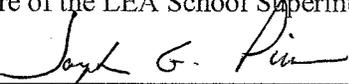
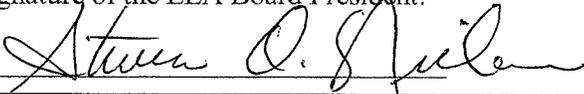
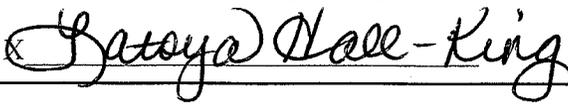


**Attachment III**

**SIG GRANT--LEA Application**

APPLICATION COVER SHEET

SCHOOL IMPROVEMENT GRANTS (SIG)

Legal Name of Applicant: Van Dyke Public Schools	Applicant's Mailing Address: 23500 MacArthur Warren, MI 48089
LEA Contact for the School Improvement Grant  Name: Alena Zachery  Position and Office: Assistant Superintendent for Curriculum and Instruction  Contact's Mailing Address: 23500 MacArthur Warren, MI 48089  Telephone: 586-758-8341  Fax: 586-759-9408  Email address: <a href="mailto:zachery.alena@vdps.net">zachery.alena@vdps.net</a>	
LEA School Superintendent/Director (Printed Name): Joe Pius	Telephone: 586-758-8333
Signature of the LEA School Superintendent/Director: X 	Date: 2.24.11
LEA School LEA Board President (Printed Name): Steven O. Nielson	Telephone: 586-758-8333
Signature of the LEA Board President: X 	Date:
Building Principal (Printed Name): Latoya Hall-King	Telephone: 586-759-9428
Signature of the Building Principal: 	Date:
The LEA, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the State receives through this application.	

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:  
ISD/RESA Name:

District Code:  
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
Lincoln Middle			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 used to analyze the needs of the school and how the intervention was selected for each school.**

*The LEA must analyze the needs of each Tier I, II or III school using complete and consistent data. (The school building plan provides a possible model for that analysis. Do not attach a copy of the district or building CAN.)*

**Introduction**

Research conducted in 2005 reports that the road to high school graduation and college begins long before students enter high school. The time that students spend in middle school has a profound influence on whether students navigate the road successfully. Middle school grades, attendance, behavior and school culture affect who actually graduates from high school and which students are prepared for college (United Way of Greater Los Angeles, 2009). Reports indicate that half of the students from the Los Angeles Unified School District who were expected to graduate from high school in 2005, failed at least one core academic class between 6th and 8th grade. Sixty-nine percent of students who passed all middle school classes graduated from high school as compared to 50% of those who failed at least one class. Those students who did not graduate from high school failed three and a half times as many middle school classes.

The risk of not graduating from high school increases with each failed class. When students fail classes, this directly affects their chances of graduating from high school. The earlier that a middle school student begins failing, the more likely it is that they will drop out of high school. However, the same research reveals that students, who are given the opportunity to recover and then pass all classes in grade 8, greatly improve their chances of receiving a high school diploma. This research offers insight into potential ways to resolve the achievement gap between core academic success in middle school and high school graduation. Early interventions that focus on students in grades 6 and 7 are the most successful. It is imperative that interventions are utilized consistently and with fidelity. A successful middle school experience can help ensure a successful high school career.

Other factors include:

- Poor Attendance in Middle School
- Attending Multiple Schools
- Shortages of Qualified Teachers
- Diversity Among the Population
- Free and Reduced Lunch Rate of 80% or More

The research stresses those early interventions which focus on students who fail classes in grades six and seven often help students to get back on track for graduation. Lincoln Middle School staff members and community stakeholders have been working hard to implement strategies that will have a positive impact for all learners. The work being done is providing a strong foundation for school improvement. The opportunity to implement a school transformation and apply for a school improvement grant will further enhance the progress that is currently taking place.

#### Mission

The mission of Lincoln Middle School is to ensure that every student reaches a high level of academic achievement as determined by state and national standards. We commit to the individual excellence of every student by empowering them to become confident and productive members of society. To ensure these outcomes, we are committed to a comprehensive system of support which reaches all levels of learners.

#### Vision

The Lincoln Middle School vision is to promote life-long learning through teacher collaboration adapted to individual student needs. We will facilitate active learning through aligned curriculum and high behavioral standards promoting respect and responsibility. We will provide a safe, secure, and professional climate with the main purpose being the educational success of all students. We will succeed in doing so through the use of effective educational programs and valuable community resources, while maintaining a strong partnership with students and parents.

#### Beliefs

- Lincoln Middle School believes that students benefit academically in a safe, supportive, and stimulating environment.
- Lincoln Middle School believes in empowering every student to become a productive member of society.
- Lincoln Middle School believes our students' learning, attendance, and behavior improve when they are actively engaged in meaningful, real-life work.
- Lincoln Middle School believes in life-long learning as educators to continually be the best leaders we can be for our students.

Van Dyke Public Schools has reviewed multiple data sources to determine the needs of Lincoln Middle School in an effort to select the most appropriate school reform model. Former principal, Alena Zachery has been instrumental in serving on the advisory council for the Lincoln High School First Things First high school reform implementation. She and members of the Lincoln Middle School instructional team have also served as members of the high school graduation committee. Alena and her staff members are also serving on the alternative education reform committee. Ms. Zachery is the co-chairperson of the Van Dyke teacher leadership council.

A district-wide initiative is to establish a systemic approach to all district priorities. This easily can be seen in terms of the alignment between the building and district school improvement plans that highlight the following goals: Van Dyke Public Schools – District Improvement Goals

1. Improve proficiency in reading by 10% on the 2010 MEAP and 2011 MME.
2. Improve proficiency in mathematics by 10% on the 2010 MEAP and 2011 MME.
3. Improve proficiency in science by 10% on the 2010 MEAP and 2011 MME.
4. Improve proficiency in social studies by 10% on the 2010 MEAP and 2011 MME.

## School Report Card History

School Year	Ed Yes! Composite Grade	AYP Status			NCLB Phase		
		AYP for Reading	AYP for Math	AYP Overall	Phase Reading	Phase Math	NCLB Phase
2001-02	-	Yes	Yes	Yes	0	1	1
2002-03	C	Yes	No	No	0	2	2
2003-04	C	No	No	No	0	3	3
2004-05	C	Yes	Yes	Yes	0	3	3
2005-06	C	Yes	Yes	Yes	0	0	0
2006-07	C	Yes	Yes	Yes	0	0	0
2007-08	C	Yes	No	No	0	0	0
2008-09	B	Yes	Yes	Yes	0	0	0
2009-10	B	Yes	Yes	Yes	0	0	0

### Lincoln Middle School – School Improvement Goals

- All Lincoln Middle School students will be proficient in reading.
- All Lincoln Middle School students will be proficient in writing.
- All Lincoln Middle School students will be proficient in mathematics.

On September 2, 2010, representative Lincoln Middle School teachers met to learn about the School Improvement Grant process. The following reform models were reviewed:

- ⇒ Close / Consolidate Model
- ⇒ Transformation Model
- ⇒ Turnaround Model
- ⇒ Restart Model

After a thorough analysis of the models, the staff overwhelmingly decided to support the transformation model.

The analysis indicated that several of the required components are already in place at Lincoln Middle School and include:

- ❖ The development and increase in teacher and leader effectiveness
- ❖ Provide on-going high quality job embedded professional development
- ❖ Use data to identify and implement instructional programs
- ❖ Provide on-going mechanisms for family and community engagement
- ❖ Give the school sufficient operational flexibility
- ❖ Include student data as a significant factor in evaluation
- ❖ Ensure the school receives on-going intensive TA from LEA, SEA, or turnaround organization

Lincoln Middle School staff members have been actively involved in working with data the past several years. They became involved with Project High Impact, an enhancing educational technology grant award from the Michigan Department of Education to integrate technology with formative assessment. This 2007 grant helped to create the base for a critical mass of teachers who are able to embrace proven techniques which support change.

As teachers reviewed the reform models available to the persistently low achieving schools, the staff reviewed the requirements and with strong confidence selected the transformation model because it will best serve the students, families, and entire Van Dyke Public Schools community.

Additionally, Lincoln Middle School has completed a comprehensive needs assessment (CNA) as mandated by the Michigan Department of Education. The CNA provides a longitudinal analysis of multiple data over a three year period. It should be noted that achievement has generally increased for most general education students but that when compared to white students, black students are under performing on the MEAP test. The CNA also illustrates that special education performance on the MEAP has been decreasing and students are performing at very low levels of achievement.

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

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

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

*The notification must include the following:*

- *A completed online Michigan District Comprehensive Needs Assessment indicating that the district was able to attain only a "Getting Started" or "Partially Implemented" rating (link below) in at least 15 of the 19 areas with a description of efforts to improve. [http://www.advanced.org/mde/school\\_improvement\\_tasks/docs/edyes\\_report\\_template.doc](http://www.advanced.org/mde/school_improvement_tasks/docs/edyes_report_template.doc)*
- *Evidence that the district lacks personnel with the skills and knowledge to work with struggling schools. This includes a description of education levels and experience of all leadership positions as well as a listing of teachers who are teaching out of certification levels*
- *A completed rubric (Attachment IV) scored by the Process Mentor team detailing specific areas of lack of capacity*

Van Dyke Public Schools strives to provide excellence in education for each student. Staff members work diligently to ensure that research based instructional practices are implemented with fidelity. Teachers, administrators, and support staff embrace school improvement efforts and are experienced in using the Michigan School Improvement Framework. The District Process Rubric submitted in March 2010 indicates that Van Dyke Public Schools is making good progress working with the five school improvement strands. In regard to the characteristics that relate to capacity, Van Dyke Public Schools is rated as "implemented" or "exemplary" in all areas. The following characteristics are assessed as exemplary: Michigan Comprehensive Needs Assessment; Management and Operations; Teaching and Learning; and Labor and Board Relations. The district is rated as implemented in the area of School Consolidation.

The District's curriculum is aligned and multiple measures are used to support school-wide decision making. Van Dyke uses data from multiple sources as evidence to monitor student achievement. Each year the district provides the school an analysis of MEAP and Michigan Merit Exam (MME) results. Results relating to reading levels based on local assessments are also provided to schools. School teams meet in grade levels and departments to review longitudinal data relating to student achievement. The district performs an annual review of the performance to identify trends and recommend changes that will ultimately improve results.

Since 2008, Van Dyke Public Schools has been using Data Director to access student achievement and demographic data. Representative staff members from each building and central office have been trained to use the data mining program. Existing Data Director users range from low to high use depending on the building. Plans for expansion are in place due to support from a recent "Regional Data Initiative" grant that the Macomb Intermediate School District (MISD) received earlier this school year. Additional training began in September 2010. Teams of teachers from each school have already registered or have taken the training programs sponsored by the MISD.

Lincoln Middle School began using the Northwest Evaluation Association on-line assessment to universally screen all students in the area of reading, language usage, and mathematics. The initial assessment took place in October 2010 and results are currently being analyzed to identify baseline information which will be used to place students in appropriate tiered interventions for reading and math. All students will be tested a total of four times per year as a means of monitoring progress.

The comprehensive assessment system at Van Dyke Public Schools has three major components: Assessment, data analysis, and interventions. The assessment components for the middle and high schools include two universal screenings that are given three times a year, common formative and summative assessments, and finally the mandatory state tests such as MEAP, ACT/MME, and MI -Access. Students at the middle and high school currently participate in Northwest Education Association (NWEA) Measures of Academic Progress (MAP)

assessments in reading, language and math and the Scholastic Reading Inventory (SRI). Scores from the MAP assessments are used to determine placement in advanced and remediation classes. Scores from the SRI are used as a secondary measure to monitor reading growth. Data from the MAP assessments and SRI are uploaded into a data warehouse so faculty can easily access and analyze the growth of their students. The high school faculty is in the beginning stages of developing common formative and summative assessments based on common core standards. Common formative and summative assessments are in place at the middle school.

The data analysis component of the comprehensive assessment system is in the beginning stages of development. Cut scores for MAP assessments have been determined for placement in advanced and remedial courses at the high school level. All schools review data from mandatory state tests.

Interventions at the high school include Read 180, Corrective Reading, and WestEd Curriculum. Read 180 is used as the primary intervention at the middle school. All of these interventions have progress monitoring tools embedded in the program.

The Lincoln Middle School "Standards Assessment Report" (SAR) submitted to AdvancEd this past spring demonstrates that the school's area of strength is in *Teaching for Learning*. The strand that shows a need to build capacity is in the area of *Data and Information Management*. Lincoln Middle School is working to build capacity in this and other areas. The interventions that will be implemented as a result of the transformation model will provide the growth necessary to meet the achievement goals for the school.

**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. Design and implement interventions consistent with the final requirements**

- Job embedded sustained professional development / professional learning communities\*
- North West Evaluation Association (NWEA) universal screening tool and for progress monitoring of all students\*
- Scholastic Reading Inventory to assess reading level and place students in correct English Language Arts program\*
- Compass Learning, tier II reading and math intervention\*
- Study Island, tier II reading and math intervention\*
- Read 180, tier III intervention\*
- Credit Recovery\*
- Course Completion\*
- Rosetta Stone\*
- Assessment, Data and Intervention Director\*
- Data Director\*
- "Measuring What Matters," classroom observation system\*
- Positive Behavior Support\*
- Peer Mediation / Conflict Resolution\*
- Departmentalized Sixth Grade
- Co-teaching in English and Mathematics
- Instructional literacy and math coaches
- Paraprofessionals to support math and reading achievement

- F.A.S.T. Reading, tier III reading intervention
  - Carnegie Mathematics Curriculum (Bridges to Algebra), tier II math intervention
  - Success Maker, tier II intervention for reading and math
  - Accelerated Math for Intervention, tier III math intervention
  - Grade 8.5
  - IR- Intervention Room – Tier III intervention
  - Read to Achieve
  - National Writing Project
  - TI-nspire Navigator System – Classroom Library
  - Extended school day for ninety minutes, five days a week.
  - Summer literacy and math program
  - Parent and family coordinator
  - Principal / leadership coach
  - Family Advocacy System\*
  - Enhanced Academic Response
  - Saturday School
  - Family Resource Center (Mental Health Counselor)
  - After School Dinner Program
  - City Year Volunteers
- (Note: \*= denotes already in place)

### Explanation of SIG Reform Interventions / Programs

<b>SIG Reform</b>	<b>Explanation</b>	<b>Scientific Based Research</b>
Departmentalized Sixth Grade	<p>The sixth grade instructional program is currently delivered in a self contained elementary program. The program will be restructured to:</p> <ul style="list-style-type: none"> <li>a. offer a departmentalized approach with students moving to different teachers for all classes,</li> <li>b. offer more access to tiered interventions,</li> <li>c. allow greater access to enrichment activities.</li> </ul>	Chen, 2008 and Analysis of MEAP scores in comparable school districts
Literacy / Math Coach	Literacy and math coaches will provide in-class professional development to all teachers. Coaches will facilitate teacher lesson study groups, work with data, and collaborate for differentiation.	International Reading Association, 2010 and National Council of Teachers of Reading, 2010

Math and Reading Para Professionals	Math and reading paraprofessionals will work in classrooms to provide tutoring, small group instruction, and before and after school tutoring.	Giangrecco, Broer, and Edelman, 1999
F.A.S.T. Reading	A research-based literacy intervention program that will be used for students at the Tier III level of need. It combines the best of systematic phonics, auditory processing, and a literature-based instruction to create a stream-lined, hands-on program that includes immediate reading application. This program meets the ARRA requirement.	Tombari and Puma, 2006
Carnegie Math	Bridges to Algebra computerized math program designed to provide pre-algebra skills to students at their current point of instruction.	Ritter, Kulikowich, McGuire, and Morgan, 2007
Success Maker	On-line program to support reading and math for Tier II students.	What Works Clearing House
Extended School Day	After school program to support core content and enrichment instruction.	Burton 2007, The Principals' Partnership, 2010
Summer Literacy and Math	Summer program for all grade 6, 7, and 8 students designed to improve any loss of skills that may take place over the summer.	Bickford, Silvernail, 2009, Frazier and Morrison, 1998, Gewertz, 2009
Family Resource Center	Social worker to work .5 FTE from 3:00 pm to 8:00 pm, Monday through Thursday to provide support for students and families.	Collaborative for Academic, Social and Emotional Learning, 2010, American Psychological Association, 2010
Co-Teaching	English Language Arts and Mathematics co-teaching model to deliver instruction by general education teacher and special education teacher assigned to teach general and special education students within the same classroom.	Friend and Cook, 2003
Parent and Family Coordinator	Staff member responsible for increasing parent and community involvement at Lincoln Middle School.	Epstein 1995, National Middle School Association, 2006
Accelerated Math	Technology based Tier III intervention for students needing foundational skills for mathematics.	National Center for Response to Intervention, 2009

Grade 8.5	Students who are not ready to attend ninth grade will remain at Lincoln Middle School for one semester and then transfer to the Lincoln High School Opportunity Center. These students will officially begin ninth grade in January.	Academy for Educational Development, 2007
IR – Intervention Room	Staffed by a certified therapist to work with at-risk students with academic, social, emotional, behavior and/or attendance problems. The certified therapist works with stakeholders to identify students who are most at risk of failure and subsequently for dropping out of high school. The therapist manages a caseload of students in order to reduce the amount of petitions to the court system. The intervention therapist will also provide in-school professional development.	Collaborative for Academic, Social and Emotional Learning, 2010, American Psychological Association, 2010
Read to Achieve	An independent reading program requiring students to read novels (chapter books) and verbally conference with ELA teachers. These verbal, one-on-one conferences will focus on various areas of the novel including story elements, author's craft, theme, purpose, student viewpoint, as well as other concepts. This program will include student assistance from media specialists, teachers, and parents in selecting books based on reading level (increasing through the year), grade level genres, and student interest. Parent involvement will include interaction between school and home on a regular basis. A summer reading requirement per grade level will also be instilled.	Reading is Fundamental 2010, Scholastic, 2010
National Writing Project	A network of sites where universities and schools are partners for investing in a writing reform through professional development. These professional development programs provide opportunities for teachers to work together to understand the full spectrum of writing development across grades and subject areas. This program allows teachers to better understand that writing <i>can</i> and <i>should</i> be <i>taught</i> -not just assigned.	Blau, Cabe, Whitney, 2007, Campos and Peach, 2007 and 2008

T-I-Nspire Navigator System	A wireless, interactive classroom learning system that is shown by research to engage students, encourage classroom participation, and increase achievement. Teachers can instantly gauge understanding and adjust instruction based on student progress. The calculator runs on a document that has five applications: calculator, graph and geometry, spreadsheet, notes, and statistics.	Meagher, Ozgun-Kocha, 2007, Brooklyn College, 2007
Principal / Leadership Coach	Executive coach to work with principal and assistant principal to increase leadership capacity necessary to improve achievement at Lincoln Middle School.	Senge, 1990, DuFour, 2002
Family Advocacy System	A thirty-minute weekly meeting including fifteen to seventeen students and a teacher/advisor designed to improve adult-student interaction and relationships.	Institute for Research and Reform in Education, 1996
After School Dinner Program	Federally funded program that gives children and teenagers the nutrition they require and draws them into constructive activities that are safe, fun, and filled with opportunities for learning.	Child and Food Care Program – US Department of Agriculture, <a href="http://www.fns.usda.gov/cnd/care/">www.fns.usda.gov/cnd/care/</a>
City Year Volunteers	Outcome-based service model where city volunteers work closely with staff and administration to reach students who are most in need. The program provides services that include tutoring, in-classroom support, homework and reading assistance, after-school activities/programs, as well as environmental transformation projects.	Policy Studies Associates, 2010
Saturday School	Students who have accumulated five or more missing assignments in a class will be required to attend Saturday School to receive additional tutoring and support with their organizational skills.	The Principal Partnership, 2010
Adaptive Schools	Implementation of the Adaptive Schools model is about developing strong schools in which collaborative faculties are capable of meeting the challenges of today and the uncertain challenges of tomorrow. Schools are making gains in improving achievement, attendance,	

	behavior, and the development of positive relationships within their communities.	
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Using data obtained from the NWEA screening and Scholastic Reading Inventory testing, the Assessment, Data and Intervention Director will work with student data to ensure that proper placement and support programs are in place for each LMS student.

To achieve the goal of increased achievement in reading and math, tiered interventions will be implemented which will include:

- Tier I – Literacy and Math Coach, TI-Nspire Navigator System, Study Island, Compass Learning
- Tier II – Read 180, Success Maker for Reading and Math, Bridges to Algebra, Carnegie Math, Literacy and Math Coach, Paraprofessionals
- Tier III – F.A.S.T. Reading, Accelerated Math, Literacy and Math Coach, Paraprofessionals

### RESPONSE TO INTERVENTION PROGRAM AT LINCOLN MIDDLE SCHOOL

#### SIG Interventions in Bold

Tier I	Tier II	Tier III
Differentiated Instruction	Read 180	FAST Reading
Core Curriculum	JROTC Mentoring	SPARK Group
National Writing Project	Weekly Progress Reports	IR-Intervention Room
<b>Ti83 Navigator System</b>	Modify Lessons	At-risk, Therapist
ENO Electronic Whiteboard	Address Time Lines	Accommodation Plan
Tools for Success Class	Student Staffing	Enhanced Academic Response
Math Tech Class	Parent Meetings	Bilingual Support
Parent Portal	Student and Parent Ambassador Program	<b>8.5 Grade</b>
Parent Communications	Student Support Groups	<b>Accelerated Math</b>
Peer Mediation	Small Group Reading and Math Support	<b>Literacy and Math Coach</b>
Conflict Resolution	Compass Learning	<b>ELA and Math Para-professions</b>

Positive Behavior Support	Study Island	Saturday School
Parent Outreach	Success Maker for Reading and Math	
Family Advocacy System	Carnegie Math-Bridges to Algebra	
After School Tutoring	Literacy and Math Coach	
Counseling Support	ELA and Math Paraprofessionals	
Parent Conferences	Family Resource Center	
Literacy and Math Coach	Co-teaching	
Reading to Achieve		
Formative Assessment		
Time/Next Step		
Agenda Book		

### Additional Interventions Consistent with the Final Requirements

Additional services and systems of rethinking will be put into place to support the mental health of students so they are able to demonstrate increased achievement in mathematics and reading. Research indicates that treatment for children near home, such as in schools, have a greater degree of success (Durham and England, 2002). These supports will include professional development for teachers that is designed to better equip educators to address the emotional and behavioral needs of students. The professional development sessions will be presented by staff in collaboration with community agencies, including Leaps and Bounds and CARE.

In September 2009, Lincoln High School began the restructuring process as required by the "First Things First" high school reform model. Research suggests that "creating learning communities for young people increased their social commitment to one another and to their teachers, thereby increasing their personal investments in school" (Greenleaf, 1995). The community framework stresses collaboration among teachers on the implementation of a Family Advocacy System (FAS). The FAS teachers at Lincoln High School are assigned approximately twenty students who meet for forty-five minutes once a week to implement a set curriculum by "First Things First" providers from the Institute for Research and Reform in Education. A priority of the FAS program is for students and adults to form strong relationships and for teachers to improve relations with parents, guardians and community members. Perception surveys indicate that students and teachers are highly satisfied with the implementation of the FAS program. Feedback from teachers includes suggestions to increase the number of FAS meetings from one to two per week. FAS teachers work closely with students to provide information about Tier I services that are available including tutoring, homework help and credit recovery opportunities. Additionally, FAS teachers work closely with the students and their parents to create a strong home-to-school connection. This connection reduces possible conflicts and helps to support the students at

school.

Beginning in September 2011, Lincoln Middle School will incorporate an FAS program modeled after the Lincoln High School program. Staff from the Institute for Research and Reform in Education (IRRE) will be consulted regarding the FAS implementation at Lincoln Middle School. The FAS program at Lincoln Middle School will take place once day per week for thirty minutes.

To ensure a positive culture at Lincoln Middle School teachers began meeting to plan a Positive Behavior Support (PBS) program in August, 2008. PBS is a set of research-based strategies used to increase *quality of life* and decrease problem behavior by teaching new skills and making changes in students' environment with goals of improving student academic and behavior outcomes. The system ensures that all students have access to the most effective and accurately implemented instructional and behavioral practices and interventions possible. The school has been implementing PBS since the beginning of the 2008-2009 school year. Teachers have a detailed plan which provides annual professional development for staff and a comprehensive communication program designed to educate students, parents, and guardians. Teacher's daily reward positive behaviors among students with "champion tickets" as students are "caught" being respectful, responsible, and safe. A child may receive a ticket for being on time, exhibiting positive hallway behavior, completing assignments or doing a positive deed. Students are periodically rewarded with assemblies, prizes, and various activities to attach value to the tickets. Data regarding the Lincoln Middle School positive behavior support program indicates that discipline issues are decreasing among students where positive behavior is being implemented with fidelity in the classroom and at grade level.

The Response to Intervention (RTI) Program will incorporate Tier II and Tier III behavior plans, which will help to support a positive school climate and reduce discipline. The Coordinated Services team will meet regularly with classroom teachers to develop, monitor and modify student interventions.

Other related initiatives include:

On-line Parent Portal – Parents are able to review student achievement and attendance information on a daily basis using the school district student management system, Power School.

Parent Outreach Program – Monthly parent programs designed to increase parent and family engagement starting in October, 2010.

Peer Mediation – Trained student peer mediators assist their peers in resolving their conflicts using problem solving strategies. Training and continued support are provided by The Resolution Center of Macomb County.

JROTC Mentoring – Lincoln High School JROTC students mentor at-risk Lincoln Middle School students twice per month.

Student Ambassador Program – A group of student leaders who welcome and orient new students to Lincoln Middle School.

Parent Ambassador Program – Volunteer parents are assigned to welcome new students and their families. Ambassador parents meet on a regular basis to plan and implement programs that will ultimately have a positive impact on school culture. They also serve as community representatives to create a safe school environment for all stakeholders.

Intervention Room – Program designed to help reduce disruptive behaviors in the classroom, as well as assist

with academic interventions.

At-Risk Therapist – Therapist provided through the Macomb County Juvenile Court system to work with at-risk students in order to reduce juvenile delinquency petitions in the school setting.

Court in School – Local court officials hold court sessions at Lincoln Middle School in order to provide opportunities for students to see the consequences of individuals who do not abide by the law.

Educational Activities Facilitator - Provides opportunities for positive and ongoing community involvement, successful high school completion and employment preparation.

Link Crew at Lincoln High School – Link Crew students from Lincoln High School plan activities with eighth grade students in an effort to assist them with a positive transition from middle school to high school. Events include orientation programs, as well as recreational activities. The goal is to create relationships between eighth and ninth grade students to ensure a smooth transition from Lincoln Middle School to Lincoln High School.

**b. Select external providers from the state's list of preferred providers**

- Macomb Intermediate School District
- All professional development providers and companies providing materials, supplies, and equipment will need to become approved providers prior to receiving funding for programs and services utilized to support the SIG.

**c. Align other resources with the interventions**

- To ensure that all resources are in alignment with the transformation, staff will receive in-service training and professional development on the strategies that are being implemented. The Assistant Superintendent of Curriculum and Instruction will work with the Lincoln Middle School administrative team and school district stakeholders to coordinate all interventions associated with the transformation.

**d. Modify its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively.**

- Van Dyke Public Schools has a positive working relationship with the Professional Personnel of Van Dyke (PPVD). Administration and PPVD leaders will collaborate to ensure that barriers to possible implementation will be addressed to ensure the interventions are implemented with fidelity. PPVD members have been involved with the School Improvement Grant process since the school was notified in August.

**e. Sustain the reforms after the funding period ends.**

- Van Dyke Public Schools will continue to implement strategies associated with the transformation model after funding ends to ensure that Lincoln Middle School achievement rates continue to increase while a reduction takes place in the school's failure rate. This will be accomplished

through reallocation of Title I, Title II A, Section 31A and the school district's general fund. Through the transformation model's implementation, the school district will increase and sustain enrollment which will positively affect the district's general fund affording the opportunity to continue the interventions.

**4. Include a timeline delineating the steps to be taken to implement the selected intervention in each Tier I and Tier II school identified in the LEA's application. Include the action steps to be taken, who is responsible, start and end dates, and the metric to be used to determine completion. For example:**

Action Step	Person Responsible	Start Date	End Date	Success Metric
Principal Interviews held	E. Shelton	January 2011	January 2011	New Principal with turnaround experience
Turnaround Principal appointed	Van Dyke Public Schools, Board of Education	January 2011	January 2011	New Principal Hired
Implemented Read 180 program for 6 <sup>th</sup> , 7 <sup>th</sup> , and 8 <sup>th</sup> , grade to increase reading levels	R. Judd	January 2011	June 2014	SRI results
Turnaround Principal begins administrative duties	Board of Education	February 2011	June 2014	Board Agenda reflecting new hire
Pre-implementation of School Improvement Grant	Building Principal, Asst. Superintendent	February 2011	July 2011	Implementation plan, At-Risk Reports
6 <sup>th</sup> grade curriculum maps/scope and sequence	Building Principal, 6 <sup>th</sup> Grade teachers	March 2011	July 2011	Curriculum Map
Installation of Pearson Success Maker for Language Arts and Math	Technology Department	March 2011	March 2011	Successful installation
Beginning Extended Day for Math and	Building Principal, Building	April 2011	July 2014	Program implementation

Language Arts Remediation	Administration,			
Update of Redesign Plan presented to Board of Directors	Building Principal, Asst. Superintendent	April 2011	April 2011	Board Minutes
Transition Program for 5 <sup>th</sup> graders to Lincoln Middle School	Building Principal, Asst. Superintendent	April 2011	April 2011	Program Agenda
Parent Night for incoming 5 <sup>th</sup> graders and their families	Building Principal, Asst. Superintendent	April 2011	April 2011	Program Agenda
Math and Language Arts "Boot Camp"	Building Staff	June 2011	July 2011	Intervention Teacher
Summer School	Building Staff, Asst. Superintendent	June 2011	June 2011	Intervention Teacher
Summer Enrichment Program begins for At-Risk students	N. Harrington	July 2011	August 2011	At-Risk Therapist Report
Parent and Family Coordinator position expanded to include Lincoln Middle School	Asst. Superintendent	July 2011	July 2011	Contract expansion
Interview and hire open positions including instructional coaches, para professionals, and social worker	Building Principal, Building Administration, Asst. Superintendent	July 2011	July 2011	Successful Hire
F.A.S.T Training	MISD, LMS teachers	July 2011	July 2011	Completed training
National	English	July 2011	July	Training completed

Writing Project Training	Teachers		2011	
Collaboration with City Year volunteers for	City Year Program, Building Administrators	July 2011	July 2011	Organizing volunteer project collaboration agreement
Read 180 Training	R. Judd	July 2011	July 2011	Training completed
Orientation for new teachers and support staff	Building Administrators, Lincoln Middle School Staff	August 2011	August 2011	Staff Participation
In-service for Lincoln Middle School Staff members to provide baseline information about the implementation of the transformation model	Building Administrators, Lincoln Middle School Staff	August 2011	August 2011	Staff Participation
Specialized Training for Accelerated Math, Carnegie Cognitive Tutor, Success Maker	At Risk Math Teacher	August 2011	August 2011	Training Completed
Read to Achieve Training	English Teachers	August 2011	August 2011	Completed program training
TI-Nspire Navigator Training	Math Teachers	August 2011	August 2011	Completed program training
Presentation to Board of Education about School Improvement Grant status	Building Principal, Asst. Superintendent	August 2011	August 2011	Board Minutes
Summer Literacy and Math Program for new 9 <sup>th</sup> graders at	Building Staff	August 2011	August 2011	Program results

Lincoln High School				
Universal screening of students using NWEA and Scholastic Reading Inventory Assessments	D.Kalinsky	September 2011	September 2011	
Monthly professional learning community half day program and weekly afterschool program begins	Building Staff	September 2011	September 2011	Meeting Agenda
Family Resource Center Opening	R. Burch	September 2011	July 2014	Open facility
Family Advocacy System Introduced	IRRE	September 2011	September 2011	Training Completed
Curriculum/Graduation Readiness night	Asst. Superintendent, Building Principal, Counselors	September, 2011	September 2011	Meeting Agenda
Special communication to parents and guardians regarding transformation model sent home	Asst. Superintendent, Building Principal,	September 2011	September 2011	Mailed Letter
Tier I reading interventions introduced- Literacy coach, ELA para-professionals	Literacy Coach, English Teachers, Building Principal	September 2011	September 2011	Meeting Agenda
Weekly Professional development	Building Principal,	September 2011	July 2014	Meeting Agenda

for LMS Teachers				
Tier II reading interventions introduced- Read 180, Success Maker Reading	At- Risk Teachers, Building Principal	September 2011	September 2011	Meeting Agenda
Tier III reading interventions introduced- F.A.S.T. Reading	At-Risk Teachers, Building Principal	September 2011	September 2011	Meeting Agenda
Tier I math interventions introduced- Math Coach, Math Para-professionals, TI-Nspire Navigator System	Math Teachers, Building Principal	September 2011	September 2011	Meeting Agenda
Tier II Math interventions introduced- Carnegie Cognitive Tutor, Success Maker Math	At- Risk Teachers, Building Principal	September 2011	September 2011	Meeting Agenda
Tier III interventions introduced- Accelerated Math	At- Risk Teachers, Building Principal	September 2011	September 2011	Meeting Agenda
Measuring What Matters Visits	IRRE	September 2011	July 2014	Program Outcomes
Parent Outreach Program	Parent Coordinator	September 2011	September 2011	Parent Survey
Conflict resolution training for Students and staff	School Social Worker, Macomb County Conflict Resolution Center	September 2011	September 2011	Trained mediators and staff support for Peer Mediation program
Van Dyke Public	Asst. Superintendent	October 2011	October 2011	Program Evaluation

Schools teacher leadership program to begin monthly meetings				
Data Director training for building Data team	Data and intervention specialist	October 2011	October 2011	Program Evaluations
Professional Learning Community monthly meeting and weekly afterschool programs	Building Principal, Building Staff	October 2011	October 2011	Meeting Agenda
Measuring What Matters	IRRE, Building Administration	October 2011	July 2014	Program Agenda, and MWM Protocols
Parent Outreach Program	Parent Coordinator	October 2011	July 2014	Parent Survey
Weekly Professional Development for Lincoln Middle School Teachers	Building Principal	October 2011	July 2014	Meeting Agenda
Data Director Training for classroom teachers	Data and Intervention Specialist	November 2011	November 2011	Training completed, Staff trained in data use
Professional Learning Community Release time	Asst. Superintendent	November 2011	November 2011	Program Evaluations
Semester Data Report Due	Data and Intervention Specialist	November 2011	July 2014	Program Report
Van Dyke Public Schools teacher leadership program monthly meeting	Asst. Superintendent	November 2011	July 2014	Agenda and Evaluations
Measuring What Matters visits	IRRE, Building Administration	November 2011	July 2014	Program Agenda, and MWM Protocols

Weekly Professional Development for Lincoln Middle School Teachers	Building Principal	November 2011	July 2014	Meeting Agenda
Parent Outreach Program	Parent Coordinator	November 2011	November 2011	Parent Survey
Van Dyke Public Schools teacher leadership program monthly meeting	Asst. Superintendent	December 2011	July 2014	Agenda and Evaluations
NWEA and SRI screening	D.Kalinski	December 2011	July 2014	Test Scores and Results
Measuring What Matters visits	IRRE, Building Administration	December 2011	July 2014	Program Agenda and MWM Protocols
Parent Outreach Program	Parent Coordinator	December 2011	July 2014	Parent Survey
Weekly Professional development for LMS teachers	Building Principal	December 2011	July 2014	Meeting Agenda
Van Dyke Public Schools teacher leadership program monthly meeting	Asst. Superintendent	January 2012	July 2014	Agenda and Evaluations
Eighth grade parent and student orientation	Building Principal, Building staff	January 2012	January 2012	Parent Survey and Program Agenda
Measuring What Matters visits	IRRE, Building Administration	January 2012	July 2014	Program Agenda and MWM Protocols
Parent Outreach Program	Parent Coordinator	January 2012	July 2014	Parent Survey
Grade 8.5	Building	January	January	Completed Student Schedule

students promoted to grade 9	Principal, Building Administration	2012	2012	
Weekly professional development for LMS teachers	Building Principal	January 2012	July 2014	Meeting Agenda
Van Dyke Public Schools teacher leadership program monthly meeting	Asst. Superintendent	February 2012	July 2014	Agenda and Evaluations
Measuring What Matters visits	IRRE, Building Administration	February 2012	February 2012	Program Agenda and MWM Protocols
Weekly professional development for LMS teachers	Building Principal	February 2012	July 2014	Meeting Agenda
Parent Outreach Program	Parent Coordinator	February 2012	July 2014	Parent Survey
Van Dyke Public Schools teacher leadership program monthly meeting	Asst. Superintendent	March 2012	March 2012	Agenda and Evaluations
NWEA and SRI Screening	D. Kalinski	March 2012	July 2014	Test Scores and Results
Parent teacher conferences	Building Principal, Building Staff	March 2012	March 2012	Parent Survey, Parent Sign In

Semester Data Report Due	Data and Intervention	March 2012	March 2012	Program Report
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	Specialist			
Measuring What Matters visits	IRRE, Building Administration	March 2012	July 2014	Program Agenda and MWM Protocols
Weekly professional development for LMS teachers	Building Principal	March 2012	July 2014	Meeting Agenda
Parent Outreach Program	Parent Coordinator	March 2012	July 2014	Parent Survey
Van Dyke Public Schools teacher leadership program monthly meeting	Asst. Superintendent	April 2012	July 2014	Agenda and Evaluations
Measuring What Matters visits	IRRE, Building Administration	April 2012	July 2014	Program Agenda and MWM Protocols
Weekly professional development for LMS teachers	Building Principal	April 2012	July 2014	Meeting Agenda
Van Dyke Public Schools teacher leadership program monthly meeting	Asst. Superintendent	May 2012	July 2014	Agenda and Evaluations
Measuring What Matters visits	IRRE, Building Administration	May 2012	July 2014	Program Agenda and MWM Protocols
Weekly professional development for LMS teachers	Building Principal	May 2012	July 2014	Meeting Agenda
Parent Outreach Program	Parent Coordinator	May 2012	July 2014	Parent Survey
Van Dyke Public Schools teacher leadership program monthly meeting	Asst. Superintendent	June 2012	July 2014	Meeting Agenda
NWEA and SRI screening	D. Kalinsky	June 2012	July 2014	Test Scores and Results
End of the semester data due	Data and Intervention Specialist	June 2012	July 2014	Program Report
Weekly professional development for LMS teachers	Building Principal	June 2012	July 2014	Meeting Agenda

**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.**

- Lincoln Middle School students will be at an 82% proficiency level in ELA.
- Lincoln Middle School students will be at a 77% proficiency level in Math.

**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 response needed 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 response needed 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.**

Notification was received by the Van Dyke Public Schools Superintendent from the Michigan Department of Education on August 16, 2010. Administrators attended an informational meeting sponsored by the Michigan Department of Education on August 23, 2010. Lincoln Middle School staff members were subsequently notified that the school was identified for improvement and were invited to an informational meeting held September 2, 2010. A focus group was then held to get input from staff members, the meeting took place September 8, 2010 with a follow up on October 12, 2010. Administrators attended a technical assistance meeting September 17, 2010 sponsored by the Michigan Department of Education. The LMS SIG team met with consultants from the

Macomb Intermediate School District for technical assistance in order to plan the framework for the transformation model.

Parents and guardians were sent a letter informing them that Lincoln Middle School was identified as one of the lowest performing schools as identified by the Michigan Department of Education. A frequently asked questions document was also developed to provide information for district stakeholders. Parents and guardians were also given information explaining how they could provide input to the school improvement grant as well as to how to obtain further information. This was followed by a parent information breakfast held September 28, 2010. Additional information was presented at a parent outreach program scheduled for October 19, 2010.

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

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

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

An LEA's budget for each year may not exceed the number of Tier I, Tier II, and Tier III schools it commits to serve multiplied by \$2,000,000.

**ASSURANCES AND CERTIFICATIONS  
STATE PROGRAMS**

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

**CERTIFICATION REGARDING LOBBYING FOR GRANTS AND COOPERATIVE AGREEMENTS**

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

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

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

<b>APPLICANT</b>	Legal Name of District Van Dyke Public Schools	District Code 50220
	Address of District 23500 MacArthur	
<b>CONTACT PERSON</b>	City and Zip Code Warren 48089	Name of County Macomb
	Name of Contact Person Alena Zachery	Title Assistant Superintendent
	Address 23500 MacArthur	Telephone (Area Code) (586) 759 - 9404
	E-Mail Address Zachery.alena@vdps.net	City Warren
		Zip Code 48089
		Facsimile (A.C./No.) (586) 759 - 9408

GRANT FUNDS REQUESTED: \$ 4,410,339

**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

AUTHORIZED OFFICIAL

DATE 02/25/11



2.25.11

SIGNATURE

TYPED NAME/TITLE Joe Pius/ Superintendent

**ASSURANCE WITH SECTION 511 OF THE U.S. DEPARTMENT OF EDUCATION APPROPRIATION ACT OF 1980**

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 non-governmental 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 (c) (4) of the U.S. Department of Education Compliance Supplement for A-133.

**ASSURANCE REGARDING COMPLIANCE WITH GRANT PROGRAM REQUIREMENTS**

The grantee agrees to comply with all applicable requirements of all State statutes, Federal laws, executive orders, regulations, policies and award conditions governing this program. The grantee understands and agrees that if it materially fails to comply with the terms and conditions of the grant award, the Michigan Department of Education may withhold funds otherwise due to the grantee from this grant program, any other federal grant programs or the State School Aid Act of 1979 as amended, until the grantee comes into compliance or the matter has been adjudicated and the amount

disallowed has been recaptured (forfeited). The Department may withhold up to 100% of any payment based on a monitoring finding, audit finding or pending final report.

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

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

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

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

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

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

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

**AUDIT REQUIREMENTS**

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

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

**IN ADDITION:**

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

**SPECIFIC PROGRAM ASSURANCES**

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

1. Grant award is approved and is not assignable to a third party without specific approval.
2. Funds shall be expended in conformity with the budget. Line item changes and other deviations from the budget as attached to this grant agreement must have prior approval from the 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

Date

*Joseph G. Pinn*  
2-24-11

SIGNATURE OF LEA BOARD PRESIDENT

Date

*Steven J. Sullivan*

### 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 Lincoln Middle School	Building Code 02205	Name and Title of Authorized Representative LaToya Hall-King
Mailing Address (Street) 22500 Federal Ave.	City Warren	Signature <i>LaToya Hall-King</i>
	Zip Code 48089	Telephone (Area Code/Local Number) (586) 759 - 9428
Name and Title of Contact Person Alena Zachery, Assistant Superintendent		Date Signed (m/d/yyyy) 02/25/2011
		Mailing Address (if different from agency address) 23500 MacArthur Warren, MI 48089

**ARRA School Improvement Grant (SIG) II  
Budget Summary  
For Van Dyke Public Schools**

District Code	Grant Number	Project Number	CFDA Number	Project Type	Starting Date	Ending Date	Fiscal Year
50220	081550 * * *	1112	84.388A	Regular	2/25/2011	9/30/2014	2011

Function Codes	Function Title	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
110	Basic Programs	\$559,620	\$265,380					\$825,000
120	Added Needs	\$568,662	\$271,338	\$722,112	\$30,000			\$1,592,112
210	Support Services – Pupil	\$330,000	\$135,000					\$465,000
220	Support Services – Instructional Staff	\$339,240	\$110,760	\$301,472	\$25,000			\$776,472
230	General Administration							\$0
240	Support Services – School Administration	\$216,000	\$114,000	\$210,000				\$540,000
250	Support Services – Business							\$0
260	Operation and Maintenance of Plant							\$0
270	Pupil Transportation Services							\$0
280	Central Support Services							\$0
310	Community Services – Direction	\$33,000	\$25,500					\$58,500
330	Community Activities							\$0
360	Welfare Activities							\$0
	Sub Total	\$2,046,522	\$821,976	\$1,233,564	\$55,000	\$0	\$0	\$4,257,084
	Indirect Cost						\$153,255	\$153,255
	Total	\$2,046,522	\$821,976	\$1,233,564	\$55,000	\$0	\$153,255	\$4,410,339

Andrea Agrusa  
 BUSINESS OFFICE REPRESENTATIVE  
 Alena Zachery  
 PROJECT CONTACT PERSON

(586) 758-8336  
 PHONE  
 (586) 759-9404  
 PHONE

agrusa.andrea@vdps.net  
 EMAIL  
 zachery.alena@vdps.net  
 EMAIL

ARRA School Improvement Grant (SIG) II  
 For Van Dyke Public Schools

Generated On 2/28/2011

School Level Budget				
Name	Building	Allocation	Carryover	Budget
Lincoln Middle School	02205	\$0	\$0	\$4,257,084
Total		\$0	\$0	\$4,257,084

**ARRA School Improvement Grant (SIG) II 2011 Budget Detail**  
**For Van Dyke Public Schools**

**110 - Basic Programs**

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
112 - Basic Programs - Middle/Junior High	Lincoln Middle School: Co-Teacher to provide instruction in Math and Language Arts	2	\$390,000	\$210,000			6000	7000, 8000	\$600,000
	Sub-Total	2	\$390,000	\$210,000					\$600,000

**Function Code**

Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
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**119 - Basic Programs - Other  
Basic Programs**

	Lincoln Middle School: Teacher compensation for summer math and literacy boot camp	7710h	\$169,620	\$55,380				\$225,000
	Sub-Total	7710h	\$169,620	\$55,380				\$225,000

**120 - Added Needs**

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
125 - Added Needs - Compensatory Education	Lincoln Middle School: Literacy Coach to support reading achievement				\$360,000				\$360,000
125 - Added Needs - Compensatory Education	Lincoln Middle School: Mathematics Coach to support math instruction and achievement	1	\$240,000	\$120,000					\$360,000
125 - Added Needs - Compensatory Education	Lincoln Middle School: Software and license fees for Carnegie Learning to support AI Risk math students				\$25,629				\$25,629
125 - Added Needs - Compensatory Education	Lincoln Middle School: Software and license fees for Pearson Successmaker to support at-risk reading and math students.				\$103,500				\$103,500
125 - Added Needs - Compensatory Education	Lincoln Middle School: Teacher compensation for after school extended day learning program for Math and Language Arts.	4092h	\$90,024	\$29,976					\$120,000

ARRA School Improvement Grant (SIG) II 2011 Budget Detail (cont'd)  
For Van Dyke Public Schools

125 - Added Needs - Compensatory Education	Lincoln Middle School: Software and license fees for Renaissance Learning Accelerated Math program			\$26,784																\$26,784
125 - Added Needs - Compensatory Education	Lincoln Middle School: At-Risk Teacher to provide instruction to small groups of students who have not met 8th grade requirements	1	\$216,000	\$114,000																\$330,000
125 - Added Needs - Compensatory Education	Lincoln Middle School: Software and license fees for Scholastic Read 180 Tier II Reading Intervention																			\$131,199
125 - Added Needs - Compensatory Education	Lincoln Middle School: Software and license fees for Compass Learning Tier II Reading and Math Intervention																			\$45,000
125 - Added Needs - Compensatory Education	Lincoln Middle School: Software and license fees for Study Island Tier I Reading and Math Intervention																			\$15,000
125 - Added Needs - Compensatory Education	Lincoln Middle School: After school tutoring for Credit Recovery/RTI Program	1029h	\$22,638	\$7,362																\$30,000
125 - Added Needs - Compensatory Education	Lincoln Middle School: Software and license fees for bi-lingual intervention																			\$15,000
125 - Added Needs - Compensatory Education	Lincoln Middle School: Supplies and materials to promote positive behavior (PBS Program)																			\$30,000
	Sub-Total	215121h	\$568,662	\$271,338	\$722,112	\$30,000														\$1,592,112

**210 - Support Services - Pupil**

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
214 - Support Services - Pupil - Psychological Services	Lincoln Middle School: Licensed Therapist to provide in school support to at-risk students in the Intervention Room	1	\$180,000	\$60,000					\$240,000
	Sub-Total	1	\$180,000	\$60,000					\$240,000



ARRA School Improvement Grant (SIG) II 2011 Budget Detail (cont'd)  
For Van Dyke Public Schools

225 - Computer-Assisted Instruction	Lincoln Middle School: Technology equipment to assist in the instruction of math	\$25,000		\$25,000
	Sub-Total			\$25,000

**240 - Support Services – School Administration**

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
241 - Office of the Principal	Lincoln Middle School: Principal leadership coaching				\$15,000				\$15,000
	Sub-Total				\$15,000				\$15,000

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
249 - Other School Administration	Lincoln Middle School: RTI program for Universal Screen and Benchmark testing				\$45,000				\$45,000
249 - Other School Administration	Lincoln Middle School: Data and Intervention Specialist	1	\$216,000	\$114,000					\$330,000
249 - Other School Administration	Lincoln Middle School: Software and license fees for Measuring What Matters				\$150,000				\$150,000
	Sub-Total	1	\$216,000	\$114,000	\$195,000				\$525,000

**310 - Community Services – Direction**

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
311 - Community Services – Direction	Lincoln Middle School: Parent and Family Involvement Coordinator	0.25	\$33,000	\$25,500					\$58,500
	Sub-Total	0.25	\$33,000	\$25,500					\$58,500

ARRA School Improvement Grant (SIG) II 2011 Budget Detail (cont'd)  
 For Van Dyke Public Schools

Sub Total	6.75/2825th	\$2,046,522	\$921,978	\$1,233,584	\$55,000	\$4,257,084
Indirect Cost (Max Allowed: 3.6%)						\$0
Grand Total						\$4,257,084
Allocation						\$0

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

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

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

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

Extending the period of availability of school improvement funds.

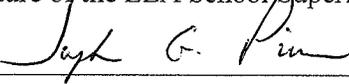
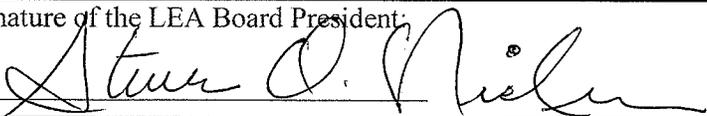
Note: Michigan has requested and received a waiver to extend the SIG grant funds through September 30, 2014.

- "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 schoolwide 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: Lincoln Middle School	Mailing Address: 22500 Federal Ave. Warren, MI 48089
School Building Code: 02205	
School Building Contact for the School Improvement Grant	
Name: LaToya Hall-King	
Position and Office: Principal	
Contact's Mailing Address: 22500 Federal Ave. Warren, MI 48089	
Telephone: (586) 759-9428	
Fax: (586) 758-8322	
Email address: Hall-King.LaToya@vdps.net	
LEA School Superintendent/Director (Printed Name): Joe Pius	Telephone: (586) 758-8333
Signature of the LEA School Superintendent/Director: X 	Date: 2.24.11
LEA School LEA Board President (Printed Name): Steven Neilson	Telephone: (586) 758-8333
Signature of the LEA Board President: X 	Date:
The LEA, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the State receives through this application.	

## Section A

### 1. Possible model to use for analysis of data.

The school should consider evidence of need by focusing on improvement status; reading and math achievement results, as measured by the MEAP, Mi-Access or the MME; poverty level; and the school's ability to leverage the resources currently available to the district. Refer to the school's Comprehensive Needs Assessment (CNA) School Data and Process Profile Summary report. Do not attach the building CNA.

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

### Sub Group Academic Data Analysis

**Grade: 6  
Proficiency Standards**

**Percent of Sub-group meeting State**

Group	Reading			Mathematics		
	Year1 2007	Year2 2008	Year3 2009	Year1 2007	Year2 2008	Year3 2009
<b>Social Economic Status (SES)</b>	62.11	70.55	75.16	53.42	76.19	61.11
<b>Race/Ethnicity</b>						
<b>Asian</b>	66.67	80.00	87.50	66.67	80.00	93.33
<b>Black</b>	57.35	61.43	68.29	35.29	74.29	43.53
<b>White</b>	69.23	79.78	79.35	65.03	78.13	71.43
<b>Hispanic</b>	75.00	0	100.00	100.00	0	100.00
<b>Students with Disabilities</b>	36.84	36.36	61.11	21.05	51.85	23.08

<b>Limited English Proficient (LEP)</b>	N/A	N/A	N/A	N/A	N/A	N/A
<b>Homeless</b>	N/A	N/A	N/A	N/A	N/A	N/A
<b>Neglected &amp; Delinquent</b>	N/A	N/A	N/A	N/A	N/A	N/A
<b>Migrant</b>	N/A	N/A	N/A	N/A	N/A	N/A
<b>Gender</b>						
<b>Male</b>	65.09	70.59	70.00	57.55	75.70	59.43
<b>Female</b>	66.67	77.27	81.00	56.59	80.00	65.05
<b>Aggregate Scores</b>	63.40	70.00		57.02	77.66	62.20
<b>State</b>	54%	54%	66%	54%	54%	54%

### Sub Group Academic Data Analysis

**Grade: 7  
Proficiency Standards**

**Percent of Sub-group meeting State**

Group	Reading			Mathematics		
	Year1	Year2	Year3	Year1	Year2	Year3
	2007	2008	2009	2007	2008	2009
<b>Social Economic Status (SES)</b>	48.95	53.52	64.67	59.79	55.35	67.46
<b>Race/Ethnicity</b>						
<b>Asian</b>	47.37	68.75	69.23	78.95	75.00	69.23
<b>Black</b>	41.38	49.51	57.29	51.14	48.08	63.27
<b>White</b>	61.64	61.90	72.92	65.77	66.14	72.45
<b>Hispanic</b>	50.00		100.00	100.00		100.00

<b>Students with Disabilities</b>	25.93	22.22	36.84	31.03	22.22	34.78
<b>Limited English Proficient (LEP)</b>	N/A	N/A	N/A	N/A	N/A	N/A
<b>Homeless</b>	N/A	N/A	N/A	N/A	N/A	N/A
<b>Neglected &amp; Delinquent</b>	N/A	N/A	N/A	N/A	N/A	N/A
<b>Migrant</b>	N/A	N/A	N/A	N/A	N/A	N/A
<b>Gender</b>						
<b>Male</b>	50.00	54.69	65.09	58.78	59.69	70.27
<b>Female</b>	57.85	59.38	65.74	66.12	58.14	65.42
<b>Aggregate Scores</b>	54.00	57.00	65.00	62.00	59.00	68.00
<b>State</b>	43%	43%	54%	43%	43%	54%

**Sub Group Academic Data Analysis**

**Grade: 8  
Standards**

**Percent of Sub-group meeting State Proficiency**

<b>Group</b>	<b>Reading</b>			<b>Mathematics</b>		
	<b>Year1</b>	<b>Year2</b>	<b>Year3</b>	<b>Year1</b>	<b>Year2</b>	<b>Year3</b>
	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>
<b>Social Economic Status (SES)</b>	68.75	58.88	64.34	55.28	73.10	44.62
<b>Race/Ethnicity</b>						
<b>Asian</b>	78.57	64.71	72.73	85.71	70.59	63.64
<b>Black</b>	67.05	52.56	64.63	40.45	64.56	29.27
<b>White</b>	74.62	66.10	68.92	64.12	80.51	63.16

<b>Hispanic</b>	50.00	100.00	100.00	50.00	100.00	100.00
<b>Students with Disabilities</b>	41.94	21.74	26.32	3.23	47.83	10.00
<b>Limited English Proficient (LEP)</b>	N/A	N/A	N/A	N/A	N/A	N/A
<b>Homeless</b>	N/A	N/A	N/A	N/A	N/A	N/A
<b>Neglected &amp; Delinquent</b>	N/A	N/A	N/A	N/A	N/A	N/A
<b>Migrant</b>	N/A	N/A	N/A	N/A	N/A	N/A
<b>Gender</b>						
<b>Male</b>	68.80	61.47	64.13	54.76	78.18	53.26
<b>Female</b>	74.58	60.17	70.45	57.14	67.80	39.77
<b>Aggregate Scores</b>	72.00	61.00	67.00	56.00	73.00	47.00
<b>State</b>	43%	43%	54%	43%	43%	54%

**Sub Group Non-Academic Analysis**

**Year: 2007**

<b>Group</b>	<b># Student s</b>	<b># of Absences</b>		<b>#of Suspensio n</b>		<b># of Truancies</b>	<b># of Expulsio ns</b>	<b>Unduplicat ed Counts</b>	
		<b>&gt;10</b>	<b>&lt;10</b>	<b>In*</b>	<b>Out*</b>			<b>In*</b>	<b>Out*</b>
<b>SES</b>	841	294	547	8	1983	57			
<b>Race/Ethnicity</b>									
<b>Indian</b>	3	2	1	0	0	0			
<b>Asian</b>	52	3	49	0	15	5			
<b>Black</b>	371	151	220	3	1384	12	2		
<b>Hispanic</b>	12	4	8	0	0	0			
<b>White</b>	603	159	445	6	686	38	1		
<b>Multiple</b>	58	19	39	0	118	0			
<b>Hawaiian</b>	0	0	0	0	0	0			
<b>Blank Ethnic</b>	1	0	1	0	0	0			
<b>Disabilities</b>	144	59	85	9	1127	9	2		

<b>LEP</b>	1	0	1	0	0	0			
<b>Homeless</b>	7	4	3	0	0	0			
<b>Migrant</b>	0	0	0	0	0	0			
<b>Gender</b>									
<b>Male</b>	558	188	370	7	1322	44	2		
<b>Female</b>	542	149	393	2	881	20	1		
<b>Totals</b>	1100	337	763	9	2203	64	3		

Year: 2007

Group	# of Students	# of Retentions	# of Dropouts	# promoted to next grade	Mobility	
					Entering	Leaving
<b>SES</b>	841	14	N/A	827	180	165
<b>Race/Ethnicity</b>						
<b>Indian</b>	3	0	N/A	3	0	0
<b>Asian</b>	52	2	N/A	50	1	15
<b>Black</b>	371	10	N/A	361	123	100
<b>Hispanic</b>	12	0	N/A	12	3	12
<b>White</b>	603	5	N/A	598	70	156
<b>Multiple</b>	58	0	N/A	58	14	17
<b>Hawaiian</b>	0	0	N/A	0	0	0
<b>Blank Ethnic</b>	1	0	N/A	1	0	1
<b>Disabilities</b>	144	2	N/A	142	25	4
<b>LEP</b>	1	1	N/A	0	0	0
<b>Homeless</b>	7	0	N/A	7	4	2
<b>Migrant</b>	0	0	N/A	0	0	0
<b>Gender</b>						
<b>Male</b>	558	9	N/A	549	103	148
<b>Female</b>	542	8	N/A	534	109	143
<b>Totals</b>	1100	51	N/A	1083	212	291

Sub Group Non-Academic Analysis

Year: 2008

Group	# Student s	# of Absences		#of Suspensio n		# of Truancies	# of Expulsio ns	Unduplicat ed Counts	
		>10	<10	In*	Out*			In*	Out*
SES	653	286	367	18	1257	53			
<b>Race/Ethnicity</b>									
Indian	4	1	3	0	0	0	0		
Asian	54	4	50	0	12	0	0		
Black	387	173	214	15	1887	26	1		
Hispanic	17	6	11	0	2	0	0		
White	488	142	346	6	839	31	1		
Multiple	49	21	28	0	136	1	0		
Hawaiian	0	0	0	0	0	0	0		
Blank Ethnic	1	1	0	0	0	0	0		
Disabilities	152	79	73	21	1397	2	0		
LEP	27	6	21	0	0	0	0		
Homeless	11	4	7	0	0	0	0		
Migrant	0	0	0	0	0	0	0		
<b>Gender</b>									
Male	511	189	322	18	2013	36	2		
Female	489	159	330	3	862	23	0		
Totals	1000	348	652	21	2876	59	2		

Year: 2008

Group	# of Student s	# of Retention s	# of Dropout s	# promote d to next grade	Mobility	
					Enterin g	Leaving
SES	653	3	N/A	650	85	89
<b>Race/Ethnicity</b>						
Indian	4	0	N/A	4	0	1
Asian	54	0	N/A	54	1	13
Black	387	1	N/A	386	66	113
Hispanic	17	1	N/A	16	1	6
White	488	1	N/A	487	26	137



Group	# of Students	# of Retentions	# of Dropouts	# promoted to next grade	Mobility	
					Entering	Leaving
SES	597	26	N/A	571	108	131
Race/Ethnicity						
Indian	4	0	N/A	4	0	0
Asian	46	0	N/A	46	2	6
Black	279	15	N/A	264	89	73
Hispanic	15	0	N/A	15	1	2
White	285	14	N/A	271	31	70
Multiple	30	1	N/A	29	6	4
Hawaiian	0	0	N/A	0	0	0
Blank Ethnic	1	0	N/A	1	0	0
Disabilities	71	3	N/A	68	12	9
LEP	20	0	N/A	20	0	0
Homeless	8	0	N/A	8	3	0
Migrant	0	0	N/A	0	0	0
Gender						
Male	336	18	N/A	318	59	69
Female	324	12	N/A	312	70	86
Totals	660	30	N/A	630	129	155

**Enrollment and Graduation Data – All Students**

Year: 2007

Grade	# of Students	# Students enrolled in a Young 5's program	# Students in course/grade acceleration	Early HS graduation	# of Retentions	# of Dropout	# promoted to next grade
K							
1							
2							
3							
4							
5							
6	350	N/A	N/A	N/A	0	N/A	350

7	378	N/A	N/A	N/A	17	N/A	361
8	372	N/A	N/A	N/A	0	N/A	372
9							
10							
11							
12							

**Number of Students Enrolled in Extended Learning Opportunities**

**Year: 2007**

Number of Students in Building by grade	# Enrolled in Advanced Placement Classes	# Enrolled in International Baccalaureate Courses	# of Students in Dual Enrollment	# of Students in CTE/Vocational Classes	Number of Students who have approved/reviewed EDP on file
6	N/A	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A	372
9					
10					
11					
12					

**Enrollment and Graduation Data – All Students**

Year: 2008

Grade	# of Students	# Students enrolled in a Young 5's program	# Students in course/grade acceleration	Early HS graduation	# of Retentions	# of Dropout	# promoted to next grade
K							
1							
2							
3							
4							
5							
6	305	N/A	N/A	N/A	0	N/A	305
7	367	N/A	N/A	N/A	2	N/A	365
8	328	N/A	N/A	N/A	1	N/A	327
9							
10							
11							
12							

**Number of Students Enrolled in Extended Learning Opportunities**

Year: 2008

Number of Students in Building by grade	# Enrolled in Advanced Placement Classes	# Enrolled in International Baccalaureate Courses	# of Students in Dual Enrollment	# of Students in CTE/Vocational Classes	Number of Students who have approved/reviewed EDP on file
6	N/A	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A	328
9					
10					
11					
12					

**Enrollment and Graduation Data – All Students**

Year: 2009

Grade	# of Students	# Students enrolled in a Young 5's program	# Students in course/grade acceleration	Early HS graduation	# of Retentions	# of Dropout	# promoted to next grade
K							
1							
2							
3							
4							
5							
6	225	N/A	N/A	N/A	4	N/A	221
7	234	N/A	N/A	N/A	10	N/A	224
8	201	N/A	N/A	N/A	16	N/A	185
9							
10							

11							
12							

**Number of Students Enrolled in Extended Learning Opportunities**

**Year: 2009**

<b>Number of Students in Building by grade</b>	<b># Enrolled in Advanced Placement Classes</b>	<b># Enrolled in International Baccalaureate Courses</b>	<b># of Students in Dual Enrollment</b>	<b># of Students in CTE/Vocational Classes</b>	<b>Number of Students who have approved/reviewed EDP on file</b>
6	N/A	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A	201
9					
10					
11					
12					

A review of MEAP data has played an essential role in mobilizing Lincoln Middle School stakeholders to commit to fundamental changes in practice and structure pertaining to increasing our students' success. The 2007, 2008 and 2009 MEAP scores demonstrate a need in all areas of learning. From 2007 to 2008 grade 8 reading scores decreased by 9 points to 65%. In 2009, the scores increased by 7 points but failed to reach the 72% proficiency level that was achieved in 2007. The 2009 assessment information revealed that grade 8 math scores decreased 23 points with a score of 47% proficient. In 2007, grade 8 math scores were at 56%.

Grade 7 scores in reading and math showed marginal improvement over the three year period from 2007 to 2009. The reading scores increased seven points between 2007 and 2008 and eight points from 2008 to 2009. Increases in math were 7 points between 2007 and 2008 and 9 points between 2008 and 2009. The increase in grades 7 scores are at a rate lower than what is necessary to improve student achievement to the point that students will be able to master the rigor of the high school Michigan Merit Curriculum.

8 <sup>th</sup> Grade	2009	2009	2008	2008	2007	2007
	Reading	Math	Reading	Math	Reading	Math
All	67	47	61	73	72	56
Male	64	53	61	78	69	55
Female	70	40	60	68	75	57
Asian	73	64	65	71	79	86
Black	65	29	53	65	67	40
White	69	63	66	81	75	64
Econ Dis	64	45	59	73	69	55
ELL	< 30	< 30	<30	<30	50	70
Special Ed	26	10	22	48	42	3

7 <sup>th</sup> Grade	2009	2009	2008	2008	2007	2007
	Reading	Math	Reading	Math	Reading	Math
All	65	68	57	59	54	62
Male	65	70	55	60	50	59
Female	66	65	59	58	58	66
Asian	69	69	69	75	47	79
Black	57	63	50	48	41	51
White	73	72	62	66	62	66
Econ Dis	65	67	54	55	49	60
ELL	<30	<30	<30	<40	33	61
Special Ed	37	35	22	22	26	31

6 <sup>th</sup> Grade	2009	2009	2008	200	2007	2007
	Reading	Math	Reading	Math	Reading	Math
All	76	62	74	60	66	57
Male	70	59	71	64	65	58
Female	81	65	77	55	67	57
Asian	88	93	80	71	67	67
Black	68	44	61	51	57	35
White	79	71	80	63	69	65
Econ Dis	75	61	71	57	52	53
ELL	<30	<30	<30	<30	66	58
Special Ed	61	23	36	32	37	21

When reviewing sub-group data, the performance of grade 8 special education students decreased significantly in mathematics with a 38% drop from 2008 to 2009. There was a 4% increase in reading for the same period. From 2008 to 2009, students improved in reading at a rate of 6% and 5% growth took place in the area of mathematics. Seventh grade scores of students with disabilities increased 15% in reading and 12% in math from 2008 to 2009. Scores went down in both areas from 2007 to 2008.

Student needs in terms of instruction and support are met on a long continuum of services. Successful schools have effective screening in place and monitor progress on a regular basis to ensure that students receive effective intervention that goes beyond the typical instructional program (Elliot and Fuchs, 1997). Additionally, the interventions must be aligned with the content being taught, provide reliable and valid information on student progress, and provide timely, usable data that are accessible by teachers and administrators.

Research shows that support for special education students in the least restrictive environment using evidence based instructional strategies to help students to be successful in the general education classroom improves achievement for all students. Collaboration between special education and general education teachers provide support for students with disabilities. The goal at Lincoln Middle School for the 2010 – 2011 school year is to build consensus among stakeholders regarding the importance of high quality, research-based instruction, collaboration between special education teachers and general education teachers with special education students having access to the general education curriculum. To improve achievement of special education

teachers a model for co-teaching has been put into place for grade 7 English Language Arts. Student achievement data will be monitored throughout the current school year to compare the achievement of special education in the co-teaching program with those who are not in a co-teaching model.

**English Language Reading - Race and Ethnicity - Special Ed**

Graph	Race and Ethnicity	Special Ed	09-10 Total	09-10 % Not Proficient	09-10 % Partially Proficient	09-10 % Proficient	09-10 % Advanced
				↑ [Graph]			
[X]	All Students		<u>520</u>	<u>6.73</u>	<u>20.38</u>	<u>58.65</u>	<u>14.23</u>
[ ]	American Indian/Alaskan Native		<u>3</u>	<u>0.00</u>	<u>33.33</u>	<u>33.33</u>	<u>33.33</u>
[ ]		Not Special Ed	<u>3</u>	<u>0.00</u>	<u>33.33</u>	<u>33.33</u>	<u>33.33</u>
[ ]	Asian American		<u>38</u>	<u>5.26</u>	<u>18.42</u>	<u>50.00</u>	<u>26.32</u>
[ ]		Not Special Ed	<u>37</u>	<u>2.70</u>	<u>18.92</u>	<u>51.35</u>	<u>27.03</u>
[ ]		Special Ed	<u>1</u>	<u>100.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>
[ ]	Black		<u>211</u>	<u>9.00</u>	<u>24.17</u>	<u>59.72</u>	<u>7.11</u>
[ ]		Not Special Ed	<u>194</u>	<u>5.67</u>	<u>24.74</u>	<u>61.86</u>	<u>7.73</u>
[ ]		Special Ed	<u>17</u>	<u>47.06</u>	<u>17.65</u>	<u>35.29</u>	<u>0.00</u>

English Language Reading - Race and Ethnicity - Special Ed

Graph	Race and Ethnicity	Special Ed	09-10 Total	09-10 % Not Proficient	09-10 % Partially Proficient	09-10 % Proficient	09-10 % Advanced
[ ]	Hawaiian Pacific Islander		<u>25</u>	<u>8.00</u>	<u>24.00</u>	<u>52.00</u>	<u>16.00</u>
[ ]		Not Special Ed	<u>23</u>	<u>4.35</u>	<u>21.74</u>	<u>56.52</u>	<u>17.39</u>
[ ]		Special Ed	<u>2</u>	<u>50.00</u>	<u>50.00</u>	0.00	0.00
[ ]	Multiple Ethnicities		<u>13</u>	<u>0.00</u>	<u>7.69</u>	<u>53.85</u>	<u>38.46</u>
[ ]		Not Special Ed	<u>13</u>	<u>0.00</u>	<u>7.69</u>	<u>53.85</u>	<u>38.46</u>
[ ]	White		<u>230</u>	<u>5.22</u>	<u>17.39</u>	<u>60.43</u>	<u>16.96</u>
[ ]		Not Special Ed	<u>210</u>	<u>2.38</u>	<u>17.14</u>	<u>62.38</u>	<u>18.10</u>

### English Language Reading - Race and Ethnicity - Special Ed

Graph	Race and Ethnicity	Special Ed	09-10 Total	09-10 % Not Proficient	09-10 % Partially Proficient	09-10 % Proficient	09-10 % Advanced
[ ]		Special Ed	<u>20</u>	<u>35.00</u>	<u>20.00</u>	<u>40.00</u>	<u>5.00</u>

Data indicates there are three major areas that need to be addressed in regard to underachieving students.

1. Special Education Students are significantly performing below general education students.
2. Despite the fact that black students are increasing in their rate of proficiency, they still underperform white students in reading and mathematics.
3. Black special education students are underperforming all students as well as the other sub groups within the school.

#### Causes for the Gap in Performance for Students with Disabilities:

Students with disabilities are underachieving as compared to students without disabilities in the area of reading and mathematics. Lincoln Middle School stakeholders have studied this process data and have determined the following factors that are contributing to the achievement gap between special education and general education students.

- Misalignment between the grade level content expectations for reading and math and the instructional strategies for teaching special education students in general education classrooms.

- A deficiency in professional development opportunities for general education teachers to develop skills in teaching special education students.
- Special Education students being taught in traditional self-contained programs versus general education classrooms.
- General Education teachers lack the skills to meet the needs of special education students within a co-teaching model.
- A lack of core content and vocabulary for each grade level and content area.

### **Causes for the Gap in Performance for Black Students:**

Black students are underachieving as compared to white students in the area of reading and mathematics. Lincoln Middle School stakeholders have studied this process data and have determined the following factors that are contributing to the achievement gap between black and white students:

- High poverty rate which requires adults in the school to provide strategies that aid and assist in building background knowledge and experiences that are critical to learning.
- Change in demographics of community as indicated by enrollment trends for ethnic groups.
- Teachers are deficient in the development of skills related to working with students living in poverty.
- Low reading levels, as measured by Northwest Evaluation Association assessment. New students entering the sixth, seventh, or eighth grade may be reading three or more grades below their current placement.
- A lack of core content and vocabulary for each grade level and subject area.

## **2. School Building Capacity – Resource Profile**

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

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

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

### 3. School Building Commitment

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

- 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.

Van Dyke Public School's Lincoln Middle School was notified on August 16, 2010 that they placed on the "persistently lowest achieving 5%" list. At this time, administration was informed that a meeting would take place in Lansing on August 23, 2010 to provide information about the grant opportunities that would now be available to Lincoln Middle School. A group that consisted of 1 county administrator, 3 district administrators, 1

building administrator and a Union Representative attended the meeting and began organizing a plan. An informational staff meeting was held September 2nd to explain the background about the “persistently lowest 5%” list and the implications for Lincoln Middle School. The Lincoln Middle School staff demonstrated a strong support for the transformational model for increasing student achievement and the opportunities that the School Improvement Grant provides would achieve this goal. After many questions, teachers and support staff members immediately began organizing their efforts to address the needs of the students and families they serve. A focus group was held September 9th, where staff arrived prepared with best practice research and ideas for supporting the achievement of Lincoln Middle School students. A group of approximately 20 Lincoln Middle School staff members were in attendance and began working on a plan that will build on the strong foundation for teaching that is in place at Lincoln Middle School. Small groups of teachers subsequently met during the process and the draft plan was presented to the staff for their input on October 13, 2010. Additionally, staff members signed a letter of support emphasizing their strong commitment to work diligently to raise student achievement at Lincoln Middle School. (See Appendix for letter dated October 12, 2010)

In September and October, English Language Arts teachers and mathematics teachers participated in a number of professional development opportunities provided by consultants from the Macomb Intermediate School District. These professional development programs included working with MISD consultants in a collaborative process with teachers from Lincoln High School to implement research based strategies that will improve student achievement this year and next school year. All Lincoln Middle School teachers have signed up to have a literacy coach visit their classroom to provide in-service side by side instruction in the implementation of reading strategies that will include multiple measures to address student academic growth.

Van Dyke Public Schools assigned a special education teacher to co-teach seventh grade English Language Arts for the 2010 – 2011 school year. This co-teaching opportunity will serve as a model for expansion and is part of the School Improvement Grant application. Research places emphasis on the value of co-teaching and its impact on students. At Lincoln Middle School, co-teaching is a service delivery option with a general education and special education teacher in the same classroom. It is a means through which students with IEPs receive some or all of their specialized instruction and related services in the context of the general education classroom (Friend, 2010). The implementation of co-teaching symbolizes the dedication that Lincoln Middle School teachers have toward improving student achievement.

The afterschool meeting held on October 12, 2010, enabled staff members to better understand their current role and responsibility in relationship to the School Improvement Grant and Transformation Model. They also had an opportunity to learn about the plan for implementation of the SIG during the 2011 – 2012 school year and the system-wide expectations for change. Additionally, Lincoln Middle School is receiving support from Lincoln High School administrators and the school improvement facilitator who is leading the implementation of the Lincoln High School, School Improvement Grant. The Director of Special Services is also working with Lincoln Middle School staff on the redesign project, specifically addressing needs related to co-teaching.

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

The 2009-2010 school year saw the implementation of several initiatives designed to improve student achievement. These include:

- SPARK
- Student Ambassador Program
- Peer Mediation
- Co-Teaching
- Credit Recovery
- Intervention Room
- Mentoring
- Literacy Coach
- Behavior Intervention Specialist (5<sup>th</sup>-6<sup>th</sup> and 8<sup>th</sup>-9<sup>th</sup> grades)

The Lincoln Middle School staff's commitment to provide a better education for students can be evidenced by the systematic, intensive, research-based strategies that have been built into their school improvement plan. The initiatives put into place are designed to engage students and foster community involvement. Fundamentally, staff dedicated themselves to building relationships with both students and families to increase student achievement by implementing a systematic advocacy program.

The opportunities provided by the school improvement grant have only further motivated staff to work to fill the gaps that exist for students. The Lincoln Middle School staff members' commitment to provide a stronger education for students can be evidenced by the systematic, intensive, research-based strategies that have been built into the school improvement plan. The literacy coach is playing a significant role in moving forward to increase student engagement, curriculum alignment, and rigor in all classrooms. A math coach will be added as a result of the school improvement grant to address instructional issues related to improve mathematics achievement.

While the crux of the reform is teacher-driven at Lincoln Middle School, a change of this magnitude could not be attained without strong leadership. Central Administration has provided a foundation of support both financially and instructionally, while being an approachable presence within the building. Their clear support of any teacher-driven initiative that assists the middle school in achieving its vision has been a motivating factor for many of our teacher leaders. The principal has a strong background in effective leadership and a clear vision for improving student achievement. Even more important is her willingness and commitment to adopt the vision of Lincoln Middle School that has clear and high expectations for all students.

In order to ensure fidelity to the process and monitor the system-wide progress of Lincoln Middle School with regards to the plan, Van Dyke Public Schools will establish both formal and informal protocols to provide a large array of accountability and data:

- 1) Testing data will be collected 4 times throughout the school year with the use of both Scholastic Reading Inventory (SRI) and Northwest Evaluation Association (NWEA) assessment tools. An Assessment, Data and Intervention Director will ensure that every 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade student is being tested and that reports are being utilized to make instructional and intervention decisions. School-wide data will drive data dialogues during professional development seminars and professional learning communities. This will assist in increasing achievement on the MEAP and subsequent EXPLORE, PLAN and ACT/MME assessments they will take at Lincoln High School. The Assessment, Data and Intervention Director will ensure that results from these tests are used to make future instructional decisions. After each testing period, the Assessment, Data and Intervention Director will run reports and conduct meetings to inform administration and teachers of results.
- 2) Administration will collect from each classroom instructor, evidence of classroom lessons and activities that demonstrate adherence to the objectives in the School Improvement Plan and transformation model.
- 3) Administrators will create a walk-through check-list and calendar to monitor classroom evidence of the objectives in the School Improvement Plan. Administrator Walk-Throughs will be conducted biweekly to monitor effective usage of each instructional strategy cited. Administrators will hold informal dialogues with teachers presenting them with the results of the check list findings during Walk-Throughs. These dialogues will help to assist teachers with effective application of strategies gained from professional development. Principal and instructional coaches will meet routinely to highlight areas for refinement in teachers' instructional practices.
- 4) Consultants will meet regularly with administration following working with the staff to debrief and make recommendations for improvements.
- 5) Administration, specialists, counselors and coaches will utilize the First Things First, Measuring What Matters protocol to collect data regarding school-wide engagement, alignment and rigor in accordance with the common core standards. At a minimum, monthly meetings will be held to dialogue regarding observations. Data walls will be created to monitor and report achievement growth by classroom and subject matter.
- 6) Regular attendance will be taken at all meetings and professional development sessions to ensure staff are receiving necessary information to meet objectives.
- 7) Assessment, Data and Intervention Director, Curriculum Coaches, Counselors and Tier II & III teachers will meet bi-weekly to review progress monitoring data and make intervention recommendations. Meeting minutes will be taken and distributed to the appropriate stakeholders.
- 8) Regular monitoring meetings will take place with an established leadership team made up of:
  - Assistant Superintendent for Curriculum and Instruction
  - Lincoln Middle School Principal
  - Lincoln Middle School Assistant Principal
  - Lincoln Elementary School Principal

- Data, Assessment and Intervention Director
- Director of Special Education
- Teacher Union President / Representative
- Lincoln Middle School Core Academic Teachers
- Lincoln High School Ninth Grade Teachers

This group also served as members of the planning committee dedicated focused time and a concerted effort to plan the framework for this SIG application.

To ensure that students have an opportunity to become vested in the process, focus groups were held with 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade students the week of October 11th. Renee Burch, Parent and Community Involvement Coordinator met with representative groups of students to ask the following questions:

1. "What do you like about Lincoln Middle School?"
2. "What would you like to see changed at Lincoln Middle School?"
3. "What at Lincoln Middle School could make you a better student?"
4. "What would you tell a friend who attends another school about Lincoln Middle School?"
5. "Do you feel that you will be prepared for high school?" "Why?"

The main responses to the questions were analyzed by Ms. Burch who then made the following generalizations from the student answers:

- ❖ Seventh grade students feel that school is difficult, while sixth and eighth grade students are satisfied with their curriculum.
- ❖ Most students feel prepared for high school and plan to attend college.
- ❖ Students want to have enrichment programs after school that might include cheerleading, chess, gymnastics, hip-hop, etc.
- ❖ Students tell their friends that their teachers care about them.

As a result, the following recommendations are being included in the School Improvement Grant application:

Extended day programs that will include help for core academics as well as enrichment activities.

#### **4. School Improvement Intervention Plan—5 page limit**

Describe in narrative form the building plan for implementing the intervention model selected.

Collaboration is the cornerstone of the Lincoln Middle School's redesign plan. When choosing a redesign model the middle school followed Lincoln High School's lead in having a focus on collaboration time. The new schedule will change to move to a grade 6-8 departmentalized middle school. In that regard, grade level chairs will be identified to

lead the collaboration in each grade served. The new block schedule will allow Lincoln Middle School staff the opportunity to have two, 90-minute common planning periods per week with their team members. The coaches from the Institute of Research and Reform in Education (IRRE) have expressed a commitment to support Lincoln Middle School in developing a schedule and providing professional development and training to our staff on the Family Advocacy System and the Measuring What Matters (MWM) protocol. This redesign in core academic classes offers 90 minute courses along with up to (2) forty-five minute support classes for any at risk reading or math student as well as co-teaching. A grade 8.5 will also be established for those students who need additional support from the middle school prior to matriculating to the high school.

The Lincoln Middle School Redesign Plan has a strong focus on Response to Intervention. Staff members from each grade level attended training for development of RTI at the middle school level. Since that time, next steps were determined by the group which included establishing a testing protocol and researched-based, best practice strategies for each tier in mathematics, reading and writing. Staff has researched many testing programs that could provide baseline data for educational placement. While researching available programs, staff discussed models of collaboration that would assist learning communities in making instructional decisions. As is reflected in the school improvement plan, staff has also dedicated a great deal of time and effort into ensuring that strategies chosen are research-based so that we can ensure the likelihood of meeting our goals.

Based on a review of 2009 MEAP data for Lincoln Middle School:

On the English Language Arts portion of the 2009 MEAP, 50% of special education students were not proficient and 50% were partially proficient. Lincoln Middle School had an overall rate of 72.88% proficient in the area of English Language Arts. A significant difference exists between the LMS African-American population who are 35.30% proficient and 64.7% students who are not proficient. It should be noted that special education students who are black perform at even lower levels with a proficiency rate of 35.29% versus 64.71% performing below proficiency.

#### **Achievement Goals:**

- Students' proficiency on the MEAP Reading assessment will increase by 10%. We will close the gap in achievement. At-risk students (those identified through gap statements) will make a 15% increase on the MEAP Reading Assessments. Progress will be monitored through quarterly intervention reports. Information on the success of this goal and the strategies will be collected throughout the school year. The use of national writing project, Compass Learning, Rosetta Stone, Read 180 and FAST reading will support the efforts to provide additional support to the at risk learners.
- Students' proficiency on the MEAP Mathematics assessment will increase by 10%. We will close the gap in achievement. At-risk students (those identified through gap statements) will make a 15% increase in successful achievement on MEAP Math

Assessment. Progress will be monitored through quarterly intervention reports.. Support courses utilizing Successmaker, Study Island, Carnegie Learning and Accelerated Math will allow tiered groups of math students to receive instruction at their functional level.

Lincoln Middle School staff has worked towards the collaborative use data from common formative and summative assessments and MEAP. The data is available using Data Director. The Michigan Data 4Student Success website is also used so that teachers can dig deep when analyzing data to the subgroup level having valuable group data dialogues. The Lincoln Middle School principal distributes regular communications to parents, guardians and families including newsletters, calendar and website updates, progress reports, and other communications including those notifying parents regarding the identification of the school. The Data and Intervention specialist will train teachers to create a “champion list” which will contain the names of students who are at high risk of failure. When a student’s name appears on the “champion list” an individual meeting with the student and his / her parents will be arranged to ensure that the student is able to improve in the area of need.

The Lincoln Middle School’s School Improvement Plan along with the support of the Redesign Plan provided the structure and resources to implement many research-based programs and strategies which are expected to increase student achievement in reading, writing and mathematics. Listed are specific resources provided by the Redesign Plan necessary to improve achievement in the areas of reading, writing and mathematics.

The curriculum resources that will be implemented are:

Read 180	Research based reading intervention program that includes innovative technology, engaging print, and intensive professional development.
West Ed Reading Apprenticeship	Lincoln Middle School teachers have been trained in Reading Apprenticeship strategies. The Reading West Ed Apprenticeship will increase teacher effectiveness and improve students' reading and writing skills in all content area classes.
F.A.S.T Reading	Foundations of Analysis, Synthesis, and Transitions Reading is a research based literacy intervention that combines the best of systematic phonics, auditory processing, and literature-based instruction to create a streamlined, multi-sensory program that includes immediate reading application with high interest, phonetically controlled books.
Successmaker	This program creates individualized assignments aligned with state standards and national guidelines, scores student work, and generates reports on student progress. This is an online program that supports reading and math
Accelerated Math	The program is a technology based Tier II intervention for students in need of foundational skills in the area of mathematics. It is aligned with Grade Level Content Expectations and it levels students at current academic functioning and prescribes a plan for them to meet the expectations for their grade level.
Carnegie “Bridges to	Provided by the Macomb Intermediate School District, Bridges to Algebra provides students with the fundamental knowledge needed for success with

Algebra	the math requirements from the G.L.C.E.'s. This resource provides students with opportunities to make real world application and workplace practice leading to success for all students.
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In an effort to ensure that students receive the correct placement in RTI tier I, II, or III interventions, it is essential that students be accurately assessed and placed in correct interventions. The screening tools to be used to assess gaps in reading and math achievement are:

Scholastic Reading Inventory (SRI) – SRI will provide teachers with easily accessible information about where a student is at anytime in regard to his or her reading.

Northwest Evaluation Association (NWEA) – All new students will be assessed using the NWEA, “Measures of Academic Performance” (MAP). This tool will be used to ensure that new students are placed in the correct English and math program.

Using data obtained from the NWEA screening and Scholastic Reading Inventory testing, the Data and Intervention Specialist will train staff to work with the student data to ensure that proper placement and support programs are in place for each student.

To achieve the goal of increased achievement in reading, tiered interventions will be implemented which will include:

- Tier I – Literacy Coach, paraprofessionals, Close and Critical Reading
- Tier II – West Ed Reading Apprenticeship, Successmaker, Intervention teachers
- Tier III – Read 180 Reading, F.A.S.T. Reading – Intervention teachers, professionals

To achieve the goal of increased achievement in mathematics, tiered interventions will be implemented which will include:

- Tier I – Math coach, Math support paraprofessionals
- Tier II – Carnegie Math, Intervention teacher, paraprofessionals
- Tier III – Accelerated Math, Intervention teacher, paraprofessionals

Extended learning time to support student achievement in the core content areas will be implemented to give all Lincoln Middle School students an opportunity to learn at an increased cognitive level. Lincoln Middle School students will be encouraged to enroll in an afterschool Reading and Math program to gain additional support. Additionally, students will have the opportunity to enroll in a credit recovery program working with the Lincoln High School students and staff with the Workforce Initiative Act (WIA) program. A certified teacher will facilitate the learning opportunities for the students. After school programs will be offered for up to two hours after school, five days a week.

All at risk reading and math students will be invited to participate in a “summer literacy and math boot camp.” The program will provide students with an opportunity to review

key concepts relating to academic literacy and / or math; receive tutoring in areas of deficit, and set academic goals for the upcoming school year. A counselor will facilitate (3) fifteen day, three hour per day program, with assistance from core content area teachers. The collaboration with City Year volunteers will begin as a source of support for students and staff.

Teachers will have the opportunity to extend their own learning through a summer transition boot camp. This professional learning community meeting will be designed to help teachers develop and refine their skills using data, differentiating instruction, implementing RTI, and improving their instructional skills for the at risk population.

In an effort to increase teacher effectiveness in implementing standards that are in alignment with the common core, instructional coaches will also work collaboratively with the teachers, modeling the Family Advocacy System and Measuring What Measures model to ensure the highest quality instruction is provided to students. Literacy and mathematics coaches will work directly with teacher Professional Learning Communities to ensure that instructional strategies are based on student data and that regular guidance is provided to teachers so research based teaching, assessment, and feedback strategies are used on a daily basis. Additionally, the Data and Intervention specialist will provide training to teachers and instructional coaches to ensure that achievement, demographic, perception and process data are regularly used to inform instruction.

The Lincoln Middle School principal and assistant principal will work with IRRE this summer to develop and departmentalized schedule that will allow students increased instructional time in the areas of reading and math. The supports that the students receive for the remainder of the 2010-11 year and throughout the summer will help to increase their academic achievement and administration will work to continuously to increase the school's effectiveness in improving not only student achievement, but supervisor – teacher communication, instructional efficiency, and student learning. The work will continue throughout the 2011-12 school year along with their enrollment in training with a principal coach.

Building level administrators will incorporate the "Big Four" (Pollock, 2007) into their daily observation and walk through practice. The "Big Four" includes:

1. Use a well articulated curriculum
2. Plan for delivery using research based strategies
3. Vary assessment
4. Give criterion based feedback

Critical to the success of each and every student is a strong, collaborative home – school partnership. Lincoln Middle School students and Van Dyke Public Schools students and their families are often challenged by family circumstances that are not in control of the students. To provide a sufficient level of support for students, a family social worker and a parent and family coordinator will work with our Education Activities

Facilitator to provide a summer enrichment program for students. Activities, assessments and individual and family counseling will be available after program hours to support the students and families selected to participate. This initiative is being modeled after a program that is sponsored by the Macomb County Juvenile Court system that took place at Lincoln Middle School last summer. Due to the increase of at-risk students with academic and/or behavioral concerns, the district has researched and determined specific research-based programs to be implemented at all three tier levels of need.

The district feels these programs will be critical in reducing the failure rate and thus, will increase the district's graduation rate. Research shows that when students fail 8th grade content area classes, the likelihood of failure to graduate and/or succeed rises rapidly. Research also shows that critical intervention at the sixth and seventh grade levels causes a marked increase in continual success throughout their educational years. Van Dyke families often do not have access to the types of support needed academically and additionally mental health services are rarely available because families are unable to travel to attend regular appointments. Having these services available in their neighborhood this setting will ensure that the students and their families receive the services they need. The enrichment activities will assist in providing exposure to the students who are of the highest need and have very little background knowledge and limited opportunity.

Van Dyke Public Schools employed a parent and family involvement coordinator for the four elementary schools in September 2009 and Lincoln High School in 2010. The position will expand to Lincoln Middle School to provide support to increase parent and family involvement in accordance with Title I requirements. The parent involvement coordinator will organize parent groups, invite parents and guardians to participate in the school improvement process, provide parent education classes, coordinate with community outreach agencies, use surveys to obtain parent perception data, and work with parents to ensure that students are on-track for promotion.

Additionally, Van Dyke Public Schools has developed many partnerships with community organizations to ensure that our students and parents have the support and services they need. Conversations with these organizations provide Lincoln Middle School staff greater insight into the barriers that our students face that interfere with their ability to focus on their educational success. Finally, the parents in our community play a critical role for improving the rate of educational success within Lincoln Middle School. Multiple events throughout the school year invite parents in to discuss the educational process and their students' achievement will be organized by the parent family coordinator. Family advocates make multiple contacts with parents to inform them of these events, and communicate their students' success and areas of need. Also, the staff routinely invites parents as professionals in to the classroom add their expertise to the content. An intervention room will also be utilized to deter affect behaviors from interrupting the academic setting and to build family support.

**5. External Provider Selection: Describe the process the building will use to select external providers or note that the school will select external providers from the MDE pre-approved list.**

Van Dyke Public Schools is a small district that relies on the assistance and expertise of the entire Macomb County community. The District's close ties to the Macomb Intermediate School District (MISD) have allowed the high school to make a quick transition to a results orientation while providing instructional support for content area teachers. Lincoln Middle School staff members have consistently reported that the professional development opportunities provided by the MISD have made them better teachers. Attending these trainings has helped them rely on the consultants' expertise when considering new strategies. Additionally, Van Dyke Public Schools has developed many partnerships with community organizations (such as Leaps and Bounds, Mt. Calvary Church, Warren Parks and Recreation, Owen Jax and the Nortown Project), to ensure that our students and parents have the support and services they need. Conversations with these organizations provide Lincoln Middle School staff greater insight into the barriers that our students face that interfere with their ability to focus on their educational success. Finally, the parents in our community play a critical role for improving the rate of educational success within Lincoln Middle School. Multiple events throughout the school year invite parents in to discuss the educational process and their students' achievement.

As recently as September 28th, the Lincoln Middle School principal held a breakfast meeting with parents to get their input into the School Improvement Grant. The main points that were discussed included the background of the persistently low performing schools and the opportunities to select a reform model and the School Improvement Grant. Parents were asked for their input which included: more family based activities, community service opportunities for their children, programs to reduce bullying, and added opportunities for tutoring. Lincoln Middle School has a strong partnership with the Leaps and Bounds organization. Leaps and Bounds is located within walking distance to Lincoln Middle School. The community based program provides opportunities for families to acquire skills in everything from budgeting to parenting. Tutoring programs are held twice a week, on Tuesday and Friday evenings. The Lincoln Middle School social worker is the liaison to the Leaps and Bounds staff and works together with the youth programming coordinator for the organization. This individual is present at many Lincoln Middle School parent and family programs to promote their programs. Counselors receive regular reports from the youth programming coordinator regarding the progress students are making with their tutoring.

The principal has also established a strong working relationship with United Way. The Director of United Way for Southeastern Michigan can be seen at Lincoln Middle School on a regular basis. This partnership has provided community service programs at the school including the improvement of grounds and painting of murals that promote peace, unity, and graduation. This opportunity also brought employees of Panera Bread into

the school to provide assistance and support. Plans are being made with Panera Bread and United Way to continue this program for the 2010 – 2011 school year.

A major strength that began in February, 2009 and ran through October, 2009 was a partnership with the Macomb County Probate Courts. This grant funded program provided a student activities facilitator at the school to work with at risk students. This individual worked with approximately thirty male students and their families with a goal of lowering referrals to the courts. The program was not in place due to funding last year but has been re-established for the 2010 – 2011 school year beginning in November and includes an additional staff member who is a licensed therapist who will work with students and families to change behavior. The activities facilitator will provide field trip programs for these students to Macomb County Community College and Michigan State University. These field trips were done when the program was originally funded in 2009. The activities coordinator will also work with the graduation coach at Lincoln High School to establish shared programs for students in grade 7, 8, and 9. Dr. Patterson Terry, Court Officer from the Macomb County Juvenile Court system is the liaison between the school and the court.

In April 2010, the principal established an after school credit recovery program for grade 7 and 8 students who were failing classes. An after school program was developed in coordination with the Workforce Investment Act (WIA) program that is offered at Lincoln High School. Student workers and WIA facilitators tutored students in the core academic areas after school from April to June. The program was repeated from July 7th to August 12th for students in grade 6, 7, and 8. A required parent component was put in place for the summer program.

A Parent Teacher Organization (PTO) has been in place at Lincoln Middle School for a number of years. The overarching goal for the PTO is to provide support to the academic and enrichment program at LMS. Mrs. Charlene Johnson-el is the President and is currently working to start a PTO program at Lincoln High School. This group will do shared work to support students with academic and enrichment programs at both schools. The parent involvement program at LMS is based on the framework listed below (Epstein, 2001):

1. Parenting
2. Communicating
3. Volunteering
4. Learning at Home
5. Decision Making
6. Collaborating with the Community

The transition from middle school to high school is a critical point in a student's academic success. Research indicates that it is during this time that students become disengaged and there is a decline in grades, motivation, and attendance. Lincoln Middle School counselors, administrators, social workers, and intervention teachers have

worked together to develop an early warning system to identify students at risk of dropping out. Research by the Criminal Justice Institute indicates that the following middle school characteristics may contribute to dropping out of high school:

- Course Failure
- Attendance Issues
- Behavior Problems
- Older than Grade Level
- Family Structure
- Race
- Special Education
- Student Motivation

A very popular program at Lincoln Middle School is the Career Technical Education (CTE) manufacturing class. CTE teachers at Lincoln High School and Lincoln Middle School are currently working to reformat manufacturing classes to include STEM components. These teachers have formed a close working relationship with Macomb Community College instructors to ensure that this reformatted course provides the elements that students will need to have 21<sup>st</sup> century college and job readiness skills.

## **6. Alignment of Resources**

Describe how the building's human and community resources will be aligned to facilitate implementation of the intervention selection.

Van Dyke Public Schools employed a parent and family involvement coordinator for the four elementary schools in September, 2009. The position provides support to increase parent and family involvement in accordance with Title I requirements. The parent and family involvement coordinator position will be expanded to include Lincoln Middle School beginning with the 2011 – 2012 school year. The parent involvement coordinator will organize parent groups, invite parents and guardians to participate in the school improvement process, provide parent education classes, coordinate with community outreach agencies, use surveys to obtain parent perception data, and work with parents to ensure that students are performing on grade level and remain on-track for graduation. The parent involvement coordinator will provide teachers and staff with training to increase their capacity to work with all families and to reinforce the school's expectations of parents. The goal will be to promote a strengths-based view of families for all stakeholders. Lincoln Middle School also has a strong working relationship with Leaps and Bounds program for social justice housed at Mt. Calvary Church in Warren, Michigan.

Critical to the success of each and every student is a strong home / school partnership. Lincoln Middle School students and their families are often challenged by circumstances that are that are beyond their control. To provide a sufficient level of support for students, a family social worker will collaborate with counselors to provide behavioral assessments regarding students as well as, provide individual and family counseling. This initiative is being modeled after a one year program that is

sponsored by the Macomb County Juvenile Court system at Lincoln Middle School and implemented for the current school year.

Van Dyke families often do not have access to mental health services and are unable to travel to attend regular appointments. To address the needs of Lincoln Middle School students a similar program will be in place beginning in September, 2011. The development of the Lincoln Middle School Family Resource Center will ensure that students and their families receive services they need. The services rendered through the Lincoln Middle School Family Resource Center will be provided after regular school hours from 3:00 pm to 8:00 pm, Monday through Thursday. Additionally, the social worker will support the Lincoln Middle School Positive Behavior Support (PBS) and Response to Intervention (RTI) programs.

In September 2009, Lincoln High School began the restructuring process as required by the "First Things First" high school reform model. Research suggests that "creating learning communities for young people increased their social commitment to one another and to their teachers, thereby increasing their personal investments in school" (Greenleaf, 1995). The community framework stresses collaboration among teachers on the implementation of a Family Advocacy System (FAS). The FAS teachers at Lincoln High School are assigned approximately twenty students who meet for forty-five minutes once a week to implement a set curriculum by "First Things First" providers from the Institute for Research and Reform in Education. A priority of the FAS program is for students and adults to form strong relationships and for teachers to improve relations with parents, guardians, and community members. Perception surveys indicate that students and teachers are highly satisfied with the implementation of the FAS program. Feedback from teachers includes suggestions to increase the number of FAS meetings from one to two per week. FAS teachers work closely with students to provide information about Tier 1 RTI services available to students including tutoring, homework help, course work and credit recovery.

Beginning in September 2011, Lincoln Middle School will incorporate a FAS program modeled after the Lincoln High School program. Staff from the Institute for Research and Reform in Education (IRRE) will be consulted regarding the FAS implementation at Lincoln Middle School. The FAS program at Lincoln Middle School will take place one day per week for thirty minutes. The program will benefit the Lincoln Middle School community in many ways. New sixth grade students and their families will have additional support as they make the transition from elementary school to middle school. As FAS relationships develop all students will feel they have someone who advocates for them. Every student will be watched over by an adult who cares about his or her success and will work with student & family to achieve academic social and emotional goals.

## **7. Modification of local building policies or practices**

Describe any local building policies or practices that will need to be modified to assure successful implementation of the intervention; such as an amendment to the collective bargaining agreement if needed.

A memorandum of understanding between the Board of education and the P.P.V.D has been developed for increased class size.

## 8. Timeline

Include a comprehensive 3-year timeline for implementing the selected intervention. For year one, note which activities will occur during the pre-implementation phase of the grant; i.e. before the start of the 2011-2012 school year.

Action Step	Person Responsible	Start Date	End Date	Success Metric
Principal Interviews held	E. Shelton	January 2011	January 2011	New Principal with turn around experience
Turnaround Principal appointed	Van Dyke Public Schools, Board of Education	January 2011	January 2011	New Principal Hired
Implemented Read 180 program for 6 <sup>th</sup> , 7 <sup>th</sup> , and 8 <sup>th</sup> , grade to increase reading levels	R. Judd	January 2011	June 2014	SRI results
Turnaround Principal begins administrative duties	Board of Education	February 2011	June 2014	Board Agenda reflecting new hire
Pre-implementation of School Improvement Grant	Building Principal, Asst. Superintendent	February 2011	July 2011	Implementation plan, At-Risk Reports
5 <sup>th</sup> grade curriculum maps/scope and sequence	Building Principal, 6 <sup>th</sup> Grade teachers	March 2011	July 2011	Curriculum Map
Installation of Pearson Success Maker for Language Arts and Math	Technology Department	March 2011	March 2011	Successful installation
Beginning Extended Day for Math and Language Arts Remediation	Building Principal, Building Administration,	April 2011	July 2014	Program implementation
Update of Redesign Plan presented to Board of Directors	Building Principal, Asst. Superintendent	April 2011	April 2011	Board Minutes
Transition Program for 5 <sup>th</sup> graders to Lincoln Middle School	Building Principal, Asst. Superintendent	April 2011	April 2011	Program Agenda
Parent Night for incoming 5 <sup>th</sup> graders and	Building Principal, Asst.	April 2011	April 2011	Program Agenda

heir families	Superintendent			
Math and Language Arts Boot Camp"	Building Staff	June 2011	July 2011	Intervention Teacher
Summer School	Building Staff, Asst. Superintendent	June 2011	June 2011	Intervention Teacher
Summer Enrichment Program begins for At-Risk students	N. Harrington	July 2011	August 2011	At-Risk Therapist Report
Parent and Family Coordinator position expanded to include Lincoln Middle School	Asst. Superintendent	July 2011	July 2011	Contract expansion
Interview and hire open positions including instructional coaches, para professionals, and social worker	Building Principal, Building Administration, Asst. Superintendent	July 2011	July 2011	Successful Hire
F.A.S.T Training	MISD, LMS teachers	July 2011	July 2011	Completed training
National Writing Project Training	English Teachers	July 2011	July 2011	Training completed
Collaboration with City Year volunteers for	City Year Program, Building Administrators	July 2011	July 2011	Organizing volunteer project collaboration agreement
Read 180 Training	R. Judd	July 2011	July 2011	Training completed
Orientation for new teachers and support staff	Building Administrators, Lincoln Middle School Staff	August 2011	August 2011	Staff Participation
On-service for Lincoln Middle School Staff members to provide baseline information about the implementation of the transformation model	Building Administrators, Lincoln Middle School Staff	August 2011	August 2011	Staff Participation
Specialized Training for Accelerated Math, Carnegie Cognitive Tutor, Success Maker	At Risk Math Teacher	August 2011	August 2011	Training Completed
Read to Achieve Training	English Teachers	August 2011	August 2011	Completed program training
FL-Nspire Navigator Training	Math Teachers	August 2011	August 2011	Completed program training
Presentation to Board of Education about School	Building Principal, Asst.	August 2011	August 2011	Board Minutes

Improvement Grant status	Superintendent			
Summer Literacy and Math Program for new 9 <sup>th</sup> graders at Lincoln High School	Building Staff	August 2011	August 2011	Program results
Universal screening of students using NWEA and Scholastic Reading Inventory Assessments	D.Kalinsky	September 2011	September 2011	
Monthly professional learning community half day program and weekly afterschool program begins	Building Staff	September 2011	September 2011	Meeting Agenda
Family Resource Center Opening	R. Burch	September 2011	July 2014	Open facility
Family Advocacy System introduced	IRRE	September 2011	September 2011	Training Completed
Curriculum/Graduation Readiness night	Asst. Superintendent, Building Principal, Counselors	September, 2011	September 2011	Meeting Agenda
Special communication to parents and guardians regarding transformation model sent home	Asst. Superintendent, Building Principal,	September 2011	September 2011	Mailed Letter
Tier I reading interventions introduced- Literacy coach, ELA Para-professionals	Literacy Coach, English Teachers, Building Principal	September 2011	September 2011	Meeting Agenda
Weekly Professional development for LMS Teachers	Building Principal,	September 2011	July 2014	Meeting Agenda
Tier II reading interventions introduced- Read 180, Success Maker Reading	At- Risk Teachers, Building Principal	September 2011	September 2011	Meeting Agenda
Tier III reading interventions introduced- F.A.S.T. Reading	At-Risk Teachers, Building Principal	September 2011	September 2011	Meeting Agenda
Tier I math interventions introduced- Math Coach, Math Para-professionals, TI-Nspire Navigator System	Math Teachers, Building Principal	September 2011	September 2011	Meeting Agenda
Tier II Math interventions introduced- Carnegie Cognitive Tutor, Success	At- Risk Teachers, Building Principal	September 2011	September 2011	Meeting Agenda

Maker Math				
Tier III interventions introduced- Accelerated Math	At- Risk Teachers, Building Principal	September 2011	September 2011	Meeting Agenda
Measuring What Matters Visits	IRRE	September 2011	July 2014	Program Outcomes
Parent Outreach Program	Parent Coordinator	September 2011	September 2011	Parent Survey
Conflict resolution training for Students and staff	School Social Worker, Macomb County Conflict Resolution Center	September 2011	September 2011	Trained mediators and staff support for Peer Mediation program
Van Dyke Public Schools teacher leadership program to begin monthly meetings	Asst. Superintendent	October 2011	October 2011	Program Evaluation
Data Director training for Building Data team	Data and intervention specialist	October 2011	October 2011	Program Evaluations
Professional Learning Community monthly meeting and weekly afterschool programs	Building Principal, Building Staff	October 2011	October 2011	Meeting Agenda
Measuring What Matters	IRRE, Building Administration	October 2011	July 2014	Program Agenda, and MWM Protocols
Parent Outreach Program	Parent Coordinator	October 2011	July 2014	Parent Survey
Weekly Professional Development for Lincoln Middle School Teachers	Building Principal	October 2011	July 2014	Meeting Agenda
Data Director Training for classroom teachers	Data and Intervention Specialist	November 2011	November 2011	Training completed, Staff trained in data use
Professional Learning Community Release time	Asst. Superintendent	November 2011	November 2011	Program Evaluations
Semester Data Report Due	Data and Intervention Specialist	November 2011	July 2014	Program Report
Van Dyke Public Schools teacher leadership program monthly meeting	Asst. Superintendent	November 2011	July 2014	Agenda and Evaluations
Measuring What Matters Visits	IRRE, Building Administration	November 2011	July 2014	Program Agenda, and MWM Protocols
Weekly Professional Development for Lincoln Middle School Teachers	Building Principal	November 2011	July 2014	Meeting Agenda

Parent Outreach Program	Parent Coordinator	November 2011	November 2011	Parent Survey
/an Dyke Public Schools teacher leadership program monthly meeting	Asst. Superintendent	December 2011	July 2014	Agenda and Evaluations
WEA and SRI screening	D.Kalinski	December 2011	July 2014	Test Scores and Results
Measuring What Matters visits	IRRE, Building Administration	December 2011	July 2014	Program Agenda and MWM Protocols
Parent Outreach Program	Parent Coordinator	December 2011	July 2014	Parent Survey
Weekly Professional development for LMS teachers	Building Principal	December 2011	July 2014	Meeting Agenda
/an Dyke Public Schools teacher leadership program monthly meeting	Asst. Superintendent	January 2012	July 2014	Agenda and Evaluations
Eighth grade parent and student orientation	Building Principal, Building staff	January 2012	January 2012	Parent Survey and Program Agenda
Measuring What Matters visits	IRRE, Building Administration	January 2012	July 2014	Program Agenda and MWM Protocols
Parent Outreach Program	Parent Coordinator	January 2012	July 2014	Parent Survey
Grade 8.5 students promoted to grade 9	Building Principal, Building Administration	January 2012	January 2012	Completed Student Schedule
Weekly professional development for LMS teachers	Building Principal	January 2012	July 2014	Meeting Agenda
/an Dyke Public Schools teacher leadership program monthly meeting	Asst. Superintendent	February 2012	July 2014	Agenda and Evaluations
Measuring What Matters visits	IRRE, Building Administration	February 2012	February 2012	Program Agenda and MWM Protocols
Weekly professional development for LMS teachers	Building Principal	February 2012	July 2014	Meeting Agenda
Parent Outreach Program	Parent Coordinator	February 2012	July 2014	Parent Survey
/an Dyke Public Schools	Asst.	March 2012	March	Agenda and Evaluations

teacher leadership program monthly meeting	Superintendent		2012	
IWEA and SRI Screening	D. Kalinski	March 2012	July 2014	Test Scores and Results
Parent teacher conferences	Building Principal, Building Staff	March 2012	March 2012	Parent Survey, Parent Sign In

Semester Data Report Due	Data and Intervention Specialist	March 2012	March 2012	Program Report
Measuring What Matters visits	IRRE, Building Administration	March 2012	July 2014	Program Agenda and MWM Protocols
Weekly professional development for LMS teachers	Building Principal	March 2012	July 2014	Meeting Agenda
Parent Outreach Program	Parent Coordinator	March 2012	July 2014	Parent Survey
Van Dyke Public Schools teacher leadership program monthly meeting	Asst. Superintendent	April 2012	July 2014	Agenda and Evaluations
Measuring What Matters visits	IRRE, Building Administration	April 2012	July 2014	Program Agenda and MWM Protocols
Weekly professional development for LMS teachers	Building Principal	April 2012	July 2014	Meeting Agenda
Van Dyke Public Schools teacher leadership program monthly meeting	Asst. Superintendent	May 2012	July 2014	Agenda and Evaluations
Measuring What Matters visits	IRRE, Building Administration	May 2012	July 2014	Program Agenda and MWM Protocols
Weekly professional development for LMS teachers	Building Principal	May 2012	July 2014	Meeting Agenda
Parent Outreach Program	Parent Coordinator	May 2012	July 2014	Parent Survey
Van Dyke Public Schools teacher leadership	Asst. Superintendent	June 2012	July 2014	Meeting Agenda

Program monthly meeting				
NWEA and SRI screening	D. Kalinsky	June 2012	July 2014	Test Scores and Results
End of the semester data due	Data and Intervention Specialist	June 2012	July 2014	Program Report
Weekly professional development for LMS teachers	Building Principal	June 2012	July 2014	Meeting Agenda

## 9. Annual Goals

Determine the school's student academic achievement goals in reading and mathematics **for each of the next three years** as determined by the state's assessments (MEAP/ MME/Mi-Access). For example, if the present proficiency rate in mathematics is 18%, what will it be at the end of year one of the grant, year two, and year three.

	Current Proficiency Rate	Goal for 2011-12	Goal for 2012-13	Goal for 2013-14
Reading	66% Est.	82%	91%	100%
Mathematics	71% Est.	77%	89%	100%

## 10. Stakeholder Involvement

Describe the LEA's process for identifying and involving stakeholders in the selection of the intervention model and the preparation of the application.

Van Dyke Public Schools has met with the Paid Personnel of Van Dyke to establish a teacher and administrator evaluation system that takes into account data on student growth as well as other factors. Representatives from the Van Dyke Public Schools administration and PPVD served jointly on a performance based evaluation committee formed by the Macomb Intermediate School District. The goal of the committee was to work with representative school districts and employee unions in the development of a process to meet the requirements of MCL 380.1249 and 1250. The committee recommended that school districts bargain an annual evaluation format that would meet the requirements of the legislation and incorporate a "dashboard" of measurable assessments that could be used for evaluating probationary and tenured teachers. The committee reached an agreement in September which provided an opportunity for administration and PPVD to meet to negotiate an Memorandum of Understanding dated 11/4/10 (See Appendix A) providing for annual evaluation of all teachers and administrators during the 2010 –

2011 school year. The group also developed evaluation instruments that include criteria related to evaluation based on student growth in achievement (See Appendix A).

An additional Memorandum of Agreement was agreed upon on 11/1/10 (See Appendix A) to establish an agreement between the Board of Education and the PPVD for both parties to work collaboratively to study and develop an evaluation process which meets the requirements of MCL 380.1249 and 380.1250 requiring the implementation of new performance evaluation procedures and establishment of performance based compensation for teachers beginning for the 2011 – 2012 school year. (Revised 11/15/10)

It should be noted that school leadership is also subject to the requirements of annual evaluation. Van Dyke Public School administrators will be evaluated annually with student achievement data included in the evaluation process. Administrative evaluations are designed to provide opportunities for feedback to principals, supervisors, coordinators and other administrators. Principals were informed of the evaluation process and that measures of student achievement as outlined in the school improvement plans would serve as the basis for their evaluation for the 2010 – 2011 school year. This meeting took place on October 7, 2010. (Revised 11/15/10)

## **11. Sustaining Reforms**

Describe how the reforms from the selected intervention will be sustained in this school after the funding period ends.

### **Section B.**

Complete the attachment that describes the requirements and permissible activities for the chosen intervention.

- Attachment A – Transformation
- Attachment B – Turnaround
- Attachment C – Restart
- Attachment D - Closure

The 2009-2010 school year saw the implementation of several initiatives designed to improve student achievement. These include:

- SPARK
- Student Ambassador Program
- Peer Mediation
- Co-Teaching
- Credit Recovery
- Intervention Room
- Mentoring
- Literacy Coach
- Behavior Intervention Specialist (5<sup>th</sup>-6<sup>th</sup> and 8<sup>th</sup>-9<sup>th</sup> grades)

The Lincoln Middle School staff's commitment to provide a better education for students can be evidenced by the systematic, intensive, research-based strategies that have been built into their school improvement plan. The initiatives put into place are designed to engage students and foster community involvement. Fundamentally, staff dedicated themselves to building relationships with both students and families to increase student achievement by implementing a systematic advocacy program.

The opportunities provided by the school improvement grant have only further motivated staff to work to fill the gaps that exist for students. The Lincoln Middle School staff member's commitment to provide a stronger education for students can be evidenced by the systematic, intensive, research-based strategies that have been built into the school improvement plan. The literacy coach is playing a significant role in moving forward to increase student engagement, curriculum alignment, and rigor in all classrooms. A math coach will be added as a result of the school improvement grant to address instructional issues related to improve mathematics achievement.

While the crux of the reform is teacher-driven at Lincoln Middle School, a change of this magnitude could not be attained without strong leadership. Central Administration has provided a foundation of support both financially and instructionally, while being an approachable presence within the building. Their clear support of any teacher-driven initiative that assists the middle school in achieving its vision has been a motivating factor for many of our teacher leaders. The principal has a strong background in effective leadership and a clear vision for improving student achievement. Even more important is her willingness and commitment to adopt the vision of Lincoln Middle School that has clear and high expectations for all students.

In order to ensure fidelity to the process and monitor the system-wide progress of Lincoln Middle School with regards to the plan, Van Dyke Public Schools will establish both formal and informal protocols to provide a large array of accountability and data:

- 9) Testing data will be collected 4 times throughout the school year with the use of both Scholastic Reading Inventory (SRI) and Northwest Evaluation Association (NWEA) assessment tools. An Assessment, Data and Intervention Director will ensure that every 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade student is being tested and that reports are being utilized to make instructional and intervention decisions. School-wide data will drive data dialogues during professional development seminars and professional learning communities. This will assist in increasing achievement on the MEAP and subsequent EXPLORE, PLAN and ACT/MME assessments they will take at Lincoln High School. The Assessment, Data and Intervention Director will ensure that results from these tests are used to make future instructional decisions. After each testing period, the Assessment, Data and Intervention Director will run reports and conduct meetings to inform administration and teachers of results.
- 10) Administration will collect from each classroom instructor, evidence of classroom lessons and activities that demonstrate adherence to the objectives in the School Improvement Plan and transformation model.
- 11) Administrators will create a walk-through check-list and calendar to monitor classroom evidence of the objectives in the School Improvement Plan.

Administrator Walk-Throughs will be conducted biweekly to monitor effective usage of each instructional strategy cited. Administrators will hold informal dialogues with teachers presenting them with the results of the check list findings during Walk-Throughs. These dialogues will help to assist teachers with effective application of strategies gained from professional development. Principal and instructional coaches will meet routinely to highlight areas for refinement in teachers' instructional practices.

- 12) Consultants will meet regularly with administration following working with the staff to debrief and make recommendations for improvements.
- 13) Administration, specialists, counselors and coaches will utilize the First Things First, Measuring What Matters protocol to collect data regarding school-wide engagement, alignment and rigor in accordance with the common core standards. At a minimum, monthly meetings will be held to dialogue regarding observations. Data walls will be created to monitor and report achievement growth by classroom and subject matter.
- 14) Regular attendance will be taken at all meetings and professional development sessions to ensure staff are receiving necessary information to meet objectives.
- 15) Assessment, Data and Intervention Director, Curriculum Coaches, Counselors and Tier II & III teachers will meet bi-weekly to review progress monitoring data and make intervention recommendations. Meeting minutes will be taken and distributed to the appropriate stakeholders.
- 16) Regular monitoring meetings will take place with an established leadership team made up of:
  - Assistant Superintendent for Curriculum and Instruction
  - Lincoln Middle School Principal
  - Lincoln Middle School Assistant Principal
  - Lincoln Elementary School Principal
  - Data, Assessment and Intervention Director
  - Director of Special Education
  - Teacher Union President / Representative
  - Lincoln Middle School Core Academic Teachers
  - Lincoln High School Ninth Grade Teachers

This group also served as members of the planning committee dedicated focused time and a concerted effort to plan the framework for this SIG application.

To ensure that students have an opportunity to become vested in the process, focus groups were held with 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade students the week of October 11th. Renee Burch, Parent and Community Involvement Coordinator met with representative groups of students to ask the following questions:

6. "What do you like about Lincoln Middle School?"
7. "What would you like to see changed at Lincoln Middle School?"
8. "What at Lincoln Middle School could make you a better student?"
9. "What would you tell a friend who attends another school about Lincoln Middle School?"
10. "Do you feel that you will be prepared for high school?" "Why?"

The main responses to the questions were analyzed by Ms. Burch who then made the following generalizations from the student answers:

- ❖ Seventh grade students feel that school is difficult, while sixth and eighth grade students are satisfied with their curriculum.
- ❖ Most students feel prepared for high school and plan to attend college.
- ❖ Students want to have enrichment programs after school that might include cheerleading, chess, gymnastics, hip-hop, etc.
- ❖ Students tell their friends that their teachers care about them.

As a result, the following recommendations are being included in the School Improvement Grant application:

Extended day programs that will include help for core academics as well as enrichment activities.

**Section C.**

**Budget pages—A separate 1 and 3-year budget together with budget narrative must be submitted for each school. The budget for year 1 must be separated into the funding needed for the pre-implementation activities and implementation activities that begin with the school year 2011-12.**

Example:

(These are in the attachment sections)

Year 1 Pre-Implementation	Year 1 Implementation	Year 2	Year 3	Three-Year Total
\$	\$	\$	\$	\$

**Section D.**

**Baseline Data Requirements**

Fill in the data requested. MDE is required to send this information to USDOED on a yearly basis.

USDOE Baseline Data Requirements

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

Metric	
<b>School Data</b>	
Which intervention was selected (turnaround, restart, closure or transformation)?	Transformation
Number of minutes in the school year?	65,880
<b>Student Data</b>	
Dropout rate	14%
Student attendance rate	90%
For high schools: Number and percentage of students completing advanced coursework for each category below	N/A
Advanced Placement	N/A
International Baccalaureate	N/A
Early college/college credit	N/A
Dual enrollment	N/A
Number and percentage enrolled in college from most recent graduating class	N/A
<b>Student Connection/School Climate</b>	
Number of disciplinary incidents	4,716
Number of students involved in disciplinary incidents	541
Number of truant students	203
<b>Teacher Data</b>	

Distribution of teachers by performance level on LEA's teacher evaluation system	Highly Effective = 33 Ineffective = 2
Teacher Attendance Rate	PD 0 – 3 Days = 8 4 – 5 Days = 6 5 – 10 Days = 9 >10 Days = 15 Illness 0 – 3 Days = 12 4 – 5 Days = 5 5 – 10 Days = 12 >10 Days = 7

**Fiscal Information**

The MDE has asked for (and been granted) a waiver of section 421(b) of GEPA to extend the period of availability of the SIG funds. That waiver automatically applies to every LEA in the State seeking SIG funds. Accordingly, if an SEA is granted this waiver, an LEA must create a budget for the full period of availability of the funds, including the period granted by the waiver. Budgets must be submitted for school years 2011-2012, 2012-2013, and 2013-2014.

**USES OF FUNDS**

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

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

Intensive monitoring of grant implementation and evaluation are required and will begin in Fall 2011.

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

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

#### **Attachment A--Transformation Model**

**The following items are required elements of the transformation model. Give a brief description after each requirement as to how it will be implemented.**

##### **1. Replace the principal**

Lincoln Middle School has selected the transformation model to implement a structure form improvement. The current principal has done a very good job to create a positive culture for change and has laid a strong foundation for increased student achievement. A new principal was hired to provide leadership to the transformation model in January of 2011. A team of teachers and district administrators was formed to interview candidates for the position of turnaround principal at Lincoln Middle School. The criterion that was used to select the best possible candidate was extensive and rigorous. The turnaround principal needs to have strong problem solving skills and understand the importance of listening and processing feedback from staff. The principal will also be required to ensure that progress monitoring is administered regularly with follow up decisions based on the data provided by the monitoring. Above all, the principal must be able to withstand the pressure that is inherent in a position of turnaround specialist. The new principal, beginning in February 2011 will lead the school in the first steps of the turnaround process. This individual has a proven track record of working to implement tiered interventions, data analysis, curriculum development, differentiated instruction, parent and community involvement, and professional development. This individual is able to motivate teams and work to develop a collaborative culture that has a laser-like focus on student achievement. The principal will also work to increase capacity for professional learning among all staff members. Competencies of a turnaround leader will provide a strong foundation of skills that will ensure the transformation is successful (Public Impact, 2008; [www.centerforcsri.org](http://www.centerforcsri.org)). These competencies include:

- Driving for Results – The turnaround leader’s strong desire to achieve outstanding results and the task oriented actions for success.
- Influencing for Results – Motivating others and influencing their thinking and behavior to obtain results. Turnaround leaders cannot accomplish change alone, but must also rely on the work of others.

- Problem Solving – Including analysis of data to inform decisions; making clear, logical plans that people can follow; and ensuring a strong between school learning goals and classroom activity.
- Showing Confidence to Learn – Staying visibly focused, committed, and self assured despite the barrage of personal attacks common during turnarounds.

## **2. Include student data in teacher/leader evaluation**

Research indicates that teachers have the greatest potential to influence children's education. "The major research finding is that student achievement is related to teacher competence in teaching," (Kemp and Hall, 1992). Evidence from teacher-effectiveness studies illustrates that student engagement in learning should be valued above curriculum plans and materials. Research on teacher effectiveness continues to yield a wealth of understanding about the added value that teacher ability has in relationship to student growth.

It is widely known that teacher effectiveness is the single most important school-based factor in student success. Students who have highly effective teachers for three years in a row will score 50 percentile points higher on achievement tests than students who have less effective teachers three years in a row (Sanders & Rivers, 1996). Additionally, recent research indicates that assigning great teachers five years in a row to a class of disadvantaged children could close the achievement gap between these students and their more privileged peers (Hanushek, Kain, O'Brien, & Rivkin, 2005). Currently, the odds that a disadvantaged child will be assigned a great teacher five years running are 1 in 17,000 (Walsh, 2007).

Van Dyke Public Schools strives to attract and retain highly qualified staff. Principals work diligently to ensure that opportunities for on-going improvement for new and veteran staff members are available to ensure high quality instruction for all students. Research indicates that to maximize student achievement, schools in an area of high academic need require the best prepared teachers (Barton, 2003). Historically, Van Dyke Public Schools has offered a higher starting salary to teachers who have specialized expertise or significant experience. In the summer of 2010, sixteen Van Dyke Public Schools teachers were hired in at a rate higher than starting level due to prior experience and qualifications. It is a district philosophy to have the most professionally trained staff available to provide the highest quality instruction possible. To ensure that teachers have every opportunity to acquire updated instructional skills, teachers are regularly paid stipends during the summer, after school, or on weekends. These stipends validate the time and expertise of teachers and provide incentive for retention. During the summer of 2010, 151 Van Dyke Public Schools teachers earned stipends for additional training. These opportunities aid in retaining staff.

In a study funded by the Lydhurst Foundation in 2001, Public Education Foundation identified a core group of ninety-two highly effective teachers from forty-two elementary and middle schools whose students made exceptional, measurable progress over several years. The teaching practices and professional and personal characteristics of forty-nine teacher's studies determined what effective teachers do to promote learning in

reading and mathematics. The study identified the following teacher traits: demonstrated high expectations for student learning, provided clear and focused instruction; monitored student learning progress, provided alternative strategies in re-teaching when children didn't learn, provided incentives and intrinsic rewards to promote learning, demonstrated highly efficient and consistent practices in their classroom routines, expected high standards for classroom behavior; and demonstrated excellent personal interactions with their students.

In an effort to aid and assist teachers to increase their effectiveness in implementing standards that are in alignment with the recently adopted common core, instructional coaches have been working hand in hand with teachers to ensure the highest quality instruction is provided to students. A literacy coach began working twice a week with Lincoln Middle School teachers for the 2009 – 2010 school year. The work of the coach was expanded to four days a week during the 2010 – 2011 school year. The coach has been working side by side with teachers to deliver in-class professional development to teachers. Staff members are learning innovative strategies that are designed to improve achievement in reading and writing. The coach models lessons in all classrooms and gradually releases her role as teachers begin working to incorporate these achievement proven strategies on a regular basis. The school improvement grant will provide an opportunity for the district to hire a math coach who will provide the same services. The Van Dyke Public Schools assessment, data, and intervention specialist will work closely with teachers and instructional coaches to ensure that achievement, demographic, perception and process data is used regularly to inform instruction.

To further develop teachers as leaders, teachers will be encouraged to participate in the Van Dyke Public Schools "Teacher Leadership" program. Increasing teacher leadership has been a district priority for the past three years. The district program is aligned with the practices that serve as the foundation for the Galileo Teacher Leadership Institute. The Galileo Leadership Institute is based on the concept of "servant leadership" (Greenleaf, 1970) and is funded in part by the W.K. Kellogg Foundation. Evaluation studies of the Galileo Leadership Academy indicate that more than 70% of the 265 Galileo teacher leaders have assumed leadership roles beyond their daily teaching responsibilities. Lincoln Middle School teachers participating in the Van Dyke Public Schools "Teacher Leadership" program will learn the fundamentals of action research which is a process of deep inquiry into one's practices in service of moving towards an envisioned future, aligned with values. Teacher participants will examine their own work and seek opportunities for improvement. As designers and stakeholders, they will work with colleagues to propose new courses of action that will help the Lincoln Middle School community to improve their practices at work (Riel, 2010). Two Lincoln Middle School teachers have participated in the formal Galileo program and nine Lincoln Middle School teachers have participated in the Van Dyke Teacher Leadership program.

The Lincoln Middle School principal and assistant principal will work continuously to increase their effectiveness in improving supervisor – teacher communication, instructional efficiency, and student learning. Building administrators will incorporate the "Big Four" (Pollack, 2007) into their daily observation and walk through practice. The "Big Four" includes:

1. Use a well articulated curriculum

2. Plan for delivery using research based strategies
3. Vary assessment
4. Give criterion based feedback

Van Dyke Public Schools will also work with the Macomb Intermediate School District (MISD) in an effort to increase the effectiveness of the building level administrative team. Principal / leadership coaches will work directly with administrators to build the capacity necessary to implement shared leadership, teacher collaboration, high expectations, data analysis and data decision making, differentiated instruction, response to intervention, and professional learning communities with the highest degree of fidelity possible. By the end of the first year of implementation successful turnaround leaders at Lincoln Middle School will be able to demonstrate the following competencies necessary for turnaround educators (Spencer and Spencer, 1993):

- Driving for results
- Solving problems
- Showing confidence
- Influence
- Teamwork and cooperation
- Team leadership
- Organizational commitment
- Communicating a compelling vision

### **3. Evaluations that are designed with teacher/principal involvement**

Van Dyke Public Schools recently participated in the development of a process for annual teacher evaluation which includes student data as a significant factor in teacher evaluation. To track student achievement over time, schools will have precise objective tools to use when measuring performance and providing teachers with meaningful feedback. Lincoln Middle School administrators are ready to embrace high quality information designed to improve student achievement. At the same time, assurances are necessary to ensure that evaluation is fair and accurate. Many types of evidence are available for review in regard to using student data as a significant factor in evaluation. Evidence can include but is not limited to: MEAP / MME Scale Scores, MLPP scores, common assessments, standardized test results, student performance products, project based learning, IEP goals, MI-Access, portfolios, parent reports, analysis of teacher assignments, teacher leadership participation, and mentoring. At a very minimum, all teachers will be evaluated annually; more frequent evaluations should take place for teachers who may be underperforming (Mathers, Oliva, and Laine, 2008). The evaluation process will enable opportunities for instructional improvement for teachers who are challenged in certain areas to receive immediate and collaborative assistance for improvement.

The Macomb County work group consisted of representatives from district administration and Michigan Education Association / Michigan Federation of Teachers affiliates. Van Dyke Public Schools had representation on this work group. The participants agreed that:

1. All teachers shall be evaluated annually and shall be provided timely and constructive feedback.
2. The current collective bargaining agreement (for the local district) and the Michigan Teacher Tenure Act shall govern the evaluation format and process for probationary teachers, tenure teachers on an IDP and tenure teachers subject to an evaluation every third year. For the remaining tenure teachers, it may be determined locally to modify the existing evaluation processes and instruments for compliance with section 1240 of the Revised School Code.
3. Student growth data will be utilized as a significant factor as defined locally with consideration given to the Michigan Department of Education guidelines. The interpretation of student growth data will be consistent with the Michigan Teacher Tenure Act. See *Gantz v. Detroit Public Schools*, TTC 96 – 17 and *Sharkey v Oak Park School District*, TTC 74-41-R.

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

Van Dyke Public Schools has met with the Paid Personnel of Van Dyke to establish a teacher and administrator evaluation system that takes into account data on student growth as well as other factors. Representatives from the Van Dyke Public Schools administration and PPVD served jointly on a performance based evaluation committee formed by the Macomb Intermediate School District. The goal of the committee was to work with representative school districts and employee unions in the development of a process to meet the requirements of MCL 380.1249 and 1250. The committee recommended that school districts bargain an annual evaluation format that would meet the requirements of the legislation and incorporate a “dashboard” of measurable assessments that could be used for evaluating probationary and tenured teachers. The committee reached an agreement in September which provided an opportunity for administration and PPVD to meet to negotiate an Memorandum of Understanding dated 11/4/10 (See Appendix A) providing for annual evaluation of all teachers and administrators during the 2010 – 2011 school year. The group also developed evaluation instruments that include criteria related to evaluation based on student growth in achievement (See Appendix A).

An additional Memorandum of Agreement was agreed upon on 11/1/10 (See Appendix A) to establish an agreement between the Board of Education and the PPVD for both parties to work collaboratively to study and develop an evaluation process which meets the requirements of MCL 380.1249 and 380.1250 requiring the implementation of new performance evaluation procedures and establishment of

performance based compensation for teachers beginning for the 2011 – 2012 school year. (Revised 11/15/10)

It should be noted that school leadership is also subject to the requirements of annual evaluation. Van Dyke Public School administrators will be evaluated annually with student achievement data included in the evaluation process. Administrative evaluations are designed to provide opportunities for feedback to principals, supervisors, coordinators and other administrators. Principals were informed of the evaluation process and that measures of student achievement as outlined in the school improvement plans would serve as the basis for their evaluation for the 2010 – 2011 school year. This meeting took place on October 7, 2010. (Revised 11/15/10)

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

The National Staff Development Council's Standard for Staff Development (2001) calls for quality professional development to be standards based, results driven, and job embedded. Job embedded professional development is teacher learning that is grounded in day to day teaching practice and is designed to enhance teacher's content specific instructional practices with the intent to improve student achievement. It is primarily classroom based and is integrated into the regular workday. Job embedded professional development makes a direct application / connection between learning and application in practice and may include:

- Action Research
- Case Discussions
- Coaching
- Critical Friends Group
- Data Teams / Assessment Development
- Examining Student Work
- Implementing Professional Growth / Learning Plans
- Lesson Study
- Mentoring
- Portfolios
- Professional Learning Communities
- Study Groups

Similar to students as learners, teachers benefit from having many opportunities to learn. These opportunities are only successful when school districts make time, space, structures, and support teacher learning. Job embedded professional development is most successful when it is aligned with the school curriculum, state standards, and assessment of learning and is structured in a manner that addresses the particular needs of the school.

Specific professional development topics that must be priorities for Lincoln Middle School include:

Differentiated Instruction

Response to Intervention

Adaptive Schools

Comprehensive Data Analysis / Data Informed Decision Making

Co-teaching

Culturally Responsive Teaching

Working with Black Males

To ensure that job embedded professional development is implemented with fidelity, weekly time will be built into the schedule for teachers to meet for professional development purposes. Additionally, Lincoln Middle School students will be released early one time per month so that teachers can meet in professional learning communities for half day sessions. To ensure that teachers implement what is learned through professional development opportunities, consultants from the Macomb Intermediate School District (MISD) will monitor how teachers use the skills they learn to ultimately increase student achievement. It is also noted that all professional development must be scientifically research based.

Specific professional development regarding differentiated instruction and response to intervention was presented to teachers prior to the beginning of the new school year with additional programs planned regularly throughout the school year. The goal will be to utilize differentiation within all classrooms to meet the wide range of learners. Teachers will be expected to have specific strategies for differentiation that are used daily in the classroom. Administrators are monitoring the progress of staff members using differentiation and are evaluating the depth of implementation.

An additional priority area is the implementation of a system wide Response to Intervention (RTI) program executed with fidelity and monitored to ensure that the needs of struggling students are met. A literacy coach is in place to assist with the development of a systemic RTI program at Lincoln Middle School. The coach will work hand in hand with the Director of Assessment, Data, and Intervention to review multiple data and develop support programs and strategies for implementation in classrooms. Through the School Improvement Grant, a mathematics coach will be added to provide assistance to teacher's with-in classroom settings. The strategies that coaches will stress will incorporate the Mid-Continent Research for Education and Learning's nine instructional strategies for all core and non-core classrooms (Marzano, Pickering, Pollock, 2001). The job embedded professional development (which is powerful according to recent research) provided by coaches will be collaborative and differentiated to meet the specific needs of teachers (Chambers, Lam, and Mahitivanichcha, 2008).

An area of improvement that is important to increase student achievement is to provide the least restrictive environment for special education students. To facilitate this opportunity it is necessary for special education teachers to receive professional development opportunities that include co-teaching. Two Lincoln Middle School teachers attended professional development for co-teaching as part of the plan to provide more of an inclusion model for special education at Lincoln Middle School. The model is being implemented in seventh grade for the 2010 – 2011 school year.

In regard to English language learners (ELL), Van Dyke Public Schools employs a Bi-Lingual Coordinator who is responsible for providing relevant research to teachers regarding the best practice for working to improve student achievement for ELL students. The Bi-Lingual Coordinator meets typically with staff members to provide strategies and techniques that are considered the best practice for teachers who have ELL students mainstreamed in classes. The Macomb Intermediate School District provides professional development for teachers at all VDPS schools. The professional development takes place on an annual basis. A Newcomer's Center is in place to provide services to ELL students. Teachers can receive professional development services from MISD tutors who work in the Newcomer's Center.

Administrators regularly meet with teachers to determine the effectiveness of VDPS sustained, job embedded professional development. Administrators also use "Measuring What Matters" protocol to gather data that is useful in determining the extent to which professional development initiatives such as differentiated instruction are occurring within the classroom, grade level, and / or school. "Measuring What Matters" is a process in which, data is being collected and stored in hand held computers during a teacher observation. The information gathered in these visits makes specific information available to teachers regarding the level of use of these initiatives. It also provides a context, for deep discussions related to these topics. In addition, teachers will be surveyed at regular intervals for further opportunities to evaluate implementation.

## **6. Implement financial incentives or career growth or flexible work conditions.**

The Van Dyke Public Schools Board of Education approved a Memorandum of Understanding to provide a performance based incentive / merit pay to Lincoln Middle School teachers who increase proficiency in math and reading by 10% on the fall 2010 MEAP test administered in October. The Memorandum of Agreement was approved November 8, 2010. (See Appendix B) (Revised 11/15/10)

## **7. Use data to identify and implement an instructional program that is research based and aligned from one grade to the next as well as with state standards.**

Effective school improvement processes are cyclical and continuous. Based on the work of W. Edwards Deming (Rinehart, 1993), the cycle contains four basic activities which include:

- ⇒ Plan – Develop a plan for improvement
- ⇒ Do – Implement the plan

- ⇒ Study – Evaluate the impact according to established criteria
- ⇒ Act – Adjust strategies to better meet criteria

As the gap between low performing and high performing students continue to grow and high stakes accountability become the norm, the need for accurate data systems has escalated. Data patterns reveal strengths and weaknesses in the educational system and ensure that decisions are made on evidence rather than opinion. Data collection must be a planned and purposeful process. Teachers, administrators and support staff members must understand how to effectively use achievement, demographic, perception, and process data to effectively inform instruction. Educators need to know how data intersects (Bernhardt, 2004) and must be highly skilled to understand what the data is telling them about their students. Having this level of expertise will enable teachers and administrators to use both summative and formative data to identify and implement meaningful and purposeful instructional programs that are vertically and horizontally aligned. This approach and use of data will ensure that evidence will drive instruction and provide opportunities for teachers to differentiate learning which will result in comprehensive instructional reform.

A number of data related activities must be routine as teachers and principals become prescriptive as they work to close critical achievement gaps. These activities include:

- Screening students for placement
- Using progress monitoring / formative assessment to determine curricular changes
- Interpreting annual performance data to identify areas of weakness
- Digging deep to identify trends across subgroups and developing interventions to address areas of need

The Director of Assessment, Data, and Intervention will support the work of teachers through a structured training and coaching model. Data teams will be developed to support the work of departments, small learning communities, and grade levels to:

1. Collect various data types
2. Analyze data patterns
3. Generate hypotheses
4. Develop S.M.A.R.T. (Specific, Measurable, Attainable, Realistic, Time-bound) Goals
5. Design specific strategies
6. Link achievement, attendance, and behavior data to RTI
7. Evaluation
8. Recommendations

Furthermore, program evaluation will become the norm at Lincoln Middle School and will be executed on a regular basis. Stakeholders who will participate in the evaluation process will include: teachers, students, parents, and community members.

At the district level, there will be a systems approach for collecting, interpreting, and using data. Time will be allocated to develop structures for district schools and teachers to use data to alter instruction (Hamilton, Halverson, Jackson, Mandinach, Supovitz, and Wayman, 2009). This will provide opportunities to address vertical needs as well as grade level and department needs throughout the school district.

An approach that is being implemented during the 2010 – 2011 school year is an instructional data practice based on Japanese Lesson Study. This opportunity contains three core components: teacher observation by colleagues, critical analysis, and constructive feedback. These instructional practice data inform the teacher of strengths and weaknesses during lessons which can then be addressed and corrected in the next lesson. These study groups incorporate a five phase process that includes:

1. Debrief
2. Discuss the Focus Research Concept
3. Compare Research with Practice
4. Plan Collaboratively
5. Make an Assignment

Teachers plan lessons together and follow up with a debriefing after the lesson is taught. Participants will describe the lesson that was taught, report adjustments / modifications they made while teaching the lesson, and discuss how students responded. The next step is for the teachers to read and discuss a current focus research concept. Afterwards, they discuss how the research aligns with the instructional design of their current classroom practice. The follow up is to incorporate the focus research concept into their plan and then teach the lesson. This opportunity will align with the goals of the Van Dyke Public Schools Teacher Leadership program.

A Literacy Coach is in place at Lincoln Middle School. Part of her responsibility is to meet with teachers to discuss lesson goals, observe instruction, and debrief to analyze instructional data. This approach aligns with the Measuring What Matters program that has been instituted across the district to collect instructionally based data.

Administrators and curriculum leaders regularly conduct curriculum audits to determine the coherence of the curriculum and the level of fidelity that is taking place. The analysis includes the level of rigor, alignment, and engagement within the classroom setting. The Measuring What Matters (MWM) protocol continuously addresses the curriculum alignment and implementation. Horizontal and vertical curriculum alignment meetings are regularly scheduled by the Office of Curriculum and Instruction. Follow-up with teachers is part of the process and affords teachers the opportunity to review achievement data related to formative, interim, and summative assessments.

**8. Promote continuous use of student data to inform instruction and meet individual needs of students.**

Lincoln Middle School will work diligently to analyze data in its process to improve achievement for all students. Results from state assessments will be disaggregated by sub group to determine areas of strength as well as areas where there is the greatest challenge. In the area of English Language Arts, the special education subgroup typically has an impact on a gap in achievement. For the English Language Arts portion of the 2009 MEAP, 50% of special education students were not proficient and 50% were partially proficient. Lincoln Middle School had an overall rate of 72.88 % proficient in the area of English Language Arts.

A significant difference also exists between the LMS black population who are 35.30% proficient and 64.7% students who are not proficient. It should be noted that special education students who are black perform at even lower levels with a proficiency rate of 35.29% versus 64.71% performing below proficiency.

Staff members will use data as described above to analyze the specific achievement of sub-groups correlated to high school content expectations. Results of the NWEA, SRI and common assessments will be analyzed to the granular level to support the work of teachers as they differentiate instruction and implement Response to Intervention (RTI) programs and strategies. Teachers will be skilled at progress monitoring and will be supported by the data and intervention specialist and instructional coaches. Data boards will be used within the school so that teachers will know where a student is at any time in regard to achievement, behavior, and attendance with the goal of helping to support the student group that has the greatest need. Specific professional development will also be planned and presented by instructional coaches and Macomb Intermediate School District consultants to ensure that teachers are highly skilled in helping sub groups to improve to their fullest potential.

**9. Provide increased learning time**

**a. Extended learning time for all students in the core areas**

School reform ideas include increasing the amount of time students spend in school, reorganizing school schedules and extending the school year. Any restructuring of time must not only include additional clock hours but also increase the time students actually engage in productive, academic learning (Silva, 2005).

An evidence based strategy that has proven powerful in many schools is to increase instructional time students spend in core subjects such as reading and math. Lincoln Middle School will alter the daily schedule for students needing additional support in reading and math by scheduling the students in extended periods for instruction.

Research shows a correlation between extended classes and improved grades for students with below average skills (Nomi and Allensworth, 2005). Students enrolled in extended time courses will be those needing Tier II level Response to Intervention services.

Extended learning time to support student achievement in the core content areas will be implemented to give all Lincoln Middle School students an opportunity to learn at an increased cognitive level. Lincoln Middle School students will have the opportunity to enroll in a ninety minute after school class to receive additional instruction, complete courses, or recover classes they may have failed. Additionally, students will have the opportunity to enroll in support classes through the use of Compass and Study Island, (E20/20,) online programs. A certified teacher will facilitate the learning opportunities for the students. Based on a one-hundred-seventy-nine day school year , there will be an additional two-hundred sixty eight hours of extended hours available for students through the after school program. Additionally, programs such as instrumental band and other enrichments will be scheduled for after school sessions. After school band began in October, 2010.

**b. Instruction in other subjects and enrichment activities that contribute to a well-rounded education**

Research suggests that students who have critical socio-academic needs experience significant learning loss during the summer months. Students from higher income areas tend to have greater access to camps, travel, and other enrichment activities (Pennington, 2006). Any extended year activities must be meaningful and purposeful rather than a reorganization of the school schedule. A quality extended learning summer program will enhance the September – June curriculum rather than reassign units and lessons from the regular school year to the summer.

**c. Teachers to collaborate, plan and engage in professional development**

Teachers will have the opportunity to extend their own learning through weekly professional learning community meetings designed to help teachers develop and refine their skills using data, differentiating instruction, implementing RTI, co-teaching and improving and refining their instructional skills. Teachers will meet for ninety minutes, once a week throughout the duration of the 2011 – 2012 school year.

**10. Provide ongoing mechanisms for family and community engagement**

The bundle of attitudes, habits, knowledge, and skills that children acquire through their relationship with their family that facilitates their learning is more predictive of academic learning than the family's socioeconomic status (Marzano, Pickering, 2001; Reading, 2000). Research continues to indicate that schools can improve their students' learning by engaging parents in ways that directly relate to their children's

academic progress, maintaining a consistent message of what is expected of parents, and reaching parents directly, personally, and with a trusting approach (Epstein, 1995, Henderson and Mapp, 2002; Patrikakou, Weissberg, Redding, and Walberg, 2005; Redding, 2000). A comprehensive family school partnership that addresses all six types of family involvement: parenting, communicating, volunteering, learning at home, decision making, and collaborating with the community (Epstein, 1995). Lincoln Middle School has a site based parent / guardian council (Ambassador Program) that includes the principal, parent facilitator, social worker or counselor, parents of current students, and community members who meet regularly to address family and school relationships. The council was established in October, 2010, in order to promote a positive culture within the school and ensure a safe environment for all stakeholders.

Van Dyke Public Schools employed a parent and family involvement coordinator for the four elementary schools in September, 2009. The position provides support to increase parent and family involvement in accordance with Title I requirements. The parent and family involvement coordinator position will be expanded to include Lincoln Middle School beginning with the 2011 – 2012 school year. The parent involvement coordinator will organize parent groups, invite parents and guardians to participate in the school improvement process, provide parent education classes, coordinate with community outreach agencies, use surveys to obtain parent perception data, and work with parents to ensure that students are performing on grade level and remain on-track for graduation. The parent involvement coordinator will provide teachers and staff with training to increase their capacity to work with all families and to reinforce the school's expectations of parents. The goal will be to promote a strengths-based view of families for all stakeholders. Lincoln Middle School also has a strong working relationship with Leaps and Bounds program for social justice housed at Mt. Calvary Church in Warren, Michigan.

Critical to the success of each and every student is a strong home / school partnership. Lincoln Middle School students and their families are often challenged by circumstances that are that are beyond their control. To provide a sufficient level of support for students, a family social worker will collaborate with counselors to provide behavioral assessments regarding students as well as, provide individual and family counseling. This initiative is being modeled after a one year program that is sponsored by the Macomb County Juvenile Court system at Lincoln Middle School and implemented for the current school year.

Van Dyke families often do not have access to mental health services and are unable to travel to attend regular appointments. To address the needs of Lincoln Middle School students a similar program will be in place beginning in September, 2011. The development of the Lincoln Middle School Family Resource Center will ensure that students and their families receive services they need. The services rendered through the Lincoln Middle School Family Resource Center will be provided after

regular school hours from 3:00 pm to 8:00 pm, Monday through Thursday. Additionally, the social worker will support the Lincoln Middle School Positive Behavior Support (PBS) and Response to Intervention (RTI) programs.

In September 2009, Lincoln High School began the restructuring process as required by the "First Things First" high school reform model. Research suggests that "creating learning communities for young people increased their social commitment to one another and to their teachers, thereby increasing their personal investments in school" (Greenleaf, 1995). The community framework stresses collaboration among teachers on the implementation of a Family Advocacy System (FAS). The FAS teachers at Lincoln High School are assigned approximately twenty students who meet for forty-five minutes once a week to implement a set curriculum by "First Things First" providers from the Institute for Research and Reform in Education. A priority of the FAS program is for students and adults to form strong relationships and for teachers to improve relations with parents, guardians, and community members. Perception surveys indicate that students and teachers are highly satisfied with the implementation of the FAS program. Feedback from teachers includes suggestions to increase the number of FAS meetings from one to two per week. FAS teachers work closely with students to provide information about Tier 1 RTI services available to students including tutoring, homework help, course work and credit recovery.

Beginning in September 2011, Lincoln Middle School will incorporate a FAS program modeled after the Lincoln High School program. Staff from the Institute for Research and Reform in Education (IRRE) will be consulted regarding the FAS implementation at Lincoln Middle School. The FAS program at Lincoln Middle School will take place one day per week for thirty minutes. The program will benefit the Lincoln Middle School community in many ways. New sixth grade students and their families will have additional support as they make the transition from elementary school to middle school. As FAS relationships develop all students will feel they have someone who advocates for them. Every student will be watched over by an adult who cares about his or her success and will work with student & family to achieve academic social and emotional goals.

**11. Provide operational flexibility (staffing, calendars/time/budgeting) to implement comprehensive approach to substantially increase student achievement and increase graduation rates.**

To ensure the success of the Lincoln Middle School transformation, the building principal and staff will have every opportunity for involvement in staffing, calendar, budget, professional development, scheduling, and intervention programs in an effort to significantly improve student achievement.

Staff members will be receiving "Adaptive Schools" training during the 2010 – 2011 school year. The goal is to ensure that teachers have a strong foundation of skills

relating to working together as a team. This will provide them every opportunity to improve their work as a professional learning community and allow teachers to collaborate to create innovative programs to support struggling learners.

Teachers will also serve in a variety of leadership roles that will include such areas as RTI leader and team member, Data Director leader and team member, professional learning community coordinator, instructional learning council member, and student services facilitator. Teacher leaders will work hand in hand with building and district administration to ensure that program coordination is in place and on-going communication is embedded into daily practice.

The Van Dyke Public Schools district calendar includes early release days that will be used by teachers for collaboration in professional learning communities. The outcome of all professional learning community meetings is to address data relating to student achievement. In addition, staff meeting time is used for professional learning community work rather than routine operational activities. Collaborative time is designated for teachers to work with one another to develop lessons that engage students and have a results orientation. It is the long-term goal for the school district to increase the amount of release time for teachers to ensure that all Van Dyke educators are working to keep each VDPS student on track for graduation.

**12. Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, SEA, or designated external leader partner or organization.**

Van Dyke Public Schools has recently adopted a Data Management System called Data Director in cooperation with the Macomb Intermediate School District. Since its adoption, building data teams have attended trainings to understand its usage and applications. The ISD has committed to assist the district in uploading standardized testing results into the database, in addition to assisting with some common testing assessments. Teachers have begun developing common assessments that could be placed into Data Director to provide a greater depth to understanding the ability of students to meet the grade level content expectations as they align with the Common Core Standards. (Two Lincoln Middle School teachers attended common core training in October, 2010.) In order to provide a more complete picture of our students, Van Dyke Public Schools participated in a pilot program that brought Powerschool (Student Management Software) to the middle school. Powerschool and Data Director work collaboratively to assist staff in attaining a complete data picture of our students.

Over the last year of implementing strategies for intervention to improve student achievement, staff members began discussing the need to build a Response to Intervention model. A group of staff members attended training for development of RTI at the secondary school level provided by the MISD. Since that time, further steps were determined by the group which included establishing a testing protocol and researched-based, best practice strategies for each tier in mathematics, reading and writing. Staff

members have researched many testing programs that could provide staff with some baseline data for educational placement. While researching available programs, staff focused on a testing protocol that would also include progress monitoring in order to provide additional data to make instructional decisions. As is reflected in the school improvement plan, teachers have dedicated a great deal of time and effort to ensuring that strategies chosen are research-based so that staff can ensure the likelihood of meeting short and long-term goals.

Lincoln Middle School teachers participated in formative assessment training during the 2007 – 2008 school year. The training was provided as a result of an Enhancing Educational Technology grant awarded from the Michigan Department of Education. The grant was a collaboration between the Fitzgerald Public Schools, Van Dyke Public Schools and the MISD. A cadre of teachers received formative assessment training throughout the school year and also received technology equipment including a scanner to assist with providing a foundation for analysis of data from formative assessments. The training and initial equipment provided an opportunity to provide baseline knowledge for using the Data Director program at Lincoln Middle School. Unfortunately, the teacher leader who provided guidance and direction to this program is no longer employed with the school district. Out of twelve teachers originally trained in the formative assessment program six are still assigned to Lincoln Middle School. These teachers lead professional learning communities with data analysis and provide in-school professional development as a means to inform instruction. A seventh grade English Language Arts teacher was recently trained by the MISD as a formative assessment coach. She is in the process of developing a coaching schedule to be implemented beginning in November, 2010.

In August, 2010, the Van Dyke Public Schools Board of Education saw the need to appoint an administrator to the position of Data, Assessment, and Intervention Director. The duties of this individual include the establishment of a data team at all schools within the district. The Lincoln Middle School team has been established and includes 3 sixth, 3 seventh and 3 eighth grade teachers. Two-thirds are general education teachers and 1/3 are special education teachers. Additionally, sixth grade teacher, Mr. Rabine is a member of the district data team that is in place at the direction of the Data, Assessment, and Intervention Director.

The implementation of NWEA testing for reading, language, and mathematics is providing achievement data to provide benchmark information on each Lincoln Middle School student. The results of the assessments are being reviewed in terms of placing students in the appropriate interventions. NWEA testing will take place four times this school year and the results will be analyzed by the RTI team to implement the interventions outlined in this application.

The *No Child Left Behind Act of 2001*, which reauthorized the Elementary and Secondary Education Act, calls for the use of "scientifically based research" as the foundation for many education programs and for classroom instruction ([www.ed.gov/nclb](http://www.ed.gov/nclb)). In early 2002, Assistant Secretary for Elementary and Secondary

Education, Susan Neuman discussed the meaning of scientifically based research and its status across various disciplines.

Research conducted in 2002 provided the following conclusions:

1. Scientific credibility in educational research should not be different from scientific credibility in medical research.
2. A peer review process must be integrated into scientific inquiry for education.
3. Scientific inquiry in education is not cheap. An experiment that assigns schools to whole-school reform programs is a large-scale enterprise. The fraction of educational spending that goes to research is small when compared to the fraction of the health care budget that goes to health research. It is difficult to imagine how the educational research enterprise, including high-level peer review, can improve without additional funding.
4. Scientific research in education takes many forms: large-scale surveys, small-scale qualitative inquiry, and experimental or non-experimental evaluations of new programs. All research must be based on actual evidence relating to the impact of educational interventions on student achievement.
5. The educational field must find new opportunities for conducting experiments to collect and analyze data. Action research may help this area.
6. It is important to keep evidence based education realistic and introduced to educators in a systematic way to avoid cynicism and a decline in support for research.
7. Many people think they know how to reform education. People have been in school and believe they know what works. It is important for the public to realize that each is a demanding and complex activity, and organizing schools to support good instruction is extremely challenging.

Van Dyke Public Schools teachers have been participating in the MISD Facilitator for School Improvement program for the past two years. Participation in this program has provided teachers and administrators with information relating to requirements for school improvement from the Michigan School Improvement Framework. In strand I, Teaching for Learning exemplary schools demonstrate that the school has a cohesive plan for instruction and learning that serves as the basis for teachers' and students active involvement in the construction and application of knowledge. Furthermore, school districts have a cohesive plan for instruction and learning that serves as the basis for teachers' and students' active involvement in the construction and application of knowledge. Lincoln Middle School, school improvement chairpersons have included scientific research in the plan submitted to AdvancEd in August, 2010.

Van Dyke Public Schools administrators and school improvement teams have included scientific research in their School Improvement Plans submitted to AdvancEd in August, 2010. The scientific strategies outlined in the current Lincoln Middle School plan include: "Research-based strategies for increasing student achievement" (Marzano, 2001), "Classroom Assessment for Learning" (Stiggins, 2002), and "Professional Learning Communities," (DuFour, 1998).

The following chart outlines the responsibilities of the adults participating in this project. In the chart, we have outlined the role of the Van Dyke Public Schools Board of Education, Central Office, Lincoln Middle School Staff, and Macomb ISD.

Board of Education	Central Office	Lincoln Middle School Staff	Macomb ISD
<ul style="list-style-type: none"> <li>• <b>Directs</b> new &amp; revised policy</li> <li>• <b>Holds</b> stakeholders accountable for success of transformation plan</li> <li>• <b>Directs</b> the allocation of transformation resources</li> <li>• <b>Assists</b> in obtaining additional resources to support transformation</li> <li>• <b>Approves</b> new hires to support transformation</li> <li>• <b>Acts</b> on any matter for the good of the district as the Board of Education sees fit</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Proposes</b> policy changes to support transformation</li> <li>• <b>Implements</b> policy changes directed by Board of Education</li> <li>• <b>Provides</b> guidance to external providers</li> <li>• <b>Monitors</b> and guides Middle School leadership on key matters for transformation</li> <li>• <b>Keeps</b> the Board of Education advised of status of transformation</li> <li>• <b>Supports</b> procurement of resources both inside and outside of grant</li> <li>• <b>Supports</b> community relations – parent involvement matters</li> <li>• <b>Assists</b> with course design</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Implements</b> the transformation</li> <li>• <b>Leads</b> from the front to execute transformation plan and holds the staff accountable</li> <li>• <b>Directs</b> changes based on transformation progress</li> <li>• <b>Directs</b> the allocation of transformation resources</li> <li>• <b>Teams</b> with External Source Provider in plan execution and keeps Central Office Leadership and BOE apprised of progress</li> <li>• <b>Monitors, evaluates and provides</b> feedback to instructional staff regularly through the transformation period</li> <li>• <b>Nominates</b> instructional staff for improvement and / or possible dismissal when appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Serves</b> in a support role</li> <li>• <b>Provides</b> specialist support (e.g. MISD has committed to providing math and ELA mentoring )</li> <li>• <b>Provides</b> professional development support in areas of most need by our project</li> <li>• <b>Assists</b> with developing the coaching schedule</li> <li>• <b>Provides</b> coaching services as requested by the school</li> <li>• <b>Provides</b> content expertise as needed by the school</li> </ul>

	when required • <b>Guides</b> good news stories to press on transformation		
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- **Allow the school to be run under a new governance arrangement.**

The roles of adults in the school are being utilized to better meet the needs of students. The Lincoln Middle School principal is spending the majority of time working on instruction; while the counseling staff works with students and families to avoid truancy and tardiness. We have added the behavior – intervention specialist to work with student discipline and behavioral issues. In this way the district is changing the culture and changed the governance and responsibility of principal to the true instructional leader.

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

The approach to the budget is to direct resources toward those who need it most, which is indeed, weighting the budget.

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

Lincoln Middle School will work diligently to analyze data in its process to improve achievement for all students. Results from state assessments will be disaggregated by sub group to determine areas of strength as well as areas where there is the greatest challenge. In the area of English Language Arts, the special education subgroup typically has an impact on a gap in achievement. For the English Language Arts portion of the 2009 MEAP, 50% of special education students were not proficient and 50% were partially proficient. Lincoln Middle School had an overall rate of 72.88 % proficient in the area of English Language Arts.

A significant difference also exists between the LMS black population who are 35.30% proficient and 64.7% students who are not proficient. It should be noted that special education students who are black perform at even lower levels with a proficiency rate of 35.29% versus 64.71% performing below proficiency.

Staff members will use data as described above to analyze the specific achievement of sub-groups correlated to high school content expectations. Results of the NWEA,

SRI and common assessments will be analyzed to the granular level to support the work of teachers as they differentiate instruction and implement Response to Intervention (RTI) programs and strategies. Teachers will be skilled at progress monitoring and will be supported by the data and intervention specialist and instructional coaches. Data boards will be used within the school so that teachers will know where a student is at any time in regard to achievement, behavior, and attendance with the goal of helping to support the student group that has the greatest need. Specific professional development will also be planned and presented by instructional coaches and Macomb Intermediate School District consultants to ensure that teachers are highly skilled in helping sub groups to improve to their fullest potential.

- ii. Describe how the school will collect, analyze and share data with internal and external stakeholders. Include how the school will ensure that all administrators and teachers are able to access and monitor each student's progress and analyze the results.

Lincoln Middle School will work with the Macomb Intermediate School District on the further implementation of the Data Director program by all teachers. Data Director was provided by the Macomb Intermediate School District beginning in January, 2008. Van Dyke Public Schools is using the program to address achievement issues at all schools. The degree of implementation ranges from high to low throughout the school district. Lincoln Middle School's use of Data Director has been low due to several factors including the loss of key personnel due to transfers. With the addition of an Assessment, Data and Intervention Director, there will be a specific staff member responsible for the formation of a Data Team and to coach Data Leaders at each grade level.

The Data Team at Lincoln Middle School is comprised of teachers from each grade level. The Data Team will increase their level of knowledge and expertise with Data Director via hands on training provided by the Macomb Intermediate School District. A Lincoln Middle School grade six teacher will serve as the lead teacher in the building as well as, serve on the District Data Team. These Data Team members will make certain the staff is adequately trained in the Data Director Program through the use of staff meetings and individual coaching. This support will help ensure that the Data Director program is being implemented uniformly and with fidelity throughout the building. With respect to mathematics, the Data Team will create one summative assessment and three formative assessments that can be graded using Scantron. This will provide teachers with relevant data in a timely manner. Teachers will input student assessment results into Data Director. The results in Data Director will indicate the mastery level of students on the grade level content expectations for each core course. Core teams will meet as professional learning communities to analyze results and adjust instruction so all students are able to master the content. Teachers will also have the opportunity to review data and share vertically with other grade levels ensuring that coherent curriculum alignment is in place at each grade level. The outcome is the establishment

of effective methods for tracking student progress, which subsequently promotes the ability to make informed instructional decisions and implement best practices in teaching.

Lincoln Middle School staff will use data from common formative and summative assessments, NWEA, SRI and MEAP. The data will be available using Data Director. The Michigan Data 4Student Success website will also be used so that teachers can dig deep when analyzing data to the subgroup level. Data meetings will be facilitated by the Assessment, Data, and Intervention Director and data team leader. Information will be shared with parents and guardians through the parent portal, regular progress reports, at parent conferences and other meetings. The Lincoln Middle School principal will distribute regular communications to parents, guardians and families including newsletters, calendar and website updates, progress reports, and other communications. The Assessment, Data, and Intervention Director will also create a "watch list" which will contain the names of students who are at high risk for failure. When a student name appears on the watch list, an individual meeting with the student and his / her parent's organization will be arranged to ensure that the student is able to improve in any area of need.

Staff is fully aware that technology-based interventions have a significant positive effect on academic/academic-related outcomes of secondary school students; additionally technology based interventions are easy for students to use due to their familiarity with software and equipment (Dugan, 2006). Lincoln Middle School students are able to navigate multiple forms of technology for learning. Teachers continue to utilize technology on a regular basis and will be utilizing interactive whiteboards, data projectors, video streaming, and power point as new technology is installed in classrooms. Specific technology based interventions that are already in place include the utilization of Read 180 as a Tier II intervention, Bridges to Algebra has been used to support summer math remediation and E-2020, Compass Learning, Study Island, and Rosetta Stone are available to support students. These software programs provide optimal opportunities for teachers to monitor the achievement of students. Training for teachers is provided with each new implementation for technology based interventions.

Several technology based interventions are included as components of the School Improvement Grant application. These include:

- Bridges to Algebra
- Success Maker
- NWEA Assessments
- Accelerated Mathematics
- Read 180 / Scholastic Reading Inventory

Student progress on technology based interventions will be available through reports via the software programs and in Data Director. Teachers are participating in further data training and are being coached by consultants from the Macomb Intermediate School

District. Teachers will use data reports to monitor each student's progress and analyze the results. Parents will also be able to access regular reports relating to grades and attendance via PowerSchool (Parent Portal).

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

Using data from formative and summative assessments and MEAP, teachers will work with the Assessment, Data, and Intervention Director and instructional coaches to review data to ensure that curriculum, instruction, and assessment are in tight alignment. Sixth, seventh, and eighth grade students will take the MEAP, NWEA, and SRI assessments. In professional learning communities, teachers will work together to adjust instruction by implementing classroom differentiation and response to intervention strategies. Teachers will share best practices that produce results as indicated by the results from multiple measurements. An instructional leadership team with representation from the core content and elective areas will meet twice a month to review progress and make recommendations for adjusting instruction to ensure that student achievement is increasing. Intervention teachers will be working regularly to review data and provide support for classroom teachers in the classroom, before and after school, and at lunch. A Saturday school will also be in place that is facilitated by intervention teachers and para-professionals one to two times per month.

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

Lincoln Middle School and Van Dyke Public Schools work closely with the Macomb Intermediate School District to ensure that job embedded high quality professional development is available for all teachers. The professional development plan is in alignment for the context, process, and content standards as outlined by the National Staff Development Council so that staff development will improve learning for all students. These standards include:

### **Context Standards**

- Organizes adults into learning communities whose goals are aligned with those of the school and district. (Learning Communities)

- Requires skillful school and district leaders who guide continuous instructional improvement. (Leadership)
- Requires resources to support adult learning and collaboration. (Resources)

### Process Standards

- Uses disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement. (Data-Driven)
- Uses multiple sources of information to guide improvement and demonstrate its impact. (Evaluation)
- Prepares educators to apply research to decision making. (Research-Based)
- Uses learning strategies appropriate to the intended goal. (Design)
- Applies knowledge about human learning and change. (Learning)
- Provides educators with the knowledge and skills to collaborate. (Collaboration)

### Content Standards

- Prepares educators to understand and appreciate all students, create safe, orderly and supportive learning environments, and hold high expectations for their academic achievement. (Equity)
- Deepens educators' content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments appropriately. (Quality Teaching)
- Provides educators with knowledge and skills to involve families and other stakeholders appropriately. (Family Involvement)

The professional development plan for the 2011 – 2012 school year will focus on:

- *Differentiated Instruction*
  - Uses disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement. (Data-Driven)
  - Uses multiple sources of information to guide improvement and demonstrate its impact. (Evaluation)
  - Prepares educators to apply research to decision making. (Research-Based)
  - Uses learning strategies appropriate to the intended goal. (Design)
  - Applies knowledge about human learning and change. (Learning)
- *Response to Intervention*
  - Prepares educators to understand and appreciate all students, create safe, orderly and supportive learning environments, and hold high expectations for their academic achievement. (Equity)
  - Deepens educators' content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments appropriately. (Quality Teaching)
- *Adaptive Schools*
  - Organizes adults into learning communities whose goals are aligned with those of the school and district. (Learning Communities)

- Requires skillful school and district leaders who guide continuous instructional improvement. (Leadership)
- Requires resources to support adult learning and collaboration. (Resources)
- Provides educators with the knowledge and skills to collaborate. (Collaboration)
- *Comprehensive Data Analysis / Data Informed Decision Making*
  - Uses disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement. (Data-Driven)
  - Uses multiple sources of information to guide improvement and demonstrate its impact. (Evaluation)
- *Co-Teaching*
  - Prepares educators to understand and appreciate all students, create safe, orderly and supportive learning environments, and hold high expectations for their academic achievement. (Equity)
  - Deepens educators' content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments appropriately. (Quality Teaching)
  - Organizes adults into learning communities whose goals are aligned with those of the school and district. (Learning Communities)
  - Requires skillful school and district leaders who guide continuous instructional improvement. (Leadership)
  - Requires resources to support adult learning and collaboration. (Resources)
  - Provides educators with the knowledge and skills to collaborate. (Collaboration)
- *Culturally Responsive Teaching*
  - Prepares educators to understand and appreciate all students, create safe, orderly and supportive learning environments, and hold high expectations for their academic achievement. (Equity)
  - Provides educators with knowledge and skills to involve families and other stakeholders appropriately. (Family Involvement)
- *Common Core State Standards*
  - Deepens educators' content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments appropriately. (Quality Teaching)
  - Uses learning strategies appropriate to the intended goal. (Design)

### LMS Professional Development 2011 - 2012

Topic	Activity	Presenter	Audience	Research
Differentiated Instruction	Implementing Differentiation in the Classroom	John McCarthy	Lincoln Middle School Teachers, Instructional Support	Tomlinson, C. A. (2003) pp. 153-4

Response to Intervention (RTI)	Response to Intervention Summer Institute	Macomb Intermediate School District	Lincoln Middle School RTI Team	Fuchs & Fuchs, 2006
Adaptive Schools	Adaptive Schools Training	Macomb Intermediate School District	Lincoln Middle School Teacher Leaders	Robert Garmston and Bruce Wellman, 2010
Data Director	Comprehensive Data Analysis	Macomb Intermediate School District	Lincoln Middle School, Data Team	Richard F. Elmore
Co-Teaching	Co-Teaching Training for General and Special Educators	Dr. Marilyn Friend	Lincoln Middle School Teachers	Friend and Cook, 2003
Cultural Diversity	Boys in Poverty	Macomb Intermediate School District	Lincoln Middle School Teachers	Payne and Slocumb, 2010
State Common Core	Common Core Standards Alignment with Michigan Curriculum	Macomb Intermediate School District	Lincoln Middle School Teachers, Instructional Coaches	Council of Chief State School Officers and National Governors Association for Best Practice
Coaching 101	Literacy and Math Coaching in Classrooms	Macomb Intermediate School District	Lincoln High School Teachers and Administrators	What Works Clearing House
Formative Assessment Process Model	Formative Assessment	Macomb Intermediate School District	Lincoln Middle School Teachers and Administrators	Black and Williams, 1998
School Based Coaching Strategies	Instructional Coaching	Macomb Intermediate School District	Lincoln Middle School Principal and Coaches	Michael Murphy, 2009; National Staff Development Council
Reading and Math	Tier II and III Reading and Math Interventions	Macomb Intermediate School District	Lincoln Middle School Teachers and Administrators	What Works Clearing House

School improvement technical assistance will be provided through the Macomb Intermediate School District. School improvement leaders will meet regularly with School Improvement, consultant, Lisa Asaro while participating in the Facilitator of School Improvement program designed to provide teacher leaders with the skills

necessary for meaningful and purposeful school improvement work. Lincoln Middle School administration, school improvement co-chair persons will be responsible for coordinating all school improvement responsibilities including program evaluation in consultation with MISD providers. Staff will also participate in the MISD sponsored Data Dialogues and Analysis.

Data Dialogues and structured protocols will assist schools in “collaborative inquiry.” The real methodology for system change begins and ends with ongoing authentic dialogues about important questions,” states Tony Wagner. This training will provide schools with data inquiry, mining, and analysis steps that shift schools toward a data centered focus.

Using MEAP, NWEA, SRI, MEAP and common assessments, teachers will meet to conduct item analysis which will serve to ground Lincoln Middle School in baseline and summative data. Lincoln Middle School will be able to make real time program and instructional decisions. This training will engage staff members in systematic, continuous improvement in the quality of the educational experience of students and to subject themselves to the discipline of measuring their success by the metric of students’ academic performance is emphasized in the research practices of Richard F. Elmore for improving the quality of instruction (Elmore, 2009).

**The following items are permissible elements of the transformation model.**

**Provide a brief description after each element that will be implemented under the proposed building plan. (Leave blank those elements that are not being implemented.)**

***1. Provide additional \$ to attract and retain staff.***

Van Dyke Public Schools strives to attract and retain highly qualified staff. Principals work diligently to ensure that opportunities for on-going improvement for new and veteran staff members are available to ensure high quality instruction for all students. Research indicates that to maximize student achievement, schools in an area of high academic need require the best prepared teachers (Barton, 2003). Historically, Van Dyke Public Schools has offered a higher starting salary to teachers who have specialized expertise or significant experience.

In the summer of 2010, sixteen Van Dyke Public Schools teachers were hired in at a rate higher than starting level due to prior experience and qualifications. It is a district philosophy to have the most professionally trained staff available to provide the highest quality instruction possible. To ensure that teachers have every opportunity to acquire updated instructional skills, teachers are regularly paid stipends during the summer, after school, or on weekends. These stipends validate the time and expertise of teachers and provide incentive for retention. During the summer of 2010, 151 Van Dyke Public Schools teachers earned stipends for additional training. These opportunities aid in retaining staff.

**2. Institute a system for measuring changes in instructional practices that result from professional development.**

To ensure that teachers implement what is learned through professional development opportunities, the MISD will monitor how teachers use the skills they learned to increase student achievement.

**3. Ensure that the school is not required to accept a teacher without the mutual consent of teacher and principal, regardless of seniority.**

(Not applicable)

**4. Conduct reviews to ensure that the curriculum is implemented with fidelity and is impacting student achievement.**

Administrators and curriculum leaders will regularly conduct curriculum audits to determine the coherence of the curriculum and the level of fidelity that is taking place. The analysis includes the level of rigor, alignment, and engagement within the classroom setting.

**5. Implement a school wide Response to Intervention model.**

An additional priority area is the implementation of a system wide Response to Intervention (RTI) program executed with fidelity and monitored to ensure that the needs of struggling students are met. A literacy coach is in place to assist with the development of a systemic RTI program at Lincoln Middle School. The coach will work hand in hand with the Director of Assessment, Data, and Intervention to review multiple data and develop support programs and strategies for implementation in classrooms. Through the School Improvement Grant, a mathematics coach will be added to provide assistance to teacher's with-in classroom settings.

**6. Provide PD to teachers/principals on strategies to support students in least restrictive environment and English language learners.**

Specific professional development regarding differentiated instruction and response to intervention was presented to teachers prior to the beginning of the new school year with additional programs planned regularly throughout the school year. The goal will be to utilize differentiation within all classrooms to meet the wide range of learners. Teachers will be expected to have specific strategies for differentiation that are used daily in the classroom. Administrators are monitoring the progress of staff members using differentiation and are evaluating the depth of implementation.

**7. Use and integrate technology-based interventions.**

Lincoln Middle School students are able to navigate multiple forms of technology for learning. Teachers continue to utilize technology on a regular basis and will be utilizing interactive whiteboards, data projectors, video streaming, and power point as new technology is installed in classrooms. Specific technology based interventions that are already in place include the utilization of Read 180 as a Tier II intervention, Bridges to Algebra has been used to support summer math remediation and E-2020, Compass Learning, Study Island, and Rosetta Stone are available to support students.

**8. Increase rigor through such programs as AP, IB, STEM, and others.**

The International Baccalaureate Program is currently under consideration.

**9. Provide summer transition programs or freshman academies**

Students who are not ready to attend ninth grade will remain at Lincoln Middle School for one semester and then transfer to the Lincoln High School Opportunity Center. These students will officially begin ninth grade in January.

Link Crew at Lincoln High School – Link Crew students from Lincoln High School plan activities with eighth grade students in an effort to assist them with a positive transition from middle school to high school. Events include orientation programs, as well as recreational activities. The goal is to create relationships between eighth and ninth grade students to ensure a smooth transition from Lincoln Middle School to Lincoln High School.

**10. Increase graduation rates through credit recovery, smaller learning communities, and other strategies.**

Math and Math and reading paraprofessionals will work in classrooms to provide tutoring, small group instruction, and before and after school tutoring.

F.A.S.T.: A research-based literacy intervention program that will be used for students at the Tier III level of need. It combines the best of systematic phonics, auditory processing, and a literature-based instruction to create a stream-lined, hands-on program that includes immediate reading application. This program meets the ARRA requirement.

Extended School Day: After school program to support core content and enrichment instruction.

Summer Literacy Program: Summer program for all grade 6, 7, and 8 students designed to improve any loss of skills that may take place over the summer.

Saturday School: Students who have accumulated five or more missing assignments in a class will be required to attend Saturday School to receive additional tutoring and support with their organizational skills.

**11. Establish early warning systems to identify students who may be at risk of failure.**

Intervention Room: Staffed by a certified therapist to work with at-risk students with academic, social, emotional, behavior and/or attendance problems. The certified therapist works with stakeholders to identify students who are most at risk of failure and subsequently for dropping out of high school. The therapist manages a caseload of students in order to reduce the amount of petitions to the court system. The intervention therapist will also provide in-school professional development.

JROTC Mentoring – Lincoln High School JROTC students mentor at-risk Lincoln Middle School students twice per month.

**12. Partner with parents and other organizations to create safe school environments that meet students' social, emotional, and health needs.**

To provide a sufficient level of support for students, a family social worker will collaborate with counselors to provide behavioral assessments regarding students as well as, provide individual and family counseling. This initiative is being modeled after a one year program that is sponsored by the Macomb County Juvenile Court system at Lincoln Middle School and implemented for the current school year.

Van Dyke Public Schools employed a parent and family involvement coordinator for the four elementary schools in September, 2009. The parent involvement coordinator will organize parent groups, invite parents and guardians to participate in the school improvement process, provide parent education classes, coordinate with community outreach agencies, use surveys to obtain parent perception data, and work with parents to ensure that students are performing on grade level and remain on-track for graduation. The parent involvement coordinator will provide teachers and staff with training to increase their capacity to work with all families and to reinforce the school's expectations of parents.

**13. Extending or restructuring the school day to add time for strategies that build relationships between students, faculty, and other school staff.**

Lincoln Middle School will incorporate a FAS program modeled after the Lincoln High School program. Staff from the Institute for Research and Reform in Education (IRRE) will be consulted regarding the FAS implementation at Lincoln Middle School. The FAS program at Lincoln Middle School will take place one day per week for thirty minutes.

The program will benefit the Lincoln Middle School community in many ways. New sixth grade students and their families will have additional support as they make the transition from elementary school to middle school. As FAS relationships develop all

students will feel they have someone who advocates for them. Every student will be watched over by an adult who cares about his or her success and will work with student & family to achieve academic social and emotional goals.

**14. Implementing approaches to improve school climate and discipline**

Intervention Room: Staffed by a certified therapist to work with at-risk students with academic, social, emotional, behavior and/or attendance problems. The certified therapist works with stakeholders to identify students who are most at risk of failure and subsequently for dropping out of high school. The therapist manages a caseload of students in order to reduce the amount of petitions to the court system. The intervention therapist will also provide in-school professional development.

Student Ambassador Program: A group of student leaders who welcome and orient new students to Lincoln Middle School.

Parent Ambassador Program: Volunteer parents are assigned to welcome new students and their families. Ambassador parents meet on a regular basis to plan and implement programs that will ultimately have a positive impact on school culture. They also serve as community representatives to create a safe school environment for all stakeholders.

**15. Expanding the school program to offer full-day kindergarten or pre-kindergarten.**

(Not applicable)

**16. Allow the school to be run under a new governance arrangement.**

The roles of adults in the school are being utilized to better meet the needs of students. The Lincoln Middle School principal is spending the majority of time working on instruction; while the counseling staff works with students and families to avoid truancy and tardiness. We have added the behavior – intervention specialist to work with student discipline and behavioral issues. In this way the district is changing the culture and changed the governance and responsibility of principal to the true instructional leader.

**17. Implement a per pupil school based budget formula weighted based on student needs.**

(Not Applicable)

**Attachment B—Turnaround Model**

**The following items are required elements of the turnaround model. Give a brief description after each requirement as to how it will be implemented.**

1. Replace the principal
2. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet student needs.
3. Screen all existing staff and rehire no more than 50 per cent.
4. Select new staff.
5. Implement strategies such as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions.
6. Provide staff ongoing, high-quality, job embedded PD aligned with instructional program and designed with school staff
7. Adopt a new governance structure. (May include turnaround office/turnaround leader who reports to the Superintendent or Chief Academic Officer.)
8. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as with State academic standards.
9. Promote continuous use of student data to inform and differentiate instruction to meet student needs.
10. Establish schedules and implement strategies that provide increased learning time.
11. Provide appropriate social-emotional and community-oriented services and supports for students.

**The following items are permissible elements of the turnaround model. Provide a brief description after each element that will be implemented under the proposed building plan. (Leave blank those elements that are not being implemented.)**

1. Any of the required and permissible activities under the transformation model
2. A new school model (themed, dual language academy, etc.)

### **Attachment C—Restart Model**

**The following items are required elements of the Restart model. Give a brief description after each requirement as to how it will be implemented.**

1. A restart model is one in which an LEA converts a school or closes and reopens a school under a charter school operator, charter management organization (CMO), or an education management organization that has been selected through a rigorous review process.
2. A restart model must enroll, within the grades it serves, any former student who wishes to attend the school.

### **Attachment D—School Closure**

**The following items are required elements of the Restart model. Give brief description after each requirement as to how it will be implemented.**

1. School closure occurs when an LEA closes a school and enrolls the students who attended that school in other schools in the LEA that are higher achieving.
2. The receiving schools should be within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.

**APPENDIX A**

**COLLECTIVE BARGAINING AGREEMENTS**

**Memorandum of Understanding**

**Between**

**The Board of Education of the Van Dyke Public Schools**

**And**

**The Professional Personnel of Van Dyke**

The Board and the Professional Personnel of Van Dyke (PPVD) have agreed to a performance-based compensation of \$1,000, which is to be shared equally among the teaching staff at Lincoln Middle School, for increasing student achievement on the Michigan Education Assessment Program

*John Moker*

(MEAP) test by 10%.

*Kathleen Spaulding*

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For the Association

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For the Board of Education

November 4, 2010

November 4, 2010

Date

Date

**Memorandum of Understanding**

**Between**

**The Board of Education of the Van Dyke Public Schools**

**And**

**The Professional Personnel of Van Dyke** The Board and the Professional Personnel of Van Dyke (PPVD) have agreed to a teacher evaluation process for the 2010/2011 school year which includes performance evaluation procedures and meets the requirements of the MCL.380.1249.



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For the Association

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For the Board of Education

November 4, 2010

November 4, 2010

Date

Date

**Memorandum of Understanding**

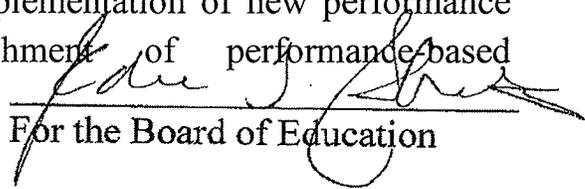
**Between**

**The Board of Education of the Van Dyke Public Schools**

**And**

**The Professional Personnel of Van Dyke**

It is understood between the Board and the Professional Personnel of Van Dyke (PPVD) that both parties will work collaboratively to study and develop an evaluation process which meets the requirements of the MCL 380.1249 and 380.1250 requiring the implementation of new performance evaluation procedures and establishment of performance-based compensation for teachers.

  
For the Board of Education

\_\_\_\_\_  
For the Association

\_\_\_\_\_  
November 1, 2010

\_\_\_\_\_  
November 1, 2010

Date

Date

VAN DYKE PUBLIC SCHOOLS

**PERFORMANCE REVIEW**

**PROBATIONARY TEACHER MID YEAR**

EMPLOYEE: \_\_\_\_\_  
\_\_\_\_\_

BUILDING: \_\_\_\_\_ ASSIGNMENT/LEVEL: \_\_\_\_\_  
\_\_\_\_\_

DATES OF OBSERVATIONS: \_\_\_\_\_  
\_\_\_\_\_

OBSERVED BY: \_\_\_\_\_  
\_\_\_\_\_

CONTRACT STATUS:      **Probationary:** 1st year \_\_\_\_ 2nd year \_\_\_\_ 3rd year \_\_\_\_  
4th year \_\_\_\_

**NOTE:** *The SECOND review (due at the end of the school year) shall be submitted on the "narrative" evaluation form.*

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## EVALUATION

Evaluation of the effectiveness of teaching is an important function of the administration. Without knowledge of the professional's techniques and practices, guidance cannot maximize strengths and improve weaknesses.

Evaluation, if it is to serve both as a guidance and a rating function, must be a cooperative process. This means that teachers should have an opportunity to familiarize themselves with the items listed. This will serve the dual purpose of presenting the objectives they are expected to achieve and provide a standard for self-analysis.

The main purpose of evaluation:

1. To insure the best education possible for all students through stimulating growth and development of the professional staff.
2. To evaluate teachers so that they may be assigned, placed on tenure, transferred, promoted or in some cases, discharged.
3. To improve communication between teachers and administrators.

The following areas of teacher behavior have relevance for successful teaching. Complete this report by marking the performance for each category. Plan to meet with each teacher forty-eight (48) hours from the date of each final evaluation.

Employee: \_\_\_\_\_

Date: \_\_\_\_\_

PERFORMANCE CRITERIA	GOOD	<i>SATISFACTORY</i>	NEEDS IMPROVEMENT	NOT SATISFACTORY
I. Knowledge of Subject Matter				
II. Ability to Impart Knowledge				
III. Classroom Management (Planning, Use of Time, Transitions)				
IV. Manner and Efficiency of Pupil Discipline				
V. Rapport with Students				
VI. Rapport with Teachers, Administrators and Staff				
VII. Rapport with Parents				
VIII. Physical and Mental Ability to Withstand the Strain of Teaching				
IX. Contributing Member of School				
X. Lesson Plans and Preparation				
XI. Punctuality				

**XII. STUDENT GROWTH (Attach appropriate documentation)**

**In collaboration with the principal, the teacher will select a minimum of 2 measures:**

*(If you are teaching both reading and math, it is recommended that you select 1 reading and 1 math assessment)*

<b>Measurement</b>	<b>Beginning Average</b>	<b>Final Average</b>
MLPP/DRA		
Common Assessment		
Standardized Test		
Student Performance Project/Product		
Special Education		
NWEA		
Other		

**EVIDENCE OF STUDENT GROWTH** \_\_\_\_\_

Supporting documentation attached

Yes

No

Employee: \_\_\_\_\_

Date: \_\_\_\_\_

**XIII. ATTENDANCE (CURRENT YEAR)**

Days Used to Date: Sick \_\_\_\_\_ Personal Business \_\_\_\_\_ Dock \_\_\_\_\_

**XIV. SCHOOL/DISTRICT INVOLVEMENT (volunteer, committee, supplemental):**

**XV. STATUS OF CERTIFICATION:**

Provisional \_\_\_\_\_ Expiration Date: \_\_\_\_\_

Professional \_\_\_\_\_ Expiration Date: \_\_\_\_\_

Continuing \_\_\_\_\_

**XVI. COMMENTS/RECOMMENDATIONS:**

**XVII. PROGRESS OF INDIVIDUALIZED DEVELOPMENT PLAN TO DATE:**

**EVALUATOR'S SIGNATURE:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

**TEACHER'S SIGNATURE\*:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

*\* The teacher's signature does not necessarily imply agreement with the contents of the evaluation.*

cc: Teacher, Evaluator/Supervisor and Personnel File

**VAN DYKE PUBLIC SCHOOLS**

***PERFORMANCE REVIEW***

**PROBATIONARY TEACHER YEAR END**

EMPLOYEE: \_\_\_\_\_  
\_\_\_\_\_

BUILDING: \_\_\_\_\_ ASSIGNMENT/LEVEL: \_\_\_\_\_  
\_\_\_\_\_

DATES OF OBSERVATIONS: \_\_\_\_\_  
\_\_\_\_\_

OBSERVED BY: \_\_\_\_\_  
\_\_\_\_\_

CONTRACT STATUS:        **Probationary:** 1st year \_\_\_\_ 2nd year \_\_\_\_ 3rd year \_\_\_\_  
4th year \_\_\_\_

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### EVALUATION

Evaluation of the effectiveness of teaching is an important function of the administration. Without knowledge of the professional's techniques and practices, guidance cannot maximize strengths and improve weaknesses.

Evaluation, if it is to serve both as a guidance and a rating function, must be a cooperative process. This means that teachers should have an opportunity to familiarize themselves with the items listed. This will serve the dual purpose of presenting the objectives they are expected to achieve and provide a standard for self-analysis.

The main purpose of evaluation:

1. To insure the best education possible for all students through stimulating growth and development of the professional staff.
2. To evaluate teachers so that they may be assigned, placed on tenure, transferred, promoted or in some cases, discharged.

3. To improve communication between teachers and administrators.

The following areas of teacher behavior have relevance for successful teaching. Complete this report by marking the performance for each category. Plan to meet with each teacher forty-eight (48) hours from the date of each final evaluation.

Employee: \_\_\_\_\_  
\_\_\_\_\_

Date: \_\_\_\_\_

**I. KNOWLEDGE OF SUBJECT MATTER:**

UNSATISFACTORY \_\_\_\_\_ SATISFACTORY \_\_\_\_\_

Does the teacher know the academic area at the level that is being taught? The use of correct grammar, punctuation and spelling are a part of this standard. The teacher's subject matter is appropriate for the grade level being taught.

SUPPORTING COMMENTS:

**II. ABILITY TO IMPART KNOWLEDGE:**

UNSATISFACTORY \_\_\_\_\_ SATISFACTORY \_\_\_\_\_

Ability to create positive learning environment. Failure or refusal to teach prescribed curriculum. Desirable performance also includes productive use of student's time, good inquiry techniques, use of a variety of appropriate teaching materials to enrich pupil

curriculum and ability to impart subject matter in a manner that recognizes individual differences.

SUPPORTING COMMENTS:

**III. CLASSROOM MANAGEMENT:**

UNSATISFACTORY \_\_\_\_\_ SATISFACTORY \_\_\_\_\_

Activities are planned, transitions are smooth and there is nominal waste of classroom time in non-instructional activities.

SUPPORTING COMMENTS:

Employee: \_\_\_\_\_

Date: \_\_\_\_\_

**IV. THE MANNER AND EFFICIENCY OF PUPIL DISCIPLINE:**

UNSATISFACTORY \_\_\_\_\_ SATISFACTORY \_\_\_\_\_

Appropriate and consistent use of discipline without fostering fear or ridicule. Good classroom control without excessive force to obtain a positive learning environment. Classroom standards are stated and maintained. The safety and well-being of the students are adequately maintained. There is no evidence of indiscriminate penalization of students without just cause. Most disciplinary problems are handled positively by the teacher.

SUPPORTING COMMENTS:

**V. RAPPORT WITH STUDENTS:**

UNSATISFACTORY \_\_\_\_\_ SATISFACTORY \_\_\_\_\_

Good working relations with pupils. The teacher shows empathy and respect for the students. Acceptance of constructive criticism to improve relationships with pupils is evident. Self-restraint and tact are used with pupils.

SUPPORTING COMMENTS:

**VI. RAPPORT WITH PARENTS, TEACHERS, ADMINISTRATORS:**

UNSATISFACTORY \_\_\_\_\_

SATISFACTORY \_\_\_\_\_

Evidence that the teacher is willing to work with colleagues and administrators when appropriate. The teacher has earned the respect of his/her colleagues and parents. The teacher is willing to accept constructive criticism and seeks assistance from "specialists" and administrators. Parent contacts, other than parent-teacher conferences, are initiated by the teacher when a student is having problems.

SUPPORTING COMMENTS:

Employee: \_\_\_\_\_

Date: \_\_\_\_\_

**VII. PHYSICAL AND MENTAL ABILITY TO WITHSTAND THE STRAIN OF TEACHING:**

UNSATISFACTORY \_\_\_\_\_ SATISFACTORY \_\_\_\_\_

The teacher is capable of effective teaching and is physically and emotionally stable. Ability to exhibit self-control in the classroom.

SUPPORTING COMMENTS:

**VIII. PUNCTUALITY, ATTENDANCE:**

UNSATISFACTORY \_\_\_\_\_ SATISFACTORY \_\_\_\_\_

Punctuality and absenteeism are of great concern because of the lack of learning that can result when a substitute is used.

SUPPORTING COMMENTS:

**IX. LESSON PLANS AND PREPARATION:**

UNSATISFACTORY \_\_\_\_\_ SATISFACTORY \_\_\_\_\_

Does the teacher take sufficient time to adequately prepare lessons and are the lesson plans clearly stated for a substitute to follow? A good teacher prepares ahead of class time to provide the instructional materials necessary for teaching. Plans should reflect the curriculum content. The students should have a clear understanding of the teacher's objectives and these objectives should be readily available for substitutes.

SUPPORTING COMMENTS:

Employee: \_\_\_\_\_

Date: \_\_\_\_\_

**X. STUDENT GROWTH (Attach appropriate documentation)**

**In collaboration with the principal, the teacher will select a minimum of 2 measures:**

*(If you are teaching both reading and math, it is recommended that you select 1 reading and 1 math assessment)*

Measurement	Beginning Average	Final Average
MLPP/DRA		
Common Assessment		
Standardized Test		
Student Performance Project/Product		
Special Education		
NWEA		
Other		

**EVIDENCE OF STUDENT GROWTH**

\_\_\_\_\_

**Supporting documentation attached**

Yes

No

**XI. CLOSING COMMENTS:**

**RECOMMENDATIONS:**

**PROGRESS TO DATE ON INDIVIDUALIZED DEVELOPMENT PLAN:**

**EVALUATOR'S SIGNATURE:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

\_\_\_\_\_

TEACHER'S SIGNATURE\*: \_\_\_\_\_ DATE: \_\_\_\_\_  
\_\_\_\_\_

*\* The teacher's signature does not necessarily imply agreement with the contents of the evaluation.*

cc: Teacher, Evaluator/Supervisor and Personnel File

**VAN DYKE PUBLIC SCHOOLS**

***PERFORMANCE REVIEW***

**TENURED TEACHER ANNUAL**

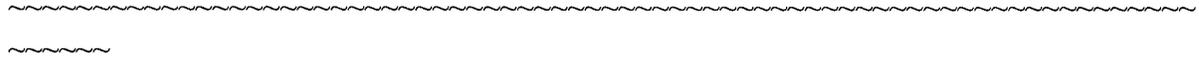
EMPLOYEE: \_\_\_\_\_  
\_\_\_\_\_

BUILDING: \_\_\_\_\_ ASSIGNMENT/LEVEL: \_\_\_\_\_  
\_\_\_\_\_

DATES OF OBSERVATIONS: \_\_\_\_\_  
\_\_\_\_\_

OBSERVED BY: \_\_\_\_\_  
\_\_\_\_\_

CONTRACT STATUS: **Tenured**



## EVALUATION

Evaluation of the effectiveness of teaching is an important function of the administration. Without knowledge of the professional's techniques and practices, guidance cannot maximize strengths and improve weaknesses.

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Date: \_\_\_\_\_

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I. Knowledge of Subject Matter				
II. Ability to Impart Knowledge				
III. Classroom Management (Planning, Use of Time, Transitions)				
IV. Manner and Efficiency of Pupil Discipline				
V. Rapport with Students				

PEFORMANCE CRITERIA	GOOD	SATISFACTORY	NEEDS	NOT
			IMPROVEMENT	SATISFACTORY
VI. Rapport with Teachers, Administrators and Staff				
VII. Rapport with Parents				
VIII. Physical and Mental Ability to Withstand the Strain of Teaching				
IX. Contributing Member of S				
X. Lesson Plans and Preparat				
XI. Punctuality				

**XII. STUDENT GROWTH (Attach appropriate documentation)**

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Measurement	Beginning Average	Final Average
MLPP/DRA		

Common Assessment			
Standardized Test			
Student Performance Project/Product			
Special Education			
NWEA			
Other			

**EVIDENCE OF STUDENT GROWTH**

Supporting documentation attached  
No

Yes

Employee: \_\_\_\_\_

Date: \_\_\_\_\_

**XIII. ATTENDANCE (CURRENT YEAR)**

Days Used to Date: Sick \_\_\_\_\_ Personal Business \_\_\_\_\_ Dock \_\_\_\_\_

**XIV. SCHOOL/DISTRICT INVOLVEMENT (volunteer, committee, supplemental):**

**XV. STATUS OF CERTIFICATION:**

Provisional \_\_\_\_\_ Expiration Date: \_\_\_\_\_

Professional \_\_\_\_\_ Expiration Date: \_\_\_\_\_

Continuing \_\_\_\_\_

**XVI. COMMENTS/RECOMMENDATIONS:**

**XVII. PROGRESS OF INDIVIDUALIZED DEVELOPMENT PLAN TO DATE:**

**EVALUATOR'S SIGNATURE:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

**TEACHER'S SIGNATURE\*:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

\_\_\_\_\_

*\* The teacher's signature does not necessarily imply agreement with the contents of the evaluation.*

cc: Teacher, Evaluator/Supervisor and Personnel File

VAN DYKE PUBLIC SCHOOLS

***PERFORMANCE REVIEW***

**TENURED TEACHER COMPREHENSIVE TRIENNIAL**

EMPLOYEE: \_\_\_\_\_  
\_\_\_\_\_

BUILDING: \_\_\_\_\_ ASSIGNMENT/LEVEL: \_\_\_\_\_  
\_\_\_\_\_

DATES OF OBSERVATIONS: \_\_\_\_\_  
\_\_\_\_\_

OBSERVED BY: \_\_\_\_\_  
\_\_\_\_\_

CONTRACT STATUS: **Tenure**

~~~~~  
~~~~~

**EVALUATION**

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\_\_\_\_\_

Date: \_\_\_\_\_

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Ability to create positive learning environment. Failure or refusal to teach prescribed curriculum. Desirable performance also includes productive use of student's time, good inquiry techniques, use of a variety of appropriate teaching materials to enrich pupil

curriculum and ability to impart subject matter in a manner that recognizes individual differences.

SUPPORTING COMMENTS:

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Activities are planned, transitions are smooth and there is nominal waste of classroom time in non-instructional activities.

SUPPORTING COMMENTS:

Employee: \_\_\_\_\_

Date: \_\_\_\_\_

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Appropriate and consistent use of discipline without fostering fear or ridicule. Good classroom control without excessive force to obtain a positive learning environment. Classroom standards are stated and maintained. The safety and well-being of the students are adequately maintained. There is no evidence of indiscriminate penalization of students without just cause. Most disciplinary problems are handled positively by the teacher.

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SUPPORTING COMMENTS:

Employee: \_\_\_\_\_

Date: \_\_\_\_\_

**VII. PHYSICAL AND MENTAL ABILITY TO WITHSTAND THE STRAIN OF TEACHING:**

UNSATISFACTORY \_\_\_\_\_ SATISFACTORY \_\_\_\_\_

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SUPPORTING COMMENTS:

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UNSATISFACTORY \_\_\_\_\_ SATISFACTORY \_\_\_\_\_

Punctuality and absenteeism are of great concern because of the lack of learning that can result when a substitute is used.

SUPPORTING COMMENTS:

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UNSATISFACTORY \_\_\_\_\_ SATISFACTORY \_\_\_\_\_

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SUPPORTING COMMENTS:

Employee: \_\_\_\_\_

Date: \_\_\_\_\_

**X. STUDENT GROWTH (Attach appropriate documentation)**

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Measurement	Beginning Average	Final Average
MLPP/DRA		
Common Assessment		
Standardized Test		
Student Performance Project/Product		
Special Education		

NWEA			
Other			

**EVIDENCE OF STUDENT GROWTH**

\_\_\_\_\_

Supporting documentation attached

Yes

No

**XI. CLOSING COMMENTS:**

**RECOMMENDATIONS:**

EVALUATOR'S SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_\_  
\_\_\_\_\_

TEACHER'S SIGNATURE\*: \_\_\_\_\_ DATE: \_\_\_\_\_  
\_\_\_\_\_

*\* The teacher's signature does not necessarily imply agreement with the contents of the evaluation.*

cc: Teacher, Evaluator/Supervisor and Personnel File

APPENDIX B – LETTER OF SUPPORT

October 12, 2010

To Whom It May Concern:

We the undersigned support the Lincoln Middle School, School Improvement Grant application submitted for review to the Michigan Department of Education on October 16, 2010.

Lincoln Middle school teachers, administrators and support staff members are committed to providing an excellent education to all students. As staff members we view ourselves as a professional learning community working collaboratively to meet the needs of all learners. Areas of strength include: a positive school culture and a safe environment for students, families and community members. We will continue to work together to embrace the transformation model for school improvement as the reform that will be put into place for our school.

We believe that on-going improvement is essential to meet the needs of our students. School improvement provides the foundation for which change will take place. The staff members signing below are pledging to implement the reform with fidelity to ensure that the goals for transformation are met. As the five strands that make up the School Improvement Framework will guide our work. These include:

- Teaching for Learning
- Leadership
- Personnel and Professional Learning
- School and Community Relations
- Data and Information Management

Please approve the Lincoln Middle School transformation reform model for the 2011 – 2012 school year. We will work to ensure that the commitment made to the school and community will ensure a positive future for all students.

Sincerely,

Lincoln Middle School Staff

Letter Signed by:

Alena Zachery	Jennifer Iloff
Derek Lawson	Christina Suffel
Elizabeth Decker	Nicole Boettcher
Dan Bienkowski	Annette M. Reyme
Sally Smolinski	Jane Jasin
Pamela Janiczek	Linda Holloway
Kelly Hohensee	Chris Takis
Helen Frankstein	Robert Johnson
Jonathan El Healy	Leo Slatin

Amy Johnson

Napoleon Harrington

Teri Dilts

Mary Peterson

Michelle Blair

Tracy M. Wojtas

Susan Harris

Ed Bourke

Cassi Halperin

Katherine Dressig

Dana Minor

Elizabeth Trelfa

Judy Maloney

Gail Oswald

Rachelle Bierod

Janice Jimenez

Mary McSherry

Franz Grishaj

Nathan Agauas