognizes the need for improved data management and use. -Declining MME scores support the need for data-driven instruction	-National Response to Intervention Center, 2010 -Nunn & Jantz, 2009	-Tier I -Tier II
Technology – based Interventions	1. E-Books/Netbooks 2. Emphasize on 21st Century Skills utilizing project-based learning 3. E2020 (advanced classes, remediation, etc.), GenNet, Blackboard, etc. 4. Orleans Hanna for Math 5. MyAccess Writings 6. Graphing Calculators 7. Increase bandwidth to utilize technology options	-Overall three-year trend in declining MME scores in reading, writing, and mathematics -Males & students w/ disabilities have the lowest achievement rates -8.15% dropout rate	-RMC Research -International Association for K-12 Online Learning, 2009 www.inacol.org -Maeroff, 2003 -Daggett,	-Tier II -Tier I
Instructional Strategies	1. Response-to-Intervention Model -Research & develop a model based on student needs	-Overall three-year trend in declining MME scores in	-National Center on Response to	-Tier I -Tier II

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Category	Strategies	Data	References	Tier
For ELA & Mathematics	-Implement selected model -Refine & monitor existing model 2. Instructional coaches in ELA & mathematics 3. Special education staff works w/all teachers to support students w/disabilities 4. High Quality Service-learning to increase links b/w curriculum & real world 5. Strategic Instructional Model-ELA 6. Evidenced-Based Literacy Instruction (EBLI)	reading, writing, and mathematics -Males & students w/ disabilities have the lowest achievement rates -8.15% dropout rate	Intervention Center, 2010 -Nunn & Jantz, 2009 -Knight, 2005, 2007. 2009 -RMC Research	
Increase Rigor & Supports for All Students	1. AP Classes 2. Dual Enrollment 3. Credit Recovery (i.e. E2020, GenNet, Summer School) 4. Identify students at-risk of failure & dropping out (At-Risk Assessment, 504, IEP) 5. Extended Learning Opportunities (i.e. academic centers, tutoring) 6. Response-to-Intervention 7. Core classes year-long (Mathematics & ELA) 8. Focus on Freshman Transition Program including a Freshman Learning Center	-Limited number of students participating in AP testing -Low numbers in dual enrollment -Overall three-year trend in declining MME scores in reading, writing, and mathematics -Males & students w/ disabilities have the lowest achievement rates -8.15% dropout rate	-National Center on Response to Intervention Center, 2010 -ACT, 2001 - http://freshmantransit on.org/NASSP Researc hBrief.pdf	-Tier I

Providing Operational Flexibility & Sustained Support

Category	Strategies	Data	References	Tier
Flexibility	4. Create schedule flexibility to maximize instructional time (mathematics & ELA) 5. Flexible scheduling -Cross-curricular focus areas -Change core classes(ELA & Math) to three trimesters (year-long) instead of two trimesters for 9th & 10th -AP Classes restarted & officially recognized 6. Develop and implement a site-based management model that includes all stakeholders	-Overall three-year trend in declining MME scores in reading, writing, and mathematics -Males & students w/ disabilities have the lowest achievement rates -MME scores have declined since trimesters were implemented -Limited number of students participating in AP testing -Low numbers in dual enrollment	-ACT, 2001	-Tier I
Sustained Support	5. District School Reform Administrator 6. District Assessment Consultant 7. Extended Learning Coordinator 8. Instructional Coaches for job-embedded professional development (CMU CEIE) 9. Additional mathematics & ELA Interventionists (2)	-LHS staff recognizes the need for improved data management and use. -Declining MME scores support the need for data-driven instruction	-Yeh, 2010 -Knight, 2005, 2007. 2009	-Tier I

5. External Provider Selection

Lakeview High School has selected Central Michigan University (CMU) after evaluating needs and several interviews from the state's preferred provider list. CMU seemed to be the best fit for the high school's identified needs. Additional support will be provided by Montcalm Area Intermediate School District throughout the grant and implementation process.

CMU Center of Excellence in Education (CEIE) will provide ongoing, results-oriented, job-embedded professional development to teachers and administrators to build leadership capacity, and develop professional learning communities that support a unified vision of uncompromising success for every learner. Their program is guided by current research and practice emphasizing rigor, relevance, and relationship.

Each of the twelve components of the CEIE service model is aligned with the four core recommendations from the Institute of Education Services for "Turning Around Chronically Low-Performing Schools".

- On-site Coaching
- Distributed Leadership
- Change Process
- Coordination of Reform Initiatives
- Professional Development
- Instructional Improvement
- Using Data to Inform Work
- Building Upon Strengths
- Support 9th Graders and Struggling Students
- Collegial Dialogue & Collaboration
- Personalization
- Recognizing the Needs of a Diverse Population

CMU will provide the following services to Lakewood High School administration and teachers:

1. **On-Site Leadership Coach,** who works one-on-one with the building administrator and teacher leaders. The leadership coach helps coordinate all school reform initiatives, reviews data to inform the work of the Center, and builds relationship to foster trust and increase efficacy.
2. **On-Site Academic Literacy and Math Coaches** will work with teachers to model and implement research-based instructional strategies to improve achievement for all students.
3. **Leadership Seminars** provides a building team with excellent opportunities to enhance leadership skills and network with leaders from other Michigan schools.
4. **Customized Professional Development** based on the needs of the high school. The Center will provide professional development including: inclusionary practices; cooperative learning; differentiated instruction; studying student work; skills of collaboration; and assessment.

CMU will work with the school leader and staff to ensure that both the school improvement process and classroom instruction at various tiers are implemented and delivered as intended. CMU will be utilized to monitor and measure teacher adherence to the curriculum and instructional strategies to ensure that curriculum is **implemented with fidelity and is impacting student achievement**. CMU's use of classroom coaches and customized professional development lends itself to this process. Fidelity is important because research tells us that the way curriculum and instruction is implemented influences the outcomes on student achievement.

A plan has been developed to evaluate the external provider services and for the provider to assess the success in implementing provider's services. Evaluation of the external provider's services will be an ongoing process. The

high school will utilize the ongoing evaluation and communication with the external provider to assure that implementation and results are on track.
The high school team will utilize the following groups in the external provider's evaluation:

- Community AD-HOC Committee (Quarterly Review)
- Teachers & Administrators (Monthly Review)
- MAISD/ICISD Staff (Quarterly Review)

Each group will utilize the "External Provider Evaluation Rubric" developed by the External Provider Committee as well as an evaluation of student progress to measure effectiveness of the external provider. Evaluation of the external provider's services will be an ongoing process. The high school will utilize the ongoing evaluation and communication with the external provider to assure that implementation and results are on track.

The external partner evaluation plan will be utilized to foster an environment of continuous improvement. The primary evaluation question will be "Has hiring this external provider's services helped the high school make progress towards its goals, especially in terms of student achievement?" This ongoing approach will prevent the high school from being possibly surprised by a final evaluation that denotes unmet goals or unsatisfactory services. The data made available through the evaluation process will be used by the high school and the external provider to review and adjust the approaches to improve student achievement.

The high school will work with the external provider to develop a process to help the high school and external provider assess the high school's progress toward successful implementation. The plan is considering the following components at this time:

Evaluation Activity	Timeframe
The CEIE Director and Coach Mentor visit the high school to meet with building administrator, teachers, and school improvement team to determine progress by three-person coaching team and to review student data.	Quarterly
High school leadership team to the five-part Seminar Series and this provides CEIE staff the opportunity to receive feedback about the coaching and work in the building.	Five Seminars Per Year
A CEIE staff member (usually Coach Mentor) places a follow-up call to the building administrator to gain additional feedback regarding the specific needs of the high school.	Following Each Seminar
All coaches are trained in data analysis and review student data to determine progress toward school goals.	Monthly
CEIE Coaches have regular Coaches Meetings to gain further skills and identify resources to support the high school.	Monthly

External Provider Evaluation Rubric

	Strongly Disagree	Disagree	Agree	Strongly Agree
I. In-depth and developing understanding of our district				
	1	2	3	4
A. Demographics (socio-economics, special education, at-risk %, etc.)				
B. Financial Capabilities and Needs				
C. Technology Capabilities				
D. Staff (strength and weaknesses of staff members)				
II. Resources available to support district needs				
	1	2	3	4
A. Are academic coaches (CEIE) providing useful and practical techniques that staff can implement into their classroom?				
B. Are academic coaches (CEIE) available to respond to staff needs on a regular basis?				
C. Are academic coaches (CEIE) providing constructive feedback for improvement to occur?				
D. Are CEIE coaches providing assistance in data analysis to help direct future instruction?				
III. Increases In Student Academic Performances				
	1	2	3	4
A. Data driven increases after CEIE implementation.				
B. Student perception of CEIE strategies.				
IV. Interpersonal				
	1	2	3	4
A. Relational Capacity-Do they relate with staff?				
B. Are the academic coaches adaptable to staff needs?				
V. Cost of Academic External Provider				
	1	2	3	4
A. Are they remaining within their cost framework?				
B. Are they providing the promised breadth and depth of assistance at the initial cost estimate?				
II. Ability to Support Funding				
	1	2	3	4
A. Are they continually providing new funding for further initiatives that are instituted for growth?				
B. Is adequate funding supporting all initiatives collectively?				
Evaluation Completed by Each of the Following Groups:				
Community AD-HOC Committee providing quarterly reports				
Teacher and Administrator perception data in monthly reports				
MAISD/ICISD evaluation team (quarterly)				

6. Alignment of Resources

All aspects of the School Improvement Grant and the requirements outlined for this turnaround (transformation) model will be included in the high school building School Improvement Plan for 2010-2011. The attached three-

year budget indicates how the school will integrate all available local, state and federal resources to support the turnaround efforts. These include:

- General Fund
- At-Risk
- Title II, Part A
- Title IV (Safe & Drug Free Schools)
- School Improvement Grant
- In-Kind from external partners (Montcalm Area ISD, Ionia County ISD, community partners, etc.)

Other actions to align and maximize resources with interventions include:

- A well-developed professional development system to provide teachers with the competencies to apply research-based instructional practices to differentiate instruction in the classroom
- Utilize on-going, job-embedded and differentiated professional development for building administrators to provide administrators with the competencies to better support teachers and improve instruction through instructional leadership
- Develop district policies & practices that support the selection of research-based instructional practice through professional development, materials, etc.
- Utilize a Response-to-Intervention (RTI) Framework to build infrastructure in district K-12
- Implement strategies to improve school climate K-12 (i.e. Capturing Kid's Hearts, Service-learning, etc.)
- Utilize methods to ensure that curriculum and instruction is implemented with fidelity and is impacting student achievement.

The high school will partner with Montcalm Area Intermediate School District, and Ionia County Intermediate School District to align their resources to support the buildings interventions. These resources include professional development, data analysis, instructional coaches, materials, etc. These partnerships bring not only resources but a level of expertise for continuous support in Lakeview High School's efforts to transform and improve student achievement.

The Lakeview Education Association has agreed to an addendum to the Master Agreement that will allow teacher work hours, planning periods, before and after school meetings, and other periods pertaining to work scheduling to deviate from provisions in the Master Agreement in order to effectuate and implement the school redesign plan.

The addendum also states that the high school is not required to accept a teacher without consent of teacher and principal regardless of seniority. The best qualified person will be placed in positions.

Transfers, reassignments, or terminations at any building be made for the purpose of removing staff who have not improved their professional practice to increase student achievement outcomes, after being given ample opportunities to demonstrate that improvement within one year following an unsatisfactory evaluation.

The district already operates on a transparent, collaborative leadership model that ensures each school building has a sufficient flexibility to make operating decisions and implement reform measures and strategies. In addition, the Lakeview Education Association has a positive relationship with the administration and Board of Education, and will work together collaboratively to solve problems and initiate change as demonstrated through this process and in the Addendum to the Master Agreement.
The district is planning to adopt and implement a site-based management model over the next three years throughout the entire district. The district made this decision based on the need to place more power, authority,

and accountability in their buildings to help schools produce higher student achievement. The district believes site-based management will result in:

- Higher student performance
- More efficient use of resources
- Increased skills and satisfaction in school administrators and teachers
- Greater community and business involvement in and support for schools

The high school has identified committee members and has the site-based management team in place. The site-based management team has fair representation from all stakeholders.

The high school site-based management team is spending some time researching the process and identifying professional development needed to fully implement by September 2011. Professional development will include teambuilding and conflict resolution evident in consensus development. The committee will work with all stakeholders to:

- Establish a process for determining the success of site-based management efforts based on predetermined goals
- Establish baseline data that shows genuine acceptance of the shared decision-making process.
- Determine resource reallocation possibilities and decentralize financing based on student performance needs.
- Begin to work on an alternate school calendar to accommodate additional staff professional development and preparation time needed.

The school reform administrator and superintendent will monitor this process. The site based steering committee is a permanent committee (members may change) that provides oversight and guidance for the building site based process. The additional professional development and preparation time will allow teachers to be better prepared. The result will be a high school that has developed a framework for authentic participation and alignment of resources based on building needs that promotes an ambitious school improvement initiative.

7. Modification of Local Building Policies or Practices

Lakeview Community Schools has worked with the Lakeview Education Association (LEA) to meet current legislation and requirements in the transformation plan. An Addendum to the Master Agreement has been signed by both parties and is included in the attachments.

The Lakeview Education Association has agreed to an addendum to the Master Agreement that will allow teacher work hours, planning periods, before and after school meetings, and other periods pertaining to work scheduling to deviate from provisions in the Master Agreement in order to effectuate and implement the school redesign plan.

The addendum also states that the high school is not required to accept a teacher without consent of teacher and principal regardless of seniority. The best qualified person will be placed in positions.

Transfers, reassignments, or terminations at any building may be made for the purpose of removing staff who have not improved their professional practice to increase student achievement outcomes, after being given ample opportunities to demonstrate that improvement within one year following an unsatisfactory evaluation.

Lakeview Community Schools and the LEA have agreed upon six core principles for evaluation:

1. All children can master academically rigorous material, regardless of socio-economic status.
2. A teacher's primary responsibility is to ensure that students learn.

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3. Teachers contribute to student learning in ways that can be largely observed and measured.
4. Evaluation results should form the foundation of teacher development.
5. Evaluations should play a major role in important employment decisions, including compensation and continued employment.
6. No evaluation system can be perfect—in teacher or any other profession.

In response to these core principles, the Board and LEA have agreed to use the McREL Evaluation Tool for teacher evaluations starting with the 2010-2011 school year. In addition to McREL tool the following evaluation rubric will be used commencing no later than August 2011 or upon approval of the School Improvement Grant, whichever date comes first.

The McREL evaluation model outlines a specific plan for year-long teacher evaluation and development.

Lakeview High School Teacher Evaluation Timeline

	Non-Tenured Staff	Tenured Staff
Self-Assessment	Due 9/19/2010	Due 9/19/2010
Pre-Conference	After 9/10/2010	After 9/10/2010
Formal Observations	3 Formal Observations Required	3 Formal Observations Required
Post Conference	3 Post Conferences within 10 days of each observation	At least 1 Post Conference within 10 days of the Formal Observation
Informal Observations	Administrator's Choice	At least 2 Informal Observations required based on the number of Formal Observations
Summary Evaluation	Due Mid-March	Due Mid-March
Personnel File	Due by 4/01/2011	Due by 4/01/2011

The McREL evaluation system rubric evaluates teachers along five standards:

- Standard 1: Teachers Demonstrate Leadership
- Standard 2: Teachers Establish a Respectful Environment for a Diverse Population of Students
- Standard 3: Teachers Know the Content they Teach
- Standard 4: Teachers Facilitate Learning for their Students
- Standard 5: Teachers Reflect on their Practice

In demonstrating the skills for items under each standard, teachers may be evaluated at one of four levels: Developing, Proficient, Accomplished, or Distinguished. Lakeview staff has analyzed the rubric to determine which standards can specifically be linked to data on academic achievement and student growth. Many of the McREL items require teachers to use, at a minimum, data from in-class diagnostics and assessments and students' work. For example:

Standard I: Teachers Demonstrate Leadership.	
Item	**Use of Data/Data Sources**
A. Teachers lead in their classrooms…. To ensure that [all students] graduate from high school… and are prepared for the 21st century. Using a variety of data sources, they organize, plan, and set goals that meet the needs of the individual student and the class. *(Example of only 1 of the items under Standard 1)*	Teachers use data to lead their classrooms in different ways, depending on their abilities: • **Developing**: Uses data to understand the skills and abilities of students • **Proficient**: Provides evidence of data-driven instruction throughout all classroom activities. • **Accomplished**: Evaluates student progress using a variety of assessment data. • **Distinguished**: Uses classroom assessment data to inform program planning. Relevant data sources **may** include: pre- and post-test assessments of student knowledge; formative assessments; student work; discipline records; MME results; graduation, dropout, and attendance data; and students' EDPs.

The evaluation system can more effectively provide the kind of feedback that elicits better performance from teachers, and individual professional growth goals can be aligned with performance expectations. By helping to identify areas of needed professional development and by improving the communication between teachers and evaluators, the evaluation process becomes a positive force for change. The system becomes a mechanism to improve teacher quality and provide continuing support in ways that enable administration and staff to become a community of learners who creatively pursue renewal.

McREL also provides an evaluation system for principals. The McREL evaluation system rubric evaluates principals in three primary areas:

- Area 1: Managing Change
- Area 2: Focus of Leadership
- Area 3: Purposeful Community

As with the teacher evaluation, in demonstrating the skills for each item, principals may be evaluated at one of four levels: Developing, Proficient, Accomplished, or Distinguished. For example:

Area 1: Managing Change	
Item	**Use of Data/Data Sources**
A. Change agent. Is willing to and actively challenges the status quo. *(Example of only 1 of the items under Area 1)*	The principal's use of data to guide his leadership depends on his abilities in this area: • **Developing**: Uses a variety of data to identify necessary change initiatives. • **Proficient**: Builds on data analysis to define processes and protocols in order to create or adopt new and better ways to improve school and classroom practices. • **Accomplished**: All of the above, and: Consistently attempts to operate at the edge instead of the center of the schools' competence by leading the implementation of research-based initiatives, even though outcomes may be uncertain. • **Distinguished**: All of the above, and: Leverages opinion leaders to frame change initiatives to increase the rate of adoption. Relevant data sources **may** include: graduation/dropout rate data, college-bound data, and participation in dual enrollment classes, McREL teacher evaluation data, MME scores, and educational research.

Lakeview staff has analyzed the McREL rubric to determine which standards can specifically be linked to data on academic achievement and student growth. Principals are tasked with creating a school culture that supports teachers' efforts to reflect on and improve their practice, to understand and use data to plan and assess their teaching, and to engage with parents and the community. The evaluation of such leadership tasks is less directly linked to student achievement data than is the evaluation of teacher performance. It is more linked to data on teachers' needs, on assessing the impacts of his own collaboration with teachers, on school climate and culture, and on community and stakeholder perceptions and their relationships with the school. The superintendent of Lakeview Community Schools is charged with evaluating the new Lakeview High School principal.

8. Timeline

Intervention	Pre-Implementation	Year 1	Year 2	Year 3
Focus Areas				
Developing & Increasing Teacher & Leader Effectiveness				
Staffing				
Replaced principal	X			
Hired district reform administrator, 2 interventionists (ELA & Mathematics)	X Reform Administrator	X	X	X
Reward highly effective leaders, teachers, & staff and replace ineffective leaders, teachers, and staff utilizing the McREL Evaluation System	X Addendum to Master Agreement	X	X	X
Provide additional compensation to attract & retain staff	X Addendum to Master Agreement	X	X	X
Ensure the school is not required to accept a teacher w/o consent of teacher & principal regardless of seniority Included teachers & principals from other buildings.	X Addendum to Master Agreement			
Evaluation				
McREL Evaluation System • Student academic/growth data included as a significant factor in evaluation • Multiple observation-based assessments in performance • Designed & developed w/teacher & principal input	X Addendum to Master Agreement			
K-12 District-Wide Committee to work on teacher and principal evaluation with a final version submitted to each building for site based approval in conjunction with local bargaining agreements.	X Addendum to Master Agreement			
Professional Development				
Professional Development Plan (see plan in attachments)	X	X	X	X
Implement system for measuring changes in instructional practices resulting from professional development(Included in McREL & evaluation rubric)	X	X	X	X
Focus Areas				
Increasing Learning Time & creating Community-Oriented Schools				
Extended Learning Opportunities				
Up to 162 additional instructional hours w/data-driven content • Credit Recovery • Online learning including but not limited to E2020 and/or GenNet • Afterschool including but not limited to remediation, service-learning, & community education w/community partners academic support • Emphasis on 21st Century Skills • Many offerings will include ELA and mathematics components				
Up to 72 additional instructional hours w/data-driven content-Summer School	X	X	X	X
Flexible scheduling • Cross-curricular focus areas • Change core classes(ELA & Math) to three trimesters (year-long) instead of two trimesters for 9th & 10th • AP Classes restarted & officially recognized		X	X	X

	64 additional instructional hours • Professional Development	X	X	X Addendum to Master Agreement	X	X
	149 additional teacher collaboration hours • Professional Learning Communities • Data review • Department planning	X	X	X Addendum to the Master Agreement		X
	87.5 additional hours added to school day	X	X	X Addendum to the Master Agreement		X
Family & Community Engagement	Utilize technology to improve communication, parental involvement	X	X		X	X
	Build relationships with families and community in a variety of ways that actively support student learning (i.e. ad-hoc committee, school improvement team, Lakeview Area Community Foundation, Adopt-a-Classroom, Career Day, Agency Fair)	X	X		X	X
	Recruit volunteers to participate in school improvement & ad-hoc committee	X	X	X	X	X
	Work on school climate (i.e. Capturing Kids' Hearts, Positive Behavior Supports)	X	X		X	X
	Providing opportunities for student leadership (i.e. student advisory committee, Teen Leadership class)	X	X	X	X	X
	Utilize Montcalm/Ionia College Access Program	X	X	X	X	X
	Montcalm Community College classes offered at LHS.	X	X		X	X
Focus Areas	**Comprehensive Instructional Reform**					
Data	Data assessment consultant to create templates, monitor data collection and ensure it is utilized to drive instruction.	X	X	X	X	X
	Staff will utilize regional data warehouse (IGOR, INGA) for storing and analyzing student data	X	X	X	X	X
	Professional development will be provided to assist teachers in develop & implement a balanced assessment system.	X	X	X	X	X
Technology-Based Interventions	E-Books/Netbooks	X	X		X	X
	Emphasize on 21st Century Skills utilizing project-based learning	X	X		X	X
	E2020 (advanced classes, remediation, etc.), GenNet, Blackboard, etc.	X	X		X	X
	Orleans Hanna for Math	X	X		X	X
	MyAccess Writings	X	X		X	X
	Graphing Calculators	X	X		X	X
	Increase bandwidth to utilize technology options	X	X	X	X	X

		C1	C2	C3	C4
Instructional Strategies for ELA & Mathematics	Response-to-Intervention Model				
	• Research & develop a model based on student needs				
	• Implement selected model				
	• Refine & monitor existing model				
	Instructional coaches in ELA & mathematics	X	X	X	X
	Special education staff works w/all teachers to support students w/disabilities	X	X	X	
	High Quality Service-learning to increase links b/w curriculum & real world	X	X	X	
	Strategic Instructional Model-ELA				
	Evidenced-Based Literacy Instruction (EBLI)	X	X	X	X
Increase Rigor & Supports for All Students	AP Classes	X	X	X	
	Dual Enrollment	X	X	X	X
	Credit Recovery (i.e. E2020, GenNet, Summer School)	X	X	X	X
	Identify students at-risk of failure & dropping out (At-Risk Assessment, 504, IEP)	X	X	X	X
	Extended Learning Opportunities (i.e. academic centers, tutoring, enrichment)	X	X	X	X
	Response-to-Intervention	X	X	X	
	Core classes year-long (Mathematics & ELA)	X	X	X	
	Focus on Freshman Transition Program including a Freshman Learning Center	X	X	X	
Focus Areas	**Providing Operational Flexibility & Sustained Support**				
Flexibility	Create schedule flexibility to maximize instructional time (mathematics & ELA)	X	X	X	X
	Flexible scheduling	X	X		
	• Cross-curricular focus areas				
	• Change core classes(ELA & Math) to three trimesters (year-long) instead of two trimesters for 9th & 10th				
	• AP Classes restarted & officially recognized				
	Develop and implement a site-based management model that includes all stakeholders	X	X	X	X
Sustained Support	District School Reform Administrator	X	X	X	X
	District Assessment Consultant	X	X	X	X
	Extended Learning Coordinator	X	X	X	
	Instructional Coaches for job-embedded professional development (CMU CEIE)	X	X	X	
	Additional mathematics & ELA Interventionists (2)	X	X	X	X

9. Annual Goals

	Current Proficiency Rate	Goal for 2011-2012	Goal for 2012-13	Goal for 2013-2014
Reading	51 (MME)	57	63	69
Mathematics	33 (MME)	39	45	51

Content Area: English Language Arts
Goal Source: Continuous Improvement
Student Goal Statement: All students will show improvement in their reading comprehension across the curriculum.
Gap Statement: After reviewing MME data for the years 2007, 2008, 2009 the school improvement team determined that our ELA scores fall below the state AYP target of 61% proficiency. Additionally, while our 2007 and 2008 scores compare similarly to the state averages, the data suggests that our students lag behind the national averages, as they performed poorly in comparison to college readiness standards. According to the ACT results, 69% of LHS students received a 19 or below compared to 59% state on the reading portion of the ACT. Only 29% of LHS students are ready for the college-level course work in the social sciences (state-wide-36%) which is measured using the ACT reading portion of the test.
Cause for Gap: When the data was reviewed, students with disabilities (SWD) scored consistently lower on the reading test then the regular education students. The economically disadvantaged (ED) rate has risen over the past nine years.
The focus on reading has shifted away as we have taken SSR from the day due to scheduling difficulties. The time on task/content has decreased from a semester block (18 weeks-70 minutes), to 63 minutes trimesters (12 weeks-24 weeks) with little or no chance to repeat classes the following trimester.
Multiple Measures/Sources of Data Used to Identify Gap in Student Achievement: MME, National ACT Comparison
Objective: By May 2012, Lakeview High School students will show a minimum of 6% growth or three time the state's growth in their reading comprehension skills as measured by the MME assessment.

Content Area: Math
Goal Source: Continuous Improvement
Student Goal Statement: All students will show improvement in the math skills across the curriculum.
Gap Statement: The results from available MME data reveal that the Lakeview High School (LHS) students performed 15% lower than the state AYP target goal. According to the ACT Profile Report, only 21 % LHS students are ready for coursework in math compared to the state's 30%.
Cause for Gap: After analyzing data, it was determined that both female and male subgroups perform lower than state averages. Additionally, students with disabilities subgroup performed lower than both female & male subgroups.
As well, LHS's economically disadvantaged (ED) subgroup has risen significantly since 2000.
The math curriculum is not completely aligned with state's standard & benchmarks and local assessments are being developed.
Multiple Measures/Sources of Data Used to Identify Gap in Student Achievement: MME, National ACT Comparison, Free/Reduced Lunch Rate, Homeless Numbers
Objective: By May 2012, Lakeview High School 11th grade students will show a minimum of 6% growth or three times the state's growth.

10. Stakeholder Involvement

The high school staff and the administration worked together to identify stakeholders to be involved in the development of the redesign plan and the school improvement grant. These stakeholders continue to work together on pre-implementation activities. The following stakeholders were involved in the process:

- Lakeview Education Association
- Montcalm Area Intermediate School District
- Ionia County Intermediate School District
- District & building staff including administrators, teachers & support staff
- Students (9th-12th)
- Community leaders & parents
- Michigan Department of Education

A list of meeting dates and minutes are included in uploaded attachments.

More than eighty percent of staff, leaders and other stakeholders supported the turnaround model (transformation) selected. Evidence of support can be seen in the following minutes:

- August 26th-Staff meeting demonstrates 100% support from high school staff
- September 13th-Board of Education (BOE) meeting-BOE approval of Transformation Intervention Model
- September 22nd-Public Forum-demonstrates community input and support

Stakeholders have continued to meet throughout the school year to further develop and implement changes in an effort to improve student achievement. Additional minutes demonstrate discussion and support of transformation intervention model.

A Student Advisory meeting was also held to acquire student input into the school improvement grant plan.

An Ad-Hoc committee was established to monitor implementation of the turnaround (transformation) model. The committee make up has equal number of members from the school and community. The Ad Hoc committee met on January 24 to review the plan and current implementation activities. The purpose was to inform the committee and to ensure accountability. The next Ad Hoc meeting is March 7th. A presentation will be made to the public on March 14 at the Board of Education meeting.

11. Sustaining Reforms

The School Improvement Grant and the requirements outlined in the transformation model have been designed to dramatically improve student achievement in both mathematics and ELA for all students. The initiatives and strategies described in this grant reflect research-based strategies that can be sustained once funding from the School Improvement Grant expires.

Factors that support sustainability include:

1. Cessation of some expenditures at the end of the project (i.e. district reform coordinator, external partner support (CMU), extensive professional development, etc.). Expenditures that continue will be considered as priority expenditures when developing building and district budgets.
2. Sustaining credit recovery, dual enrollment, extended learning opportunities etc. will also utilize discretionary funds. Decisions will be made on the evaluation of activities of the three-year grant period and insights gained.
3. As appropriate Federal funds will be used to sustain project activities.

A number of internal controls will be applied throughout the project to ensure adequate progress monitoring, ongoing evaluation and programmatic adjustments when necessary. These include but are not limited to:

- Maintaining a current timeline of project activities that will serve as the basis for the project review at the monthly meetings
- Business office will provide a project financial report to the Ad Hoc Committee on a regular basis to ensure adequate oversight of project expenditures and guidance regarding any potential project modifications.
- The Superintendent will provide an overview of the monthly meetings to the Lakeview Board of Education.
- The District Reform Administrator will report directly to the Superintendent to ensure effective internal oversight and control of the project.

Included below is a listing of grant oversight personnel:

Grant Oversight Personnel

Individual	Job Title	Percent Time
Dr. Dixie Pope	Superintendent	15%
Ron Pincumbe	District Reform Coordinator	100%
Gary Jensen	Principal	50%
ISD Personnel	Assessment Consultant	10%
To Be Hired	Extended Learning Coordinator	100%

Section C. Budget

School Improvement Grant (SIG) II Proposed 3 Year Budget

District Name: <u>LAKEVIEW COMMUNITY SCHOOLS</u>

District Code: <u>59090</u>

Building Name	Building Code	SY 2011/12	SY 2012/13	SY 2013/14	Building Total
High School	05220	$1,285,913	$987,005	$1,000,144	$3,273,062

District Total for all 3 years	$3,273,062

Budgets & Detail in MEGS

Instructions:

Please enter the requested information. Enter dollar amounts that each building is requesting for the three years of the SIG II. Enter the district total for the 3 years. Add more rows as necessary. Schools may request from $50,000 up to $2,000,000 per building per year. MDE will prioritize funding.

Section D

Baseline Data Requirements

*All data is from the 2009-2010 academic year unless otherwise indicated.

Metric	
School Data	
Which intervention was selected (turnaround, restart, closure or transformation)?	Transformational Model
Number of minutes in the school year?	66,104
Student Data	
Dropout rate	2009 Cohort 4-Year Dropout 8.15%
Student attendance rate	93.2 %
For high schools: Number and percentage of students completing advanced coursework for each category below:	
Advanced Placement *Figures reflect students taking AP tests, since The College Board does not officially allow AP courses to be held over two trimesters. Percentage is based on total number of 12th grade students (n=142).*	Number of AP Tests Taken 22 Number of Students Testing: 11
International Baccalaureate	0 (0.0%)
Early college/college credit *Percentage is based on number of students eligible for dual enrollment (n=286).*	0 (0.0%)
Dual enrollment	Fall 2009: 15 (5.2%) Spring 2010: 7 (2.4%) Total unduplicated count: 16 (5.6%)
Number and percentage enrolled in college from most recent graduating class	71 students (53.4%)
Student Connection/School Climate	
Number of disciplinary incidents *Calculated from CEPI 2009-2010 School Safety report*	51
Number of students involved in disciplinary incidents	138
Number of truant students *School personnel indicated they have no truants; however, CEPI 2009-2010 School Safety report indicates 6 truancies*	6
Teacher Data	
Distribution of teachers by performance level on LEA's teacher evaluation system	Satisfactory: 28.5 teachers (100%) Unsatisfactory: 0.0 teachers (0.0%)
Teacher Attendance Rate	95.8%