RICK SNYDER
GOVERNOR

STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
LANSING

MICHAEL P. FLANAGAN
SUPERINTENDENT OF
PUBLIC INSTRUCTION

December 28, 2011

Ms. Ellen Bonter, Superintendent
Lincoln Consolidated Schools
Lincoln Senior High School
7425 Willis Road
Ypsilanti, MI 48197

Dear Ms. Bonter:

The redesign plan submitted by your team for Lincoln Senior High School has been received and reviewed by the State School Reform/Redesign Office. The redesign plan was incomplete and requires changes before it can be approved. This letter fulfills the requirement of MCL 380.1280c, section 3, for the State School Reform/Redesign Officer to "issue an order" approving, disapproving, or requiring changes of redesign plans.

Status of Redesign Plan: Changes Needed

Deadline: Wednesday, February 8, 2012 by 5:00 p.m.

Reviewer comments have been provided to assist with the revision of the redesign plan. The review document will also be posted on the Michigan Department of Education's website on the State School Reform/Redesign District link by Friday, January 6, 2012.

Please email the revised redesign plan to MDE-SROPlans@michigan.gov with a cover page that identifies the pages on which changes were made and highlight sections changed in the plan.

A letter approving or disapproving your final redesign plan will be sent via email by March 9, 2012. If you have questions, please contact the School Reform/Redesign Office at 517-335-2741.

Sincerely,

Deborah Clemmons

Deborah Clemmons
State School Reform/Redesign Officer

cc: Principal
Board President
State Superintendent of Public Instruction

608 WEST ALLEGAN STREET • P.O. BOX 30008 • LANSING, MICHIGAN 48909
www.michigan.gov/mde • (517) 373-3324

DISTRICT: Lincoln Consolidated C S SCHOOL NAME: Lincoln Senior High School TEAM NUMBER: 3 DATE: December 12, 2011							
PART A: DEVELOP AND INCREASE SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS							
TRANSFORMATION	**GETTING STARTED**		**PARTIALLY COMPLIANT**		**COMPLIANT**		**COMMENTS**
REQUIREMENT 1 Replace the principal.	Continuing with existing principal who does **not** meet the two year rule.	☐YES	Continuing with existing principal. An incomplete or incorrect description given as to how the principal meets the two year rule.	☐YES	New principal in place or complete rationale given for keeping principal that falls under the two year rule. ✓ Advertise, screen, interview, select, and hire new principal based on using turnaround competencies or criteria. ✓ Establish a pipeline of potential turnaround leaders.	☒YES	
REQUIREMENT 2 Collaborative process used to create a teacher/leader evaluation plan that includes student growth as a significant factor.	Plan states that a collaborative process was used, but no details given.	☐YES	Plan states that a collaborative process was used. Some details are provided. No mention is provided about how student growth will be included as a significant factor in the evaluation.	☒YES	Plan states that a collaborative process was used. Complete details are provided, including how student growth will be included as a significant factor in the evaluation. ✓ Percentage of student growth used in the evaluation. (MCL 380.1249 Section 2 (a) (i) states 25% by 2013-2014.) **Leader and Teacher Evaluation tool is attached in Appendix A.**	☐YES ☐ YES	The plan must address the evaluation process for administrators and include student growth as a significant factor.

TRANSFORMATION	GETTING STARTED		PARTIALLY COMPLIANT		COMPLIANT		COMMENTS
REQUIREMENT 3 Identify and reward school leaders/teachers/staff who have increased student achievement and remove those who have been given multiple opportunities to improve professional practice and have not increased student achievement outcomes.	No plan or minimal plans are indicated in either the reward or remove categories.	☐YES	A partial plan is in place that identifies how staff members can be rewarded and/or removed. No mention is made of opportunities that staff will have to improve practice.	☐YES ☐YES	A plan has been completed to identify and reward school leaders, teachers, and staff that have increased student achievement. ✓ A transparent and fair plan detailing how personnel that increase academic achievement are rewarded. ✓ Identify and establish non-monetary incentives for performance. ✓ Provide training to those conducting evaluations to ensure fidelity to standardized procedures and to ensure that the evaluation process is documented. A plan has been completed to remove personnel that have been given multiple chances to improve professional practice and did not. ✓ A transparent plan that details how leaders and/or staff will be removed if instruction and student achievement does not improve. ✓ Work with teachers and unions at each stage of development and implementation. ✓ Secure sufficient funding or alternative methods for long-term program sustainability. ✓ Established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff. ✓ Provide performance-based incentives using valid data on whether performance indicators have been met.	☒YES ☒YES	

TRANSFORMATION	GETTING STARTED		PARTIALLY COMPLIANT		COMPLIANT		COMMENTS
					✓ Set clear goals and measures for employees' performance that reflect the established evaluation system and provide targeted training or assistance for employees receiving an unsatisfactory evaluation or warning. ✓ Reform seniority rights, and other job protections, to enable quick performance-based dismissals.		
REQUIREMENT 4 Provide staff with ongoing, high quality, job embedded professional development that is aligned and designed to ensure that staff can facilitate effective teaching and learning.	No plan or minimal planning is in place to provide staff with job embedded staff development.	☐YES	A plan is in place, yet it is not job embedded, focused, or lacks a timeline. Professional development consists of a series of workshop activities that are not connected to the student outcomes indicated in the plan. Plan includes opportunity for staff to demonstrate new learning about effective teaching.	☐YES ☐YES ☐YES	A plan is in place (with timelines) that is well defined and occurs on a regular basis with follow-up and support aligned with instructional needs. ✓ The timeline for professional development includes a schedule of options for job-embedded professional development, options for determining implementation of PD, and options for sharing changes in classroom practice. ✓ The plan indicates that school staff was an integral part of designing the professional development activities to meet instructional needs. The plan differentiates for the varying needs of school personnel. ✓ Align professional development with identified needs based on staff evaluation and student performance.	☒YES ☒YES	

TRANSFORMATION	GETTING STARTED		PARTIALLY COMPLIANT		COMPLIANT		COMMENTS
					✓ Structure professional development to provide adequate time for collaboration and active learning. ✓ Create a school culture in which professional collaboration is valued, emphasized, and fosters a culture of continuous learning. **Professional Development calendar is attached in Appendix B.**	☒YES	
REQUIREMENT 5 Detail how the school will implement strategies such as increased opportunities for promotion and career growth, and/or flexible working conditions designed to recruit and retain staff to meet the needs of students.	The plan does not address strategies in these categories.	☐YES	The plan addresses strategies for some of these categories. The plan includes providing a mentor and additional professional development activities to new teachers.	☐YES ☐YES	The plan addresses strategies to recruit and retain staff to meet the needs of students. ✓ Promotion/career growth and flexible working conditions and hours to retain staff. ✓ Recruitment and retention plan is in place that includes interview questions. ✓ An individual professional development plan for new teachers and experienced teachers with new teaching assignments.	☒YES	
PART B: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES							
REQUIREMENT 6 School uses 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.	Plan does not describe how school has or is using data to identify and implement instructional programs.	☐YES	Plan describes how school has/is using data to identify and implement instructional programs. Plan does not describe how programs are aligned vertically and with state standards.	☐YES ☐YES	Plan describes how data have been used to identify and implement researched based instructional programs. Plan discusses how programs are aligned with state standards.	☒YES ☒YES	

TRANSFORMATION	GETTING STARTED		PARTIALLY COMPLIANT		COMPLIANT		COMMENTS
REQUIREMENT 7 The school promotes the continuous use of individual student data to inform and differentiate instruction.	Plan describes minimal use of student data to inform instruction. Data use is primarily from state assessment results. No mention is made of how data is used to differentiate instruction.	☐YES ☐YES	School has a plan for using student data to inform instruction. Some mention is made of data use that comes from formative and interim assessments to differentiate student instruction.	☐YES ☐YES	School has a plan for using student data to inform instruction. ✓ Plan details PD on data use and describes how teachers have easy access to data on their students. ✓ Details are provided on the use of data in addition to state assessments (formative, interim) and how it will be used to inform and differentiate instruction. ✓ Teachers are trained on data usage and can access assigned student's data with ease. ✓ Teachers prepare standards-aligned lessons and differentiated activities. ✓ Student learning assessed frequently using standards-based classroom assessments. ✓ Parent communications are frequent and include useful information about homework practices. ✓ Plan includes varied modes of instruction (teacher-directed whole-class; teacher-directed small group; student-directed small group, etc.). ✓ Teachers employ effective classroom management.	☒YES	
PART C: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT							
REQUIREMENT 8 Increased time for core academic subjects; enrichment activities for students; collaboration time for teachers.	Plan does not address the three components of the requirement.	☐YES	Plan only partially addresses all three components of the requirement.	☐YES	Plan addresses all of the components of increased time: ✓ Use creative strategies to allocate funds or flex schedules to support extended learning time.	☒YES	

TRANSFORMATION	GETTING STARTED		PARTIALLY COMPLIANT		COMPLIANT		COMMENTS
					All Core academic subjects included. ✓ Monitor progress of the extended learning time programs and strategies being implemented, using data to inform modifications.	☒YES	
					Enrichment activities for all students. ✓ Assess areas of need, select programs, and strategies to be used and identify community partners. Create and sustain partnerships to support extended learning. ✓ Create enthusiasm for extended learning programs and strategies among parents, teachers, students, civic leaders, and faith-based organizations through information sharing, collaborative planning, and regular updates.	☒YES	
					Collaboration time for all teachers. ✓ Ensure that teachers use extra time effectively when extended learning is implemented within the school program by providing targeted PD.	☒YES	
					The following schedules are attached in Appendix C. a. Daily school schedule. b. Teacher collaboration schedule. c. Student schedule that demonstrates increased learning time.	☒YES	

TRANSFORMATION	GETTING STARTED		PARTIALLY COMPLIANT		COMPLIANT		COMMENTS
REQUIREMENT 9 Provide ongoing mechanisms for family and community engagement.	Plan gives minimal information regarding how families and the community will be involved.	☐YES	Plan gives some information about how families and/or the community will be engaged in the transformation efforts.	☐YES	Plan contains detailed information about multiple strategies that will be used to integrate the family and the community into the improvement efforts.	☒YES	Not clear how these activities are related to the transformation model.
PART D: PROVIDING OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT							
REQUIREMENT 10 Provide operational flexibility to the school (staffing, calendars, time, and budgeting) to implement a comprehensive approach to increase student achievement and graduation rate.	Plan gives minimal information about the flexibility the district will provide to the school.	☐YES	Plan describes some details pertaining to the operational flexibility that the district will provide to the school.	☐YES	Plan details the operational flexibility in staffing, calendars, time, and budgeting. ✓ Align resource allocation (money, time, human resources) with the school's instructional priorities. ✓ Negotiate union waivers if necessary. ✓ Consider establishing a turnaround office or zone to also include transformation and other models. ✓ Examination of current district policies and structures related to central control and make modifications to fully support transformation. ✓ Re-orient district culture toward shared responsibility and accountability, and establish performance objectives for the school.	☒YES	
REQUIREMENT 11 The district will ensure that the school receives ongoing, intensive technical assistance and related support from the district, the ISD, MDE, or other external partners.	Plan gives minimal details about how the district will support the school's efforts.	☐YES	Plan describes how the district will support the school's efforts, but does not mention any assistance from other partners.	☐YES	Plan details how district will support the school's reform efforts. Plan describes technical assistance that will be sought from outside sources to assist the school that should include at least one from the list below: • ISD • MDE • External Provider	☒YES ☒YES	

PART E: RUBRIC REVIEW OF OVERALL PLAN							
TRANSFORMATION	**GETTING STARTED**		**PARTIALLY COMPLIANT**		**COMPLIANT**		**COMMENTS**
REQUIREMENT 12 Plan is clear and cohesive.	Plan shows little evidence of planning for a cohesive approach that will lead to significant gains in student achievement. No plans are in place to sustain improvements after the end of the plan.	☐YES	Planning appears to be complete for year 1, but years 2 & 3 are not well spelled out. Minimal reference is made to the longer term plan to sustain improvements after the end of the plan.	☐YES	Plan shows evidence of a well-thought out approach to improving student achievement over a three-year period. Cohesive activities are planned that are designed to lead to significant gains in student achievement. Appropriate staff is in place to oversee implementation activities. Plans are in place to sustain improvements.	☒YES	

SCHOOL INFORMATION

District: Lincoln Consolidated Schools

School Name: Lincoln Senior High School

Address: 7425 Willis Road, Ypsilanti, MI 48197

School Code: 01287

REFORM MODEL SELECTED: PLEASE READ EACH MODEL DESCRIPTOR AND THEN SELECT ONE.

☒ **Transformation** – The Transformation Model addresses four specific areas: 1) developing teacher and school leader effectiveness, which includes replacing the principal who led the school prior to commencement of the transformational model; 2) implementing comprehensive instructional reform strategies; 3) extending learning and teacher planning time and creating community-oriented schools; and 4) providing operating flexibility and sustained support.

☐ **Turnaround** - The Turnaround Model includes among other actions; replacing the principal and at least 50 percent of the school's staff, adopting a new governance structure and implementing a new or revised instructional program.

☐ **Restart** – The Restart Model closes the school and reopens it under the management of a charter school operator; a charter management organization; or an educational management organization selected through a rigorous review process. A restart school would be required to enroll, within the grades it serves, any former student who wishes to attend.

☐ **Closure –** The Closure Model would close the low-achieving school and enroll the students who attended that school in other high-achieving schools in the district.

-DIRECTIONS-

FIRST TIME SUBMISSIONS: If you are submitting a reform/redesign plan for the first time please complete page 2 and then proceed to the following pages to complete your plan:

Transformation Model:	**Your plan will start on page 4**
Turnaround Model:	**Your plan will start on page 6**
Restart Model:	**Your plan will start on page 8**
Closure Model:	**Your plan will start on page 11**

REVISIONS ONLY: If you are submitting revisions, please place an X indicating whether it is the first or second revision:

REVISION: ☐ 1 ☐ 2

All revisions must be submitted in a different, BOLD font, and clearly identified in the table of contents. Only submit the section(s) you want to revise.

ALL COMPLETED REDESIGN PLANS MUST BE SUBMITTED ELECTRONICALLY TO:

MDE-SROplans@michigan.gov

For additional help, please contact the State Reform Office at 517-335-2741.

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THE TRANSFORMATION MODEL STARTS HERE:

Descriptor: The **Transformation Model** addresses four specific areas: 1) developing teacher and school leader effectiveness, which includes replacing the principal who led the school prior to commencement of the transformational model; 2) implementing comprehensive instructional reform strategies; 3) extending learning and teacher planning time and creating community-oriented schools; and 4) providing operating flexibility and sustained support.

Directions: The following items are required elements of the **Transformation Model**. Write a concise, cohesive and comprehensive description after each requirement describing how the requirement will be implemented in the school. Each description should also identify who is responsible for implementation and when implementation will take place.

I. TRANSFORMATION MODEL COMPONENTS

PART A: DEVELOP/INCREASE SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS

1. Describe how the building principal was replaced or how the existing principal meets the 2 year rule. Please include the leaders name and discuss how the leader meets the criteria for a turnaround principal. (Maximum 2500 characters)
   On November 8, 2010, the Lincoln Board of Education discussed filling the upcoming vacant high school principal position (agenda item 10.11). The recommendation to fill the Executive Director of Human Resources position with the existing principal created the open high school principal position. Consequently, and simultaneously, the superintendent recommended that Mr. John Dignan be promoted to interim high school principal. This was approved by the Board of Education on November 22, 2010. Mr. Dignan served as interim principal from January 2011 through June 30, 2011 Additionally, based on discussion at the November 22, 2011, board meeting, should Mr. Dignan move the high school in a positive direction, he would be considered to interview for the permanent position.

   The timeline for posting the high school principal position was discussed at the May 9, 2011, Board of Education meeting. During discussion of Agenda Item 7.1, the board decided that based on information provided, Mr. Dignan was indeed moving the high school forward in a positive direction. Subsequently, Board members were polled to determine their interest in interviewing Mr. John Dignan for the permanent position of LHS Principal at the next regularly scheduled Board meeting (Board minutes 7.1).

   Following a public interview process (agenda item 6.1) at the May 23, 2011meeting, the Lincoln Consolidated Schools Board of Education voted unanimously to hire Mr. John Dignan (agenda item 10.2) as the new Lincoln High School Principal, effective July 1, 2011. Mr. Dignan was asked specific questions pertaining to school improvement, increasing student achievement, and changing the overall culture of the high school. We believe that Mr. Dignan meets the criteria for the principal who

will lead the transformation model, and he has the full support of the Lincoln community.

Appendix A includes:

1. Interview Questions
2. Board Agenda November 8th, 2010
3. Board Minutes November 8th, 2010
4. Board Agenda November 22nd, 2010
5. Board Minutes November 22nd, 2010
6. Board Agenda, May 23rd, 2011
7. Board Minutes, May 23rd, 2011

2. Detail the collaborative (teacher and principal) process used to create a teacher and leadership evaluation plan and explain how the evaluation includes student growth as a significant factor. (Maximum 1250 characters)

In the spring of 2010, the Lincoln Consolidated Schools' administration – in consultation with the Lincoln Education Association (LEA) – redesigned the evaluation process and tools for teachers K-12. A 40% student growth component was built into the evaluation, which is currently implemented for all staff. Over several meetings and iterations, the evaluation tools were finalized, as was new contract language around expectations on observations, evaluations, and assignment to Individualized Development Plans. The LEA and the District signed a letter of understanding officially authorizing the use of the new evaluation tools.

Rubrics were developed based on the Charlotte Danielson model of teacher evaluation for use with the new evaluation tools. The administrator evaluation tool is currently under development in collaboration with the Lincoln Administrative Association (LAA), Washtenaw Intermediate School District, and county schools. It is expected that this model will be implemented upon completion and will incorporate student growth measures and administrator effectiveness.

Appendices B1 - B4 include:

1. Flow charts of evaluation process
2. Evaluation Tools
3. Evaluation rubrics
4. Letter of understa

Please attach a copy of the Evaluation Tool in Appendix A of this template.

3. Specify how the school will identify and reward school leaders, teachers, and other staff members who have increased student achievement. Additionally, describe how the school will remove leaders and staff members who have been given multiple opportunities to improve professional practice and have not increased student achievement outcomes. (Maximum 3750 characters)

Identify and Reward

Administrators will be identified through annual improvement in aggregate MME scores in math and ELA as defined in their building school improvement plan and LAA evaluation tool. We will create a matrix of reward systems from approved PLA plans.

A subset of the PLA committee will work with stakeholders (LAA, Central Office, Board) to evaluate examples of reward systems and seek Board approval.

The terms for identifying teachers are outlined in the collective bargaining agreement. Standardized test scores are weighted at 10%, classroom assessments at 20-30%, and other measures of growth at 0-10%. Monetary reward stipends are currently identified, but a subset of the PLA committee will develop a matrix of reward systems from approved PLA plans. The PLA committee will work with stakeholders (LEA, administrators, Board) to evaluate examples of reward systems and seek Board approval. In order to ensure the process remains fair, consistent, and equitable, the oversight committee will develop systems with LEA and administration that include an annual evaluation.

The terms for identifying and rewarding other personnel not subject to the current evaluation systems (paraprofessionals, student services staff, intervention coach, and Dean of Students) will be developed from a subset of the PLA team. The subset will create a matrix of various identification and reward systems from approved PLA plans. The oversight committee will work with stakeholders to evaluate examples of reward systems and seek Board approval.

Tiered reward system of points tied to student achievement attributes include:
1. Compensatory time
2. Rewards with area businesses
3. Lead PD stipends
4. Opportunities to attend local, state, and national PD
5. Preferential appointment for extra compensation roles (dept. chair, sponsors, etc.)

Removal
LAA and LEA members will be removed following current collective bargaining agreements and new evaluation procedures. Upon expiration of these agreements, Board policies outlining the removal of administrators and teachers will be developed to meet the new legislation. Paraprofessional removal guidelines fall under current collective bargaining agreements and Board policies.

The oversight committee will work with stakeholders (LEA, LEAO, LAA, Central Office, Board) to evaluate removal policies/systems annually for revisions.

Upon expiration of the collective bargaining agreement, minimally effective and ineffective teachers will be put on an improvement plan as required under new state legislation using the teacher evaluation process. Beyond state requirements, LHS will seek to identify and remove minimally effective and ineffective teachers by taking the following steps:
1. Redesign of teacher leadership roles to ensure only effective and highly effective (as determined by the teacher evaluation process) teachers are eligible to serve in leadership roles within their department or academy.

2. Current law requires that an IDP is developed with mutually agreed upon performance-based goals for improvement between the administrator and teacher. LHS will develop and use a progressive version to include:
a. Goals directed by administration and removal from extra duties so the affected teacher can specifically focus on areas of improvement
b. Goals directed by administration and removal from extra duties, as well as and up to two days without pay in which the affected teacher is expected to visit classrooms and complete an action plan of how they will implement the effective strategies learned.
3. Continuation of the current IDP if rated minimally effective into subsequent school year
4. Dismissal upon final evaluation if still rated ineffective

4. Describe plans and timelines for ongoing, high quality; job embedded professional development (subject specific pedagogy, differentiated instruction or a deeper understanding of the community served). Show how professional development is aligned and designed to ensure that staff can facilitate effective teaching and learning and have the capacity to successfully implement the school reform strategies. (Maximum 6250 characters)
An embedded professional development plan (Appendix C) will include key themes over a three-year period. Staff meetings (four per month) will be structured to incorporate PD time around topics outlined in this plan. Release time and summer workshops will train staff in areas most crucial to this plan. In years 1-3 the goal will include one day per week for two hours of staff development, achieved with a late start to the day. Additionally, a common plan time during the day will be developed within the master schedule so teachers in magnet clusters and departments can meet and develop interdisciplinary lessons minimally 2-3 times per week.
As identified in question six, Lincoln High School will reinvigorate and expand current professional learning initiatives in adolescent literacy, mathematics instruction, and data teams.

Reading Apprenticeship (RA)
WestEd's Reading Apprenticeship (RA) helps teachers support students to become motivated, strategic, and critical readers, thinkers, and writers. This research-based instructional framework supports adolescent students at all levels, develops positive literacy identities, and engages with challenging academic texts.

Lincoln High School has had a number of teachers trained in RA. This three-year plan is intended to revitalize the RA initiative at LHS and train the remaining staff. In addition to these previously trained teachers, LHS has developed a Reading Apprenticeship Improving Secondary Education (RAISE) team this year that includes: Renèe Whitley – ELA, Paul Marks – History/Social Studies, Amy Conant – Biology, and Sonya Haynes – Social Studies.
To reengage LHS teachers in the RA work, we propose that previously trained teachers participate in cross-district observations, debriefs of those observations, and planning for classroom implementation as a team. This group would meet monthly and will be responsible for planning and implementing RA as well as

collecting student work to share with the group. In addition to these monthly meetings, WISD RA staff will be visiting classrooms and providing feedback to track program fidelity.

Study Math Learning (SML)

Appendices C and D outline the research-based development of the Study Math Learning (SML) professional learning opportunity that will be afforded to our teachers along with the timelines. This is an outline of the professional development timeframe through remainder of this school year.

Thirteen Lincoln High School and Middle School (Algebra only) teachers will attend the initial SML training on November 3rd, 4th, 14th, and 15th. Due to the specific curricular needs in the area of secondary mathematics, Lincoln High School will coordinate follow-up sessions focusing on its needs rather than joining the county-wide group. Because the entire high school math department is involved, these follow-up sessions should be scheduled as five days per course with half of the teachers attending each course session.

The teachers attending follow-up sessions will be assigned based on their schedule (Appendix C).

Algebra: Halalay, Green, Murphy, Weathers, Weathers, Pocock, Kovacs, Crowner (8)
Algebra II: Arington, Duchene, Hill, Malboeuf, Nowak, Stearn (6)

The initial sessions will focus on determining the major themes for each of the courses, beginning with a pacing guide that clarifies timelines and essential skills. Staff will also begin to explore the 8 Mathematical Practices from the Common Core State Standards. The remaining sessions will focus on creating, piloting, and providing feedback of three engaging lessons for each theme's unit of study. The lessons will serve as unit openers, a midpoint lesson will be used to help tie ideas together, and a culminating lesson that demonstrates student understanding of the themes. As staff work through these lessons, they will begin to add them to the pacing guide as agreed-upon instructional practices. Staff will also examine and pilot common pre-, post-, and formative assessment items.

In order to clearly understand the supports that will be necessary to complete this work, classroom observations will be necessary. The initial schedule for classroom observations is as follows (Appendix C):

November 8th (five teachers): Beginning 2nd hour – Hill (A2), Halalay (G), Duchene (G), Green (A1), Arington (A2)

November 10th (five teachers): Beginning 2nd hour – Weathers (A1), Malboeuf (A2conc), Nowak (A2conc), Murphy (G), Stearn (PC)

Building-Level Data Teams and Developing a Balanced Assessment System

Doug Reeves' research on the 90-90-90 schools has been extensive over the last decade (Reeves, 2003)
Lincoln High School will partner with The Lead and Learn Center to train all staff in the following key areas:

1. Implement and refine professional collaboration
2. Improve teaching, learning, and leadership
3. Institute teacher-based teams
4. Establish professional learning communities
5. Learn research that supports the Data Teams process
6. The Data Teams meeting process
7. How to implement the Data Teams process
8. The connection between the Decision Making for Results process and Data Teams
9. How to use solutions-based approach specific to the needs of our school
10. Other Job-Embedded Professional Learning

The research-based work of Doug Reeves and The Lead and Learn Center can be accessed through www.leadandlearn.com/on-site-professional-development.

In addition to the SML, RA, and Data Team work, staff will participate in PD over the next three years during staff meetings, during designated district PD days, after-school training, and during the summers of 2012, 2013, and 2014 as outlined in Appendix C.
Please attach a copy of the Professional Development calendar into Appendix B

5. Detail how the school will implement strategies such as, increased opportunities for promotion and career growth, and/or flexible working conditions designed to recruit and retain staff to meet the needs of students in a transformational school. (Maximum 3750 characters)
Lincoln High School will actively work with Central Office to provide structured opportunities for highly effective and effective faculty to engage in additional leadership roles. Further, flexible working hours will be developed to coincide with the expanded time for learning and alternate scheduling options outlined in question eight. The District and LEA leadership is committed to working together to ensure sustainability of these changes in the working conditions.

Staff evaluated as effective or highly effective will be given the following opportunities for career growth:

1. Academy coordinators
2. Professional development leaders
3. Co-department leaders (curriculum and data)
4. Enrichment positions
5. Online teaching opportunities
6. Additional Schedule B position(s)

Staff evaluated as effective or highly effective will be given the following opportunities for flexible working conditions:

1. First preference on the flexible course schedule outlined for years 2-3 once implemented
2. Preference on teaching additional hours of instruction (zero hour, early access, online courses outside of the school day)

PART B: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES

6. Specify how the school will 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. (Maximum 6250 characters)

After a review of the LHS' qualitative and quantitative data, it is clear that there are inconsistent data sources. Specifically, the only true data points come from the Michigan Merit Exam (MME), which showed significant deficiencies in ELA and math. Student performance has declined in these areas over the past several years. This is the only summative assessment given at the high school. The data (See Figures 1-2 in Appendix D) shows the number of students who have met/exceeded or not met the criteria needed to pass the MME. Although the numbers fluctuate with each cohort of students, the number of students "Not Met" is consistently higher than the number of students "Met or Exceeded" for each year in math and ELA.

To address this continued decline, staff will participate in rigorous, job-embedded, research-based professional development in math and ELA.

Study Math Learning (SML)

Study Math Learning was developed as a result of the intensive research and study of mathematical research, achievement, dispositions, premises, and beliefs of teachers and learners. A complete description of this work can be found in Appendix D. This document, Developing Mathematical Literacy: Improving Mathematics Achievement in Livingston and Washtenaw Counties, provides in-depth research and findings of the Mathematics Steering Committee in 2008.

The SML program creates mathematically literate students by providing opportunities for students to engage in problem solving, critical thinking, and meta-cognition. In order for students to have these opportunities, teachers must create problems that both address the mathematics that should be taught in the course with attentiveness to context and relationship with the mathematics that comes before and after the current course, as well as all access to students of all abilities. When engaging in these types of problems, all students contribute to the solution of the problem and are engaged in the work. Additionally, struggling students have opportunities for just-in-time teaching and for working through the mathematical issues that are at play so that they are open to others' thinking and solutions. These problems also allow extension opportunities for students who are ready for more challenging work.

The SML program first allows teachers to solve these types of math problems with teachers K-12 so that they can experience first-hand how students with varying backgrounds and experiences can work together, learn from each other, and get to the same level of understanding given an appropriate problem. The second phase

allows teachers to work collaboratively to craft these types of problems for their own classrooms and to focus on teaching for understanding. Using these problems in the classroom is true differentiation without tracking students and without preventing them from accessing the same material as their peers.

The work is led and facilitated by Nicole Garcia, Math Coordinator for Washtenaw ISD and Director of LAWMASC for Livingston and Washtenaw Counties.

Reading Apprenticeship (RA)
A vast amount of research went into the planning and initial framework of Reading Apprenticeship in Washtenaw County and the results have been astonishing (See Figure 3 in Appendix D).

Reading Apprenticeship is appropriate for all populations in the school setting. There are documented positive effects for students in special education, those considered "at-risk," students in minority populations, and students receiving free or reduced lunch subsidies (See Figures 4 through 6 Appendix D).

Figure 4 shows growth fall to spring in Degrees of Reading Power (DRP) units for various populations exposed to RA. Figure 5 shows DRP Gains Comparing Regular and Free/Reduced Lunch Populations. Figure 6 shows Comparison of DRP Performance for Grade 7 Students Considered to be At-Risk of Academic Failure.

As stated in question four, all LHS teachers core and non-core will be trained in RA.
Other Data Sources:
Our AdvancEd High School Student Opinion Inventory provided another lens on how students view the culture of teaching and learning. For each of the questions on the opinion inventory, students could respond SA-Strongly Agree, A-Agree, N-Neutral, D-Disagree, SD-Strongly Disagree, and NA-Do Not Know/Not Applicable.
The highest area of response was “Neutral” for most questions, and the results of the Opinion Inventory clearly indicated that we could do more to make the culture of teaching and learning a more effectivel and relevant experience for high school students.

A review of the National Clearing House Data gleaned the number of students from LHS who were attending two- and four-year universities and the career paths in which students were selecting as majors. This data was used to develop a list of potential magnets. By the end of December, 2011, students will complete a magnet interest survey that will identify three or four key areas for theme-based magnets that will be piloted in fall 2012 and fully developed by fall 2013.
Also reviewed were the Top 25 Fasting Growing Employment opportunities in Michigan through the year 2016 at www.michigan.jobs.topusajobs.com. The top 10 occupational titles were:

1. Network Systems/Data Communications Analysts
2. Personal and Home Health Aides

3. Computer Software Applications Engineers
4. Medical Assistants
5. Marriage and Family Therapists
6. Physical Therapist Assistants
7. Forensic Science Technicians
8. Personal Financial Advisors
9. Gaming Supervisors
10. Pharmacy Technicians

We believe the magnets will ensure that learning is meaningful and relevant, and can lead to viable employment and/or postsecondary entry.
Potential magnets range from sports medicine, engineering, cyber information assurance, to cadet teaching. Lincoln High School leadership and instructional staff will work with a consultant who has developed magnets and career pathways in schools in Oakland County.

7. Describe how the school promotes the continuous use of individual student data (such as; formative, interim, and summative) to inform and differentiate instruction to meet individual student needs. (Maximum 6250 characters)
We can leverage resources to reach the next level of student achievement. The Lead and Learn Center has developed an approach to professional development that will assist LHS in increasing student achievement. This will be accomplished through the specific practices of Common Formative Assessment, Data Teams, and Power Strategies for Effective Teaching.
The process of Common Formative Assessment provides a consistent tool that Data Teams and individual educators can use to monitor practices and make adjustments throughout the year to refocus instruction and increase achievement.
Lincoln High School will see the following benefits when it develops these processes over the next two years:
1. Empowered teachers utilizing educational tools that work
2. Accurate, timely, useful data on specific student needs tied to specific standards
3. Structure to use that data to make informed decisions that target specific student achievement gains
4. Effective collaboration to ensure teacher actions target student needs
5. Greater ability to analyze student work
6. Powerful strategies to engage learners across different content areas
7. Proven processes to strengthen literacy across all levels of student understanding

Common Formative Assessments will provide teachers with a continuous flow of data to analyze and make strategic changes throughout the school year. These assessments are aligned to the standards and allow educators to understand in a timely manner exactly what students need.
It is necessary for teachers to learn how to develop their own Common Formative Assessments as vehicles for short, real-time feedback. These assessments can be compiled created for the entire district. This process will give teachers and leaders the assessment literacy they need to consistently understand student needs and to differentiate appropriately.

Benefits of using Common Formative Assessments:
1. Regular and timely feedback regarding student attainment of the most critical standards in order to better meet diverse learning needs of all students
2. Multiple-measure assessments that allow students to demonstrate their understanding in a variety of formats
3. Ongoing collaboration opportunities for grade-level, course, and department teachers
4. Consistent expectations within a grade level, course, and department regarding standards, instruction, and assessment priorities
5. Agreed-upon criteria for proficiency to be met within each individual classroom, grade level, school, and district
6. Deliberate alignment of classroom, school, district, and state assessments to better prepare students for success
7. Results that predict how students are likely to do on each succeeding assessment in time to make instructional modifications

Data Teams can be highly effective in the development of Professional Learning Communities. Common Formative Assessment then becomes a valuable tool that will dramatically increase the value of Data Teams. Teachers and administrators can harness the power and value in this supportive, organized, and accountable method, with sincere focus on continuous improvement.
Here are just a few benefits of implementing Data Team protocols:
1. Supportive accountability of educators to improve instruction
2. Empowered teachers focused on best practices that connect them to their Data Team, their school, and their district
3. Improved collaboration and instruction
4. Dramatically increased student achievement

An especially powerful way of creating a fully aligned school system is to implement Data Teams at all levels: District-level Data Teams, Building-level Data Teams, and Teacher/Instructional-level Data Teams. Lincoln High School will pave the way for this structure to be implemented district-wide.
The Center's Power Strategies for Effective Teaching seminar shows educators when to select and how to utilize the top fifteen strategies in all content areas to engage students using the most salient research-based practices. Power Strategies for Effective Teaching is an umbrella process that reaches across all curriculum areas. It teaches practitioners how to more effectively choose instructional strategies aligned with best practices to target student learning, pulling from Marzano, Danielson, Hattie, and the most up-to-date research. The focus is on determining when to use which instructional strategy for maximum impact.
Educators will benefit from Power Strategies for Effective Teaching in the following ways:

1. Ability to select more successful instructional strategies aligned with current evidence of student learning
2. Capacity to more effectively engage learners

3. Strengthened literacy in all curriculum areas
4. Dramatically increased student achievement

The following three levels of support will take place to reach deep implementation:
1. Intensive Interactive Seminar
2. Building Internal Capacity and Sustainability through Certification Training
3. Rigorous job-embedded support through coaching visits

Every tier builds a stronger level of support and internal capacity to sustainably reach school goals.

PART C: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT

8. Explain how the school will establish schedules and strategies that provide for increased time for all students to learn core academic content, by expanding the school day, week or year (Specify the amount of time added). Include enrichment activities for students and increased collaboration time for teachers. (Maximum 3750 characters)
Over the next three years, there will be a focus on two components.

1. We will add minutes to the day in order to do the following:
For Students:
a. Add a 7th instructional period (with transportation options for students) at the end of the day for additional core course instruction, credit recovery, online course offerings (which could also be done from home), enrichment classes, instructional assistance, and/or instructional related internships in the senior year (Appendix E)
b. Offer an early access component (zero hour) for students needing extra assistance, support, and/or tutoring
c. An advisory period prior to the beginning the instructional day (after the zero hour) where students receive a structured advisory curriculum that will incorporate soft-skill development, test-taking strategies, advising on course and magnet selection (during the freshman year), and connecting students to interventions and enrichment opportunities available each day
d. Saturday school options for students that need additional assistance and would like additional enrichment and/or online learning opportunities
e. Summer jump start option (8.5) for students entering the high school as freshmen that have been pre-identified using the ACT Explore as at-risk of struggling in one or more of the core areas with emphasis on language arts and mathematics
f. Development of an early warning system to provide remedial services for students who are failing two or more classes and/or performing below 70% on core course assessments. Identified students will participate in mandatory intervention(s)
For Staff:
a. Include one day per week for two hours of staff development (Data Teams, Critical Friends Groups), which will be achieved with an early release to the day

b. Common planning time during the day will be developed within the master schedule for teachers in magnet clusters and departments to meet and develop interdisciplinary lessons at least two to three times per week
c. Staff meetings (four per month) will be structured to incorporate additional staff development time around Data Teams, Critical Friends Groups, and analysis of formative/summative assessments of students.

2. We will investigate student and community interest in extended day and/or evening options and alternative schedules. This will be designed to allow students to choose when they can be in school on a flexible schedule with different start and end time options. Partnerships with business and post-secondary institutions will be set up to create magnet options and/or dual enrollment choices in planned programs based on student interest and available support. Some possible flex time alternatives include:

a. Six or seven periods in our normal time slot (7:25 to 2:40)
b. An early start for students (6:25 to 1:40)
c. A late start for students (10:25 to 5:40)
d. Other alternative scheduling allowing for online classes

Attach a copy of the school schedule, sample student schedule, and teacher collaboration schedule or executed addendum to support the implementation of the extended learning time model in Appendix C.

9. Describe strategies for continuous engagement of families and community. Detail how the school will provide for the ongoing family and community engagement. (Maximum 3750 characters)

Lincoln High School will use the following strategies and resources to engage the families and community in the development of activities contained within the PLA plan:

1. Leading Innovating Networking Creating Community (LINC) parent group charged with advising staff on issues surrounding the high school and increasing parent involvement
2. Development of a parent resource room that includes advising for parents and students on college selection , the application process, and scholarship/financial aid options
3. Curriculum nights and workshops for parents on how to help their students at home
4. Regional Alliance for Health Services will be put in place beginning January 2012 that will offer a full-service health center available to students all day and into the evening.
5. Using professional parents and business members in the community to assist the development of magnets and internships associated with each magnet program
6. Partnering with area universities on the development of magnets, internships, dual enrollment options, staff development, and online courses. Partners include:
a. The University of Michigan

b. Eastern Michigan University
c. Wayne State University
d. Cleary University
e. Washtenaw Community College
f. Monroe Community College

PART D: PROVIDING OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT

10 Describe how the district will provide the school with operational flexibility (staffing, calendars, time, budgeting) to implement a comprehensive approach to substantially increase student achievement and increase graduation rate. (Maximum 3750 characters)

The district will continue to collaborate and negotiate with the bargaining units at all levels to implement the PLA plan. District efforts to gather and organize data will focus on accessibility and training.

The district will support PLA efforts by encouraging the restructuring of current building-level committees. The new structure will establish a building-level leadership team whose charge is to guide LHS through the school improvement (SIP)/redesign process. All steps of the school improvement process will depend on data (perception, performance, and process). To that end, LHS will establish a site management team to gather and analyze data and then move through the school improvement process. This team will consist of data department chairs, Professional Development and Curriculum Development Committee representatives, and Council for Excellence elected members. This team will meet monthly, and they will elect a teacher to attend all district-level meetings with the LHS Principal.

The superintendent and central office staff, including members of the administrative council, is restructuring the budget creation and implementation process for the district. The goal of this restructuring is to move all building -level administrators to a site-based budgeting and planning process to align building goals with district goals and resources. The Lincoln High School redesign will be central to the budget restructuring process.

This site management team will:

1. Represent the larger staff (liaison)
2. Establish a building vision (in alignment with district vision)
3. Examine existing data to develop improvement goals
4. Develop a plan (system of interventions and strategies to accomplish goals)
5 Identify measures to monitor progress (additional data tools)
6. Identify the necessary resources in implementing the PLA plan

The site management team will also serve within the other building level PLC's. All staff will sit on at least two PLC's (of the four PLC's focused on school improvement).

Each of the PLC's will meet monthly, and staff members not involved in PLC meetings will engage in student academic or behavioral interventions. The focus of each PLC will be as follows:

1. Site Management Team: Use of data to create and monitor school improvement plan
2. Departments: Accomplishment of strategies and goals of SIP through curricular focus
3. Co-Curricular: Accomplishment of strategies and goals of SIP through extra-curricular involvement.
4. Grade- Level Teams: Accomplishment of strategies and goals of SIP through interdisciplinary efforts and development of the well- rounded student.

The district will also implement a reward system that offers incentives based on teacher evaluations, provide the professional development included as part of the redesign plan, and look for creative solutions to meet the needs of the proposed flexible/extended scheduling options.

11 Describe how the district will ensure that the school receives ongoing, intensive Technical Assistance and related support from the district ISD, Michigan Department of Education, or other designated external partners or organizations. (Maximum 3750 characters.)

The Washtenaw Intermediate School District (WISD) has been an integral partner with Lincoln High School in the redesign plan. Additionally, the WISD in partnership with Lincoln High School will provide the following professional development in support of the PLA plan

1. Study Math Learning
2. Reading Apprenticeship
3. Critical Friends Groups
4. Data Teams (in conjunction with Doug Reeves)

Other external partners include:

1. Eastern Michigan University
   a. Ongoing Professional Development
      i. Differentiated Instruction
      ii. Special Education / Co-teaching/Universal Design for Learning
      iii. Cultural Competency
   b. Pre-service Teachers
   c. Grant Writing
   d. S.T.E.M Magnet Development
2. College Board
   a. Own the Turf Counselor Training
   b. District Diagnostic
   c. Professional Development
3. University of Michigan
   a. Regional Alliance for Healthy Students
   b. ACT Prep Courses

c. Intergroup Social Work (student/teacher race relations)
d. Young People's Project (mathematics mentor project
4. Washtenaw Community College
a. Dual Enrollment opportunities tied to magnet programs
5. Cleary University
a. Dual Enrollment opportunities tied to magnet programs
6. Eastern Leaders Group of Washtenaw County
7. Rotary Club of Ypsilanti
8. South and West Washtenaw Consortium
a. CTE programs

TRANSFORMATION SCHOOLS WILL STOP HERE.
MAKE SURE TO UPDATE APPENDIXES A-C

THE TURNAROUND MODEL STARTS HERE:

Descriptor: The **Turnaround Model** includes among other actions, replacing the principal and at least 50 percent of the school's staff, adopting a new governance structure and implementing a new or revised instructional program.

Directions: The following items are required elements of the **Turnaround Model**. Write a concise, cohesive and comprehensive description after each requirement describing how the requirement will be implemented in the school. Each description should also identify who is responsible for implementation and when implementation will take place.

II. TURNAROUND MODEL COMPONENTS

PART A: DEVELOP SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS

1. Describe how the building principal was replaced or how the existing principal meets the 2 year rule. Please include the leaders name and discuss how the leader meets the criteria for a turnaround principal. (Maximum 2500 characters)

   Describe how the district will provide the school with operational flexibility (staffing, calendars, time, budgeting) to implement a comprehensive approach to substantially increase student achievement or increase graduation rates. (Maximum 3750 characters)

2. Describe how the school will use locally adopted competencies to measure the effectiveness of the principal and staff who works within the turnaround school. (Maximum 3750 characters)

   Please attach a copy of the adopted competency tool or the evaluation tools that includes a significant connection with student growth in Appendix A of this template.

3. Specify how the school will screen all existing staff and rehire no more than 50 percent. (Maximum 3750 characters)

4. Detail how the school will implement strategies such as, increased opportunities for promotion and career growth, and/or flexible working conditions designed to recruit and retain staff to meet the needs of students in a transformational school. (Maximum 3750 characters)

PART B: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES

5. Describe plans and timelines for ongoing, high quality; job embedded professional development (subject specific pedagogy, differentiated instruction or a deeper understanding of the community served). Show how professional development is aligned and designed to ensure that staff can facilitate effective teaching and learning and have the capacity to successfully implement the school reform strategies. (Maximum 6250 characters)

   Please attach a copy of the Professional Development calendar into Appendix B

6. Describe the new governance structure adopted that will assist with the building turnaround process. The new governance may include a turnaround office, or a turnaround leader who reports directly to the superintendent. (Maximum 6250 characters)

7. Detail how the use of data will identify and implement an instructional program that is research based and aligned from one grade to the next as well as with state standards. (Maximum 6250 characters)

8. Describe how the school will promote the continuous use of individual student data (such as; formative, interim, and summative) to inform and differentiate instruction to meet individual student needs. (Maximum 6250 characters)

PART C: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT

9. Explain how the school will establish schedules and strategies that provide for increased time for all students to learn core academic content, by expanding the school day, week or year. How much extra time has been added? Also how will the increased learning time include other enrichment activities for students and provide for increased collaboration time for teachers? (Maximum 6250 characters)

   Attach a copy of the school schedule, sample student schedule, and teacher collaboration schedule or executed addendum to support the implementation of the extended learning time model in Appendix C.

10. Detail how the school will provide appropriate social, emotional and community services that support students. (Maximum 3750 characters)

TURNAROUND SCHOOLS WILL STOP HERE.
MAKE SURE TO UPDATE APPENDIXES A, B AND C

THE RESTART MODEL STARTS HERE:

Descriptor: The **Restart Model** School is when districts close the school and reopens it under the management of a charter school operator; a charter management organization; or an educational management organization selected through a rigorous review process. A restart school would be required to enroll, within the grades it serves, any former student who wishes to attend.

Directions: The following items are required elements of the **Restart Model**. Write a concise, cohesive and comprehensive description after each requirement describing how the requirement will be implemented in the school. Each description should also identify who is responsible for implementation and when implementation will take place.

III. RESTART MODEL COMPONENTS

PART A: District Narrative

1. Explain how the district will engage parents and community members to discuss the charter school option, including the parameters of converting a school to charter status. (Maximum 2500 characters)

2. Specify how the district will research and prioritize Charter Management Organizations (CMOs) that may address district needs. (Maximum 2500 characters)

3. Describe how the district will develop and use a rigorous selection process to identify charter school applicants. (Maximum 2500 characters)

4. Detail how the district will develop a databank of individuals interested in serving on charter school boards. (Maximum 2500 characters)

5. Describe how the district will clearly articulate the autonomy to be provided to newly formed charter schools. (Maximum 2500 characters)

6. Specify how the district will develop a set of non-negotiable performance benchmarks to serve as the basis for holding and sustaining a charter. (Maximum 2500 characters)

RESTART/Charter School Narrative Section

Part B: COMMUNITY ASSESSMENT

1. Describe the characteristics of the population and community where the proposed charter school will be located. Provide detail as to the assets and liabilities of the community within a given radius for the proposed location of the school. (Maximum 2500 characters)

2. Provide a thoughtful and detailed description of the unmet educational needs of the community with enough specificity that it becomes apparent throughout the narrative how the proposed school will serve these unmet needs. (Maximum 2500 characters)

3. Provide measurable or quantitative evidence that the community recognizes the need for the proposed school, paying particular attention to the impetus for and level of parent and other interest in the school. Where possible, detail any objective market research, surveys, or other measures of local demand for the proposed educational program. (Maximum 3750 characters)

Part C: STUDENT POPULATION

4. Detail the proposed grade levels and range of ages of students to be served, along with plans for future growth. Detail the proposed charter school's anticipated enrollment in years one through five, projecting the minimum and maximum enrollment the school is prepared to serve in each year. (Maximum 2500 characters)

5. Identify the demographic makeup of the proposed population and where these students are most likely being educated currently. Estimate the percentage of students the proposed charter school expects to qualify for federal free and reduced lunch subsidies. (Maximum 2500 characters)

6. List and describe the existing schools in the area (public, private and parochial) serving the community, and detail the competitive advantages that will set the proposed charter school apart and attract students. (Maximum 2500 characters)

7. Show how your plan has been shaped by the developmental and learning needs of students to be served. (Maximum 2500 characters)

Part D: EDUCATIONAL PROGRAM

8. Describe the vision, mission and educational goals of the proposed charter school. The description of educational goals should be complete, measurable, ambitious, tailored to the expected student population, and coordinated with the mission and vision. (Maximum 2500 characters)

9. Describe the evaluation process and the criteria used by the development team to compare curricular and instructional approaches. Describe the approaches considered and explain why the approach chosen fits the Public School Academy (PSA) target market and its educational goals. Explain why other specifically identified approaches considered were not chosen. (Maximum 3750 characters)

10. Provide a general description of the curricula to be used. Explain how you have determined (or will determine) that these curricula will lead *all* students to mastery of the Common Core Standards, Michigan's Grade Level Content Expectations (GLCE) or High School Content Expectations (HSCE), as appropriate. (Maximum 2500 characters)

11. Provide an overview of the instructional design and program to be emphasized by the school, with particular emphasis on how this approach is unique and will enhance student achievement. Be sure to detail the research foundations for the educational approach to be utilized. Outline steps the school will take to ensure that its teachers understand, gain skills needed for and practice the instructional model chosen. (Maximum 2500 characters)

12. Detail the interventions and support services to be provided by the school, such as - extended time, Head Start, latchkey, extracurricular activities, tutoring, computer training, social work services, accelerated learning for advanced students. Additionally, explain why these services were chosen to address the needs of the target population. Describe the plan for how the proposed services will be implemented. (Maximum 3750 characters)

13. Describe the ways in which the proposed charter school will ensure high-quality services to students with special needs. Describe how the services to students with special needs will be innovative. Include a description of how the proposed charter school will participate in development of the county-specific Intermediate School District (ISD) special education plan, which ensures compliance with the Individuals with Disabilities Act (IDEA). (Maximum 3750 characters)

14. Specify the proposed charter school's anticipated date of opening, and briefly describe the proposed school calendar and school day schedule. Identify if you will seek any waivers of federal or state requirements that you believe will be necessary to implement the proposed calendar and schedule. (Maximum 2500 characters)

Part E: STUDENT RECRUITMENT AND COMMUNITY INVLOVEMENT

15. Briefly describe the proposed charter school's advertising and recruitment plans, and provide an outline of the planned policy and procedures for enrollment and how the proposed school will meet state and federal requirements for open enrollment. Indicate if the proposed school plans to enter into any matriculation agreements for the purpose of providing enrollment priority to student applicants for enrollment. (Maximum 2500 characters)

16. Describe any early intervention and/or other retention strategies which will be employed to maximize the number of students who remain enrolled year-to-year, and to ensure equal access for all. (Maximum 2500 characters)

17. Describe proposed methods for involving parents and community members in the design of the school and the education of enrolled students. Describe parent involvement in the design and development process to date. (Maximum 3750 characters)

RESTART SCHOOLS WILL STOP HERE.

IV. CLOSURE MODEL COMPONENTS

Directions: The following items are required elements of the Turnaround Model. Write a concise, cohesive and comprehensive description after each requirement discussing how the requirement will be implemented in your school. Each description should also identify who is responsible for implementation and when implementation will take place.

PART A: ESTABLISH POLICY

1. Describe how closing a low-achieving school contributes to the larger district reform effort? Describe the extent to which current (or past) school interventions have failed to improved school performance and detail the strategies used to increase student performance and why they failed. (Maximum 6250 characters)

PART B: ESTABLISH CLEAR PROCEDURES AND DECISION CRITERIA FOR CLOSING SCHOOLS

2. Identify the key stakeholders; including parents, teachers, the community and business leaders that were involved in developing the criteria for closing schools Describe how the criteria and data is used to assess school performance, such as achievement, attendance and enrollment. (Maximum 6250 characters)

PART C: OPERATE TRANSPARENTLY

3. Describe how the decision to close the school will be communicated to the students, staff, parents and the general community. Provide any protocols or speaking scripts that might be used. (Maximum 3750 characters)

PART D: PLAN FOR THE ORDERLY TRANSITION OF STUDENTS AND STAFF

4. Detail your transition plan for students and staff and the final closing of the school building. (Maximum 12500 characters)

CLOSURE SCHOOL MODELS WILL STOP HERE.

APPENDIX A
COPY AND PASTE YOUR:

Copy of Leader and Teacher Evaluation Tool (for Transformation Schools)
Or
Copy of Adopted Competencies Tool (for Turnaround Schools)
(unlimited characters)

The Lincoln Senior High School teacher evaluation tools are attached in separate document due to formatting issues within this template. You will find them listed as Appendices B1-B4. Our Apendix A has all related information and support documentation for question 1.

APPENDIX B
COPY AND PASTE YOUR:

Professional Development Calendar or Timeline

(unlimited characters)

The Lincoln Senior High School professional development calendar is attached in separate document due to formatting issues within this template. Appendix C has the entire PD claendar of events within it.

APPENDIX C
COPY AND PASTE YOUR:

Daily School Schedule, Sample Student Schedule and Teacher Collaboration Schedule
Or
Executed Addendum to Support the Implementation of the Reform Model

(Maximum 6250 characters)

The Lincoln Senior High School teacher collaboration and student schedule are attached in separate document due to formatting issues within this template. They can be found in Appendix E

Redesign Plan Signature Page

MICHIGAN Department of Education

SCHOOL INFORMATION	CONTACT PERSON FOR REDESIGN PLAN
District: Lincoln Consolidated Schools School Name: Lincoln Senior High School Address: 7425 Willis Road Ypsilanti, MI 48197 School Code: 02187	Name: John Dignan Position and Office: Principal Telephone: 734-484-7000, x7060 Fax: 734-484-7012 Email: dignan@lincolnk12.org
LEA SCHOOL SUPERINTENDENT/DIRECTOR Printed Name: Ellen Bonter Signature: X Ellen Bonter Date: 11/23/11	Telephone: 734-484-7001 Fax: 734-484-7014 Email: bontere@lincolnk12.org
LEA SCHOOL PRINCIPAL/DIRECTOR Printed Name: John Dignan Signature: X John Dignan Date: 11/23/11	Telephone: 734-484-7000, x7060 Fax: 734-484-7012 Email: dignan@lincolnk12.org

LEA SCHOOL BOARD PRESIDENT

Signature: X Kimberly A Samuels Date: 11-23-11

LOCAL TEACHER BARGAINING UNIT

Signature: X Jacklyn J Shock Date: 11-23-11

The Local Educational Agency (LEA) agrees to comply with all applicable requirements of all state statutes, federal laws, executive orders, regulations, policies and conditions governing this program. The LEA understands and agrees that if it materially fails to comply with the terms and conditions of the redesign plan, fails to make satisfactory progress or does not have an approved plan, the Michigan Department of Education/State School Reform/Redesign Officer may issue an order placing the LEA into the State School Reform/Redesign School District, imposing for the LEA one of four intervention models, and an addendum to applicable collective bargaining agreements in effect for the school as necessary to implement the school intervention model.

Preface

Lincoln High School's mission states that the high school promotes education and prepares students to be responsible citizens. In addition, our premises and beliefs about teaching and learning at the high school are listed as:

We believe . . .
- The world is a learning lab.
- Students learn at different rates.
- Communication and trust are vital to educating students.
- Democracy functions best with informed, educated citizens.
- All students can learn. They have unique skills and talents.
- Students must participate in their own learning.
- High achievement is related to high expectations.
- Learning is a lifelong process.

Being identified as a persistently low-achieving high school has caused our entire community to mobilize and evaluate what might be barriers between what we espouse and how our students are actually achieving.

We have charged a group of more than twenty stakeholders to monthly review data, consider areas of needed redesign and change, conduct larger community and student surveys, and engage in a visioning process to ensure we are transforming the high school to meet the needs of our students. The stakeholder group is made up of teachers, administrators, board members, middle school representation, union leaders, district administrators, county administrators, district superintendent, and students.

In addition to the stakeholder group, we developed a leadership team and writing team to create our transformation plan. These groups have met weekly**. Figure 1** shows the commitment to this plan since placement on the PLA schools' list.

Through these weekly and monthly meetings we have embarked upon a transformational plan. The foundation of this plan is an intense desire to ensure that the community's needs, the culture and use of collaboration, and internal and external strategies to build business and community partnerships are all designed to foster support and care for students. The school is the epicenter of the community.

There are two pillars of change to support this foundation of community: culture and collaboration, and using data to enhance teaching and learning.

The first pillar is working to create a more collaborative and community-based culture in the school for students and teachers. They are seeking to accomplish this by developing theme-based magnets (**Figure 2)** that are interest driven and career focused. They have used community and student input data, senior exit survey data, and National Clearing House data as well as economic development data to identify a variety of potential magnets. Students will be polled within the coming weeks to narrow the field to three or four most sought-after programs. They will draw on their parent and business community to help develop the magnets, to provide support and input to the magnets, and to offer opportunities for career exploration and internship towards the end of their junior and/or senior year. They are also seeking to partner with a variety of our post-secondary institutions to create articulation agreements with each academy so that students can earn college credit and potentially be dual enrolled their senior year.

The second pillar of the redesign plan addresses the heart of teaching and learning. Through qualitative and quantitative data, it is clear that there is inconsistent robust and rigorous teaching and learning in the core content areas. Specifically, the Michigan Merit Exam shows significant deficiencies in ELA and Math. Student performance continues to decline in these areas over the past several years. This is the only summative assessment given at the high school. Sound data and adequate monitoring of student growth measures are limited.

The curriculum is inconsistently delivered, and students are not equitably held to high levels of academic expectation. They recognize that the lack of data does not allow for teachers to regularly engage in item analysis, diagnostics, problem solving, examination of student work, and professional collaboration. Equally important, students are not involved in their learning, and the lack of data does not offer opportunities for self-assessment, goal setting, and performance monitoring.

There are several strategies being implemented to address these issues. Three core strategies are 1) Continuation of the Reading Apprenticeship model to address adolescent and interdisciplinary literacy through the Common Core standards. 2) *Study Math Learning* for all high school math teachers. This is a research-based approach to teaching math through the "Big Ideas" concept. In addition, there will be elimination of math courses that act as a barrier for students and weaken the curriculum expectations. Using the Common Core, the curriculum will be newly aligned by grade level and state and national standards. 3) Development of a balanced assessment system and building-based data teams. The goal is to develop an extensive system of data collection, analysis, and usage to consistently monitor and adjust teaching and learning using summative assessments (when appropriate) and creating formative and interim assessments (that currently do not exist).

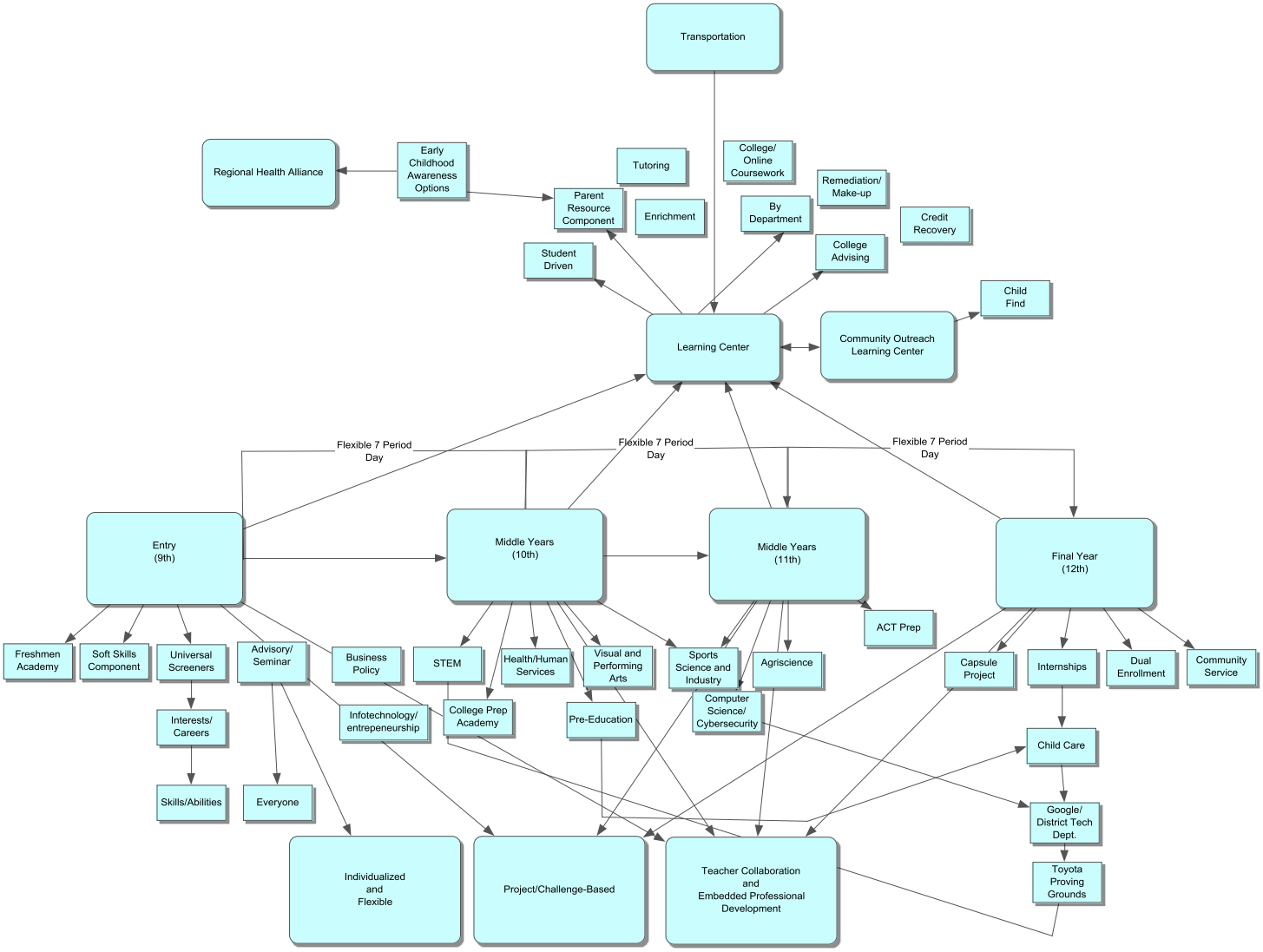
We anticipate an increased level of learning and performance from both staff and students alike through themed academies with more robust teaching and learning in the main core areas, coupled with a sound balanced assessment system.

Figure 1

Who	What	When
Leadership Team	Met and planned Opening Day for staff data session	August 26, 2011
Building Leaders/WISD	Opening Day Staff Meeting Primary Focus, PLA Status	August 29 and 30, 2011
Leadership Team	Lansing Technical Assistance Day 1	September 8, 2011
Building Leaders	PLA Team Established Planning for PLA Meeting	September 8 , 2011
PLA Committee	PLA Team Meeting 1 – Reviewed current data, shared desired outcomes, reviewed relevant research	Full Day September 19, 2011
PLA Committee	PLA Team Meeting 2 – Developed Vision and Focus Areas	4-7PM September 28, 2011
PLA Writing Team	Initial brainstorm of strategies	½ day September 29, 2011
Leadership Team	Community Forum #1 – Initial meeting with community stakeholders to explain who, what when, where, how	September 29, 5-8PM
Data Team	Two-day Doug Reeves Conference to gather ideas, strategies for PLA Plan	September 29 and 30, 2011
PLA Writing Team	Continued work to flesh out key themes in the vision for a new Lincoln High School	September 30, 2011
PLA Writing Team	Lansing Technical Assistance Day 2	October 4, 2011
Small PLA Subcommittee	Meeting with union reps prior to October 18 writing session	October 18, 2011

Who	What	When
PLA Writing Team	PLA Team Meeting #3 and Writing Team Meeting	October 18, 2011
Leadership Team, MS Principal & Special Education Director	Completed Conceptual Map, "The Day In the Life of a "new" RailSplitter"	October 26 and 27, 2011
Leadership Team	Leadership Team Meeting to set agenda and tasks for November 5 Writing Team Meeting	November 1, 2011
Writing Team	Writing Team Meeting – Work on the individual questions and homework assigned with deadlines	Saturday, Nov. 5, 2011
Building Principal	Meet with ISD AI Team	3:00 – 5:00PM Nov. 9 , 201
Writing Team	Rough draft of plan submitted to reading team from lead writer	November 11
PLA Team	PLA Team Meeting #4 to review draft, meet with OSR representatives (site visit) for feedback and questions	November 15, 2011
Leadership Team	Community Forum # 2 with MDE/OSR staff	6:00 – 8:00PM November 15
PLA Team	Community, Staff surveys	In progress
Writing Team Sub-Set	Final Revisions to PLA Plan	November 18, 21-23, 2011
Writing Team Sub-Set	Final Draft of Plan	November 23, 2011
PLA Sub-committee	Site visit to high achieving high schools	TBD

Figure 2


Transportation
Regional Health Alliance
Early Childhood Awareness Options
Tutoring
College/ Online Coursework
Remediation/ Make-up
Parent Resource Component
Enrichment
By Department
Credit Recovery
College Advising
Student Driven
Child Find
Learning Center
Community Outreach Learning Center
Flexible 7 Period Day
Flexible 7 Period Day
Flexible 7 Period Day
Entry (9th)
Middle Years (10th)
Middle Years (11th)
Final Year (12th)
ACT Prep
Freshmen Academy
Soft Skills Component
Universal Screeners
Advisory/ Seminar
Business Policy
STEM
Health/Human Services
Visual and Performing Arts
Sports Science and Industry
Agriscience
Capsule Project
Internships
Dual Enrollment
Community Service
Interests/ Careers
Infotechnology/ entrepeneurship
College Prep Academy
Pre-Education
Computer Science/ Cybersecurity
Child Care
Skills/Abilities
Everyone
Google/ District Tech Dept.
Toyota Proving Grounds
Individualized and Flexible
Project/Challenge-Based
Teacher Collaboration and Embedded Professional Development

10.9 Board Policy 7110-Co-Curricular Activities

Board members were provided with proposed revisions to Board Policy 7110-Co-Curricular Activities as recommended by the Board Performance Committee. Mrs. Samuelson asked Board members to forward questions to Mr. Keeney. Board action was deferred to a subsequent meeting.

10.10 Board Policy 8240-Student Appearance

Board members were provided with proposed revisions to Board Policy 8240-Student Appearance as recommended by the Board Performance Committee. Mrs. Samuelson asked Board members to forward questions to Mr. Keeney. Board action was deferred to a subsequent meeting.

10.11 Human Resources Recommendation

Ms. Cleary recommended the appointment of Mr. John McGehee to the position of Executive Director for Human Resources upon Mr. Rowan's retirement in December. She explained this would be beneficial to the district, as Mr. McGehee is up to speed on current initiatives. She additionally recommended the appointment of Mr. John Dignan to serve as High School Principal on an interim basis. Board members shared individual comments, feedback, and support for the recommendations. Ms. Cleary added both individuals would have the option of returning to their former positions if the new assignments were not a good fit. Mrs. Samuelson asked Board members to contact Ms. Cleary with questions. Board action was deferred to a subsequent meeting.

11.0 OLD BUSINESS

11.1 Minutes of Previous Meetings

11.1.1 October 11, 2010 Regular Meeting
11.1.2 October 11, 2010 Closed Session

Board members were provided with the minutes of the October 11, 2010 regular meeting and closed session.

It was moved by Williams and seconded by LaBombarbe that we approve the October 11, 2010 regular meeting and closed session minutes as presented.

Ayes: 6

Nays: 0

Motion carried

11.11 Board Policy 8240-Student Appearance

Board members were provided with proposed revisions to Board Policy 8240-Student Appearance at the November 8, 2010 meeting.

It was moved by Keeney and seconded by Czachorski that we approve revisions to 8240-Student Appearance as presented.

Ayes: 6

Nays: 0

Motion carried

11.12 Human Resources Recommendation

Ms. Cleary referred to her recommendation at the November 8, 2010 meeting to appoint John McGehee to serve as Executive Director for Human Resources.

It was moved by LaBombarbe and seconded by Czachorski that we appoint John McGehee to the position of Executive Director for Human Resources effective December 1, 2010 as recommended.

Ms. Cleary reiterated this is an interim position and his contract will state as such. Additionally, Mr. McGehee will have the option of returning to the position of high school principal in the event he does not wish to continue in this position. She stated this position will be posted in the spring, and further recommended posting the vacant assistant principal position as a dean of students. Mrs. Samuelson added the district is in a unique position with the vacancies of both the superintendent and human resources director and Mr. McGehee's experience and knowledge will help with a seamless transition.

Ayes: 6

Nays: 0

Motion carried

11.13 High School Principal Appointment

Ms. Cleary referred to her recommendation at the November 8, 2010 meeting to appoint John Dignan to serve as High School Principal.

It was moved by Keeney and seconded by Gurka that we appoint John Dignan to the position of High School Principal effective December 1, 2010 as recommended.

Mrs. Samuelson recommended we communicate information regarding the administrative reassignments to parents, students, and staff. Ms. Cleary reiterated this is also an interim position and it will be stated so in his contract. She stated the Board can either post the position or make the appointment permanent in the spring. Mrs. Samuelson stated this is in alignment with the hiring policy.

The Board then voted on the motion on the floor.

Ayes: 6

Nays: 0

Motion carried

11.14 October 2010 Financial Report

Board members were provided with the October 2010 Financial Report.

It was moved by Williams and seconded by LaBombarbe that we approve the October 2010 Financial Report as presented.

Ayes: 6

Nays: 0

Motion carried

11.15 October 1-31, 2010 Check Register

Board members were provided with the October 1-31, 2010 check register in the amount of $1,889,749.42.

It was moved by Gurka and seconded by Keeney that we approve the October 1-31, 2010 check register in the amount of $1,889,749.42 as presented.

Ayes: 6

Nays: 0

Motion carried

11.16 Personnel Transactions Summary

Board members were provided with the November 22, 2010 Personnel Transactions Summary, which listed:

NAME	**POSITION/BUILDING**	**STATUS**
Janet Kovacs	Teacher-HS	Medical Leave
Deborah Ross	Bus Driver-Transportation	FMLA
Aaron Brewer	Asst Track/Field Coach	New Hire
Tim Snyder	JV Girl's Soccer Coach	New Hire
Ann Soule	6th Grade Teacher-MS	New Hire
Tamika Tobar	Asst Track/Field Coach	New Hire
Jill Miller	Speech & Language-Redner	Resignation
Vaughn Chambless	Bus Driver-Transportation	Resignation

LINCOLN CONSOLIDATED SCHOOLS

BOARD OF EDUCATION

REGULAR MEETING

MAY 9, 2011

Place: **Community Center**

Time: **6:00 p.m.**

BOARD MEMBERS PRESENT

Kimberly A. Samuelson, President
Jeremy C. Keeney, Vice President
Yoline Williams, Secretary
Gregory J. Gurka, Treasurer
Jennifer Czachorski, Trustee*
Jennifer LaBombarbe, Trustee

*Arrived at 6:04 p.m.

ADMINISTRATORS PRESENT

Lynn Cleary, Superintendent
John McGehee, Interim Executive Director, Human Resources
Richard Schaffner, Executive Director, Curriculum and Instruction
Barb Simon, Director of Business Services
Vicki Coury, Technology Supervisor
John Dignan, High School Principal
Mary Aldridge, Principal, Model Elementary
Carol McCoy, Principal, Lincoln Multi-Age

OTHERS PRESENT

Edgar Brown, Carol Brossia, Melinda Dimitroff, David Tumbarello, Catherine & Ed Gammage, Dan Makarewich, Jackie Shock, Kathy Studer, Cristin Cline, Rebecca Belian, Kyle Belian, Jim Harless, Samuel Imarhiagbe, Jason Berry, Lara Lane, M. Baiyee, Ray Carr, Matt Lindner, Allison Sparks, Tracey Brooks, Joy Lange, Laurie Price, Tracy Gamboe, Rebecca Berry

1.0 CALL TO ORDER

Mrs. Samuelson called the meeting to order at 6:02 p.m. in the Community Center.

2.0 ROLL CALL

Roll call showed all Board members present, with the exception of Mr. Paschal and Mrs. Czachorski. Mrs. Czachorski arrived at 6:04 p.m.

3.0 ESTABLISHMENT OF QUORUM

A quorum was established.

4.0 PLEDGE TO FLAG

The Pledge of Allegiance was recited by Board and audience members.

5.0 ACCEPTANCE OF AGENDA

It was moved by Gurka and seconded by Keeney that we accept the agenda as presented.

Ayes: 5

Nays: 0

Motion carried

*Mrs. Czachorski arrived at 6:04 p.m.

6.0 PRESENTATIONS

6.1 Lincoln Multi-Age Presentation

Principal Carol McCoy introduced LMA students, who demonstrated active learning elements on the topics of pneumatic structures, U.S. Constitution, and career fair interviews. Mrs. Samuelson thanked students and staff for their informative presentation.

6.2 Lifetime SEC Conference Athletic & Activity Pass Awards

High School Principal John Dignan presented Terri Allen and Roger Cox with lifetime SEC Conference Athletic & Activity Passes in acknowledgement of their hard work on behalf of Lincoln students. Ms. Cleary and Mrs. Samuelson offered congratulations.

7.0 SUPERINTENDENT AND STAFF REPORTS/CORRESPONDENCE

7.1 Superintendent's Report

Ms. Cleary:

- advised John Dignan has been working collaboratively with the EMU Health and Nursing Department to open a clinic at the high school, at which athletes will be able to obtain physicals at no cost; and

- requested Board input regarding the timeline for posting the executive director for human resources, high school principal, and middle school principal positions. Mrs. Samuelson recognized the high school has been moving in a positive direction and accordingly, polled Board members to determine their interest in interviewing John Dignan at the next Board meeting rather than posting the

position. There was Board consensus to do so. Mr. Dignan confirmed his availability for the interview.

7.2 Executive Director for Human Resources' Report

Mr. McGehee advised administration has been working with LEA leadership to identify staff who will receive layoff notices. He stated further of the 46 staff who received notices, it is anticipated approximately half will be recalled. Ms. Cleary added she will be reviewing the Brick staffing once again, as there was an error in the original staffing projections that may result in the recall of an additional teacher.

7.3 Executive Director for Curriculum and Instruction's Report

Mr. Schaffner:

- reported on the meeting of the District School Improvement Team, at which the community survey was finalized; and
- advised the agenda for the NCA session on Wednesday will focus on strategies to support the established district goals.

7.4 Director of Business Services' Report

Mrs. Simon:

- reported on her attendance at the MSBO Conference the last week in April; and
- advised there were no findings during a recent desk audit of our 2008-2011 ARRA Stabilization Funds.

Mrs. Samuelson encouraged Board and audience members to contact their legislators regarding proposed cuts to school funding. Ms. Cleary added phone calls from constituents are making a difference, as legislators who represent Lincoln residents are supporting public education.

8.0 PUBLIC COMMENTS

- Lara Lane requested information on the impact the proposed legislation will have on our district.
- Jason Berry invited Board and audience members to the upcoming performances of *Nevermore: The Final Mystery of Edgar Allen Poe*.
- Jackie Shock shared details of the community forum scheduled for May 19, 2011 in the High School East Cafeteria, at which Representatives Rebekah Warren and David Rutledge will discuss the impact of proposed legislation regarding school funding.

LINCOLN CONSOLIDATED SCHOOLS

BOARD OF EDUCATION

REGULAR MEETING

MAY 23, 2011

Place: **Community Center**

Time: **6:00 p.m.**

BOARD MEMBERS PRESENT

Kimberly A. Samuelson, President
Jeremy Keeney, Vice President
Yoline Williams, Secretary
Gregory J. Gurka, Treasurer
Jennifer Czachorski, Trustee
Jennifer LaBombarbe, Trustee
James Paschal, Trustee

ADMINISTRATORS PRESENT

Lynn Cleary, Superintendent
John McGehee, Interim Executive Director, Human Resources
Richard Schaffner, Executive Director, Curriculum and Instruction
Barb Simon, Director of Business Services
Vicki Coury, Technology Supervisor
John Dignan, High School Principal

OTHERS PRESENT

Edgar Brown, Jim Harless, Jackie Shock, Jason Berry, Laurie Price, Lara Lane, Kimm Kenney, Rebecca Berry, Tracy Gamboe, Cindi Adcock

1.0 CALL TO ORDER

Mrs. Samuelson called the meeting to order at 6:02 p.m. in the Community Center.

2.0 ROLL CALL

Roll call showed all Board members present

3.0 ESTABLISHMENT OF QUORUM

A quorum was established.

4.0 PLEDGE TO FLAG

The Pledge of Allegiance was recited by Board and audience members.

5.0 ACCEPTANCE OF AGENDA

It was moved by Gurka and seconded by LaBombarbe that we accept the agenda as presented.

Ayes: 7

Nays: 0

Motion carried

6.0 PRESENTATIONS

6.1 High School Principal Interview

Mrs. Samuelson reiterated there was Board consensus at the May 9, 2011 meeting to waive policy and interview Mr. John Dignan for the position of High School Principal this evening. Board members alternated in asking questions of Mr. Dignan. Mrs. Samuelson offered thanks to Mr. Dignan. Board action was deferred to agenda item 10.2.

7.0 SUPERINTENDENT AND STAFF REPORTS/CORRESPONDENCE

7.1 Superintendent's Report

Ms. Cleary:

- distributed and referred to a Legislative Update and an update on the Teacher Tenure Law;
- complimented and thanked elementary principals for the May 20th picnic, stating it was well attended;
- congratulated the High School Drama Department for their recent production of *Nevermore: The Final Mystery of Edgar Allen Poe*; and
- reported on her participation in the Lincoln Football Golf Outing over the weekend and offered thanks to Mr. & Mrs. Craven for their assistance

7.2 Executive Director for Human Resources' Report

Mr. McGehee:

- reported on his attendance at the NJHS Induction Ceremony, which was well organized and enjoyable; and
- advised he enjoyed assisting Mr. Dignan at the Senior Lock-In on Friday.

7.3 Executive Director for Curriculum and Instruction's Report

Mr. Schaffner:

- advised student MME scores are available at a secure website and actual scores should be received in the next couple of weeks; and
- reported he was invited by EMU and Project Lead the Way to speak in front of the State Board of Education on Thursday regarding the value of engineering programs in public schools. The event will be held at the Michigan League in Ann Arbor from 4:00-6:00 p.m. Board members expressed interest in attending and Mr. Schaffner offered to check and email them if the event is open.
- he advised he email Board members if the event is open.

7.4 Director of Business Services' Report

7.4.1 April Student Enrollment Report

Board members were provided with the April 2011 Student Enrollment Summary, which reflected total PK-12 enrollment of 4725 as of April 30, 2011.

7.4.2 April Food Service Report

Board members were provided with the April 2011 Food Service Report.

Mrs. Simon:

- reported she received the MESSA renewal rate that reflects an 8.8% increase, which will cost an additional $380K;
- advised only one critical violation was found at Childs during the recent Health Department food services inspection;
- stated PESG has discontinued their practice of employing non-teaching coaches and an alternative program must be found for next year; and
- reported Aramark awarded scholarships in the amount of $1,000 and $500 to Lincoln students.

8.0 PUBLIC COMMENTS

None.

9.0 BOARD REPORTS/CORRESPONDENCE

9.1 Board Executive Committee Report

Chair Samuelson advised the Board Executive Committee met on May 16, 2011 and minutes are forthcoming. Board member asked to contact her with question once minutes are received.

9.2 Board Performance Committee Report

Chair Keeney advised the Board Performance Committee met earlier in the day and items of discussion included the superintendent evaluation tool, a proposal for updating the website, athletics, and policy updates. He stated minutes are forthcoming.

9.3 Board Planning Committee Report

Chair Gurka advised the Board Planning Committee met earlier in the day and items of discussion included review of the Project Lead the Way, science program equipment, and workstation proposals. He stated minutes are forthcoming.

9.4 Reports/Correspondence

Mrs. Samuelson shared correspondence from Greg Peoples and Dayle Wright requesting our support for their candidacy on the WISD Board of Education.

10.0 NEW BUSINESS

10.1 Bond Project Update

10.1.1 High School Science Casework Bids

Board members were provided with a summary of bids received and a recommendation from Plante Moran for the purchase of science casework.

It was moved by Gurka and seconded by Williams that we authorize Clark Construction to enter into a contract with Farnell Contracting, Inc. in the amount of $67,260 for science room casework as recommended.

Paul Theriault advised bids were received today for the balance of the science room renovations, as well as the Brick and Model additions, auditorium, and site and foundation work. He reported the bids were a little above budget and thus, some categories may be rebid or alternates considered. He stated the project will be on budget by the time the recommendation is presented.

Ayes: 7

Nays: 0

Motion carried

10.1.2 Project Lead the Way Equipment

Board members were provided with a summary of bids received and a recommendation from Plante Moran for the purchase of Project Lead the Way and science program equipment.

It was moved by Keeney and seconded by Czachorski that we award the bids for the purchase of Project Lead the Way and science program equipment totaling $75,786.96 in accordance with the May 18, 2011 recommendation from Plante Moran.

Ayes: 7

Nays: 0

Motion carried

10.2 High School Principal Position

The Board conducted an interview of John Dignan for the position of High School Principal earlier in the agenda.

It was moved by Paschal and seconded by Williams that we appoint John Dignan to the position of High School Principal.

Ayes: 7

Nays: 0

Motion carried

Mrs. Samuelson offered congratulations to Mr. Dignan. A round of applause followed.

10.3 Aramark Contract Renewal

Board members were provided with information relative to the renewal of the Aramark food service contract for the 2011-12 school year.

Mrs. Simon advised in years past, the Aramark increase was automatic based on the Consumer Price Index. However, this year the State of Michigan is requiring management companies to prove that their costs truly have increased to that extent rather than providing a blanket approval. She stated the increase has been evaluated by the State and will amount to approximately $15K for next year.

Board action was deferred to a subsequent meeting.

10.4 WISD Biennial Election

Board members were provided with a resolution relative to the WISD Biennial Board of Education Election. Mr. Keeney offered to serve as the district representative.

It was moved by Williams and seconded by LaBombarbe that we designate Jeremy Keeney to represent the Lincoln Board of Education on the 2011 electoral body responsible for electing members to the WISD Board of Education and adopt the corresponding resolution as presented.

Ayes: 7

Nays: 0

Motion carried

10.5 2012 Eighth Grade Washington, DC Trip Proposal

Board members were provided with a trip proposal for the 2011-2012 eighth grade Washington, DC trip. Trip sponsor Cindi Adcock advised the itinerary is the same as last year's trip. She further advised multi-year approval of the trip could result in cost savings for the students.

Board action was deferred to a subsequent meeting.

11.0 OLD BUSINESS

11.1 Minutes of May 9, 2011 Regular Meeting

Board members were provided with the minutes of the May 9, 2011 regular meeting.

It was moved by Gurka and seconded by LaBombarbe that we approve the minutes of the May 9, 2011 regular meeting as presented.

Ayes: 7

Nays: 0

Motion carried

11.2 2011-2012 Budgets

Ms. Cleary provided an update on budget discussions at the State level. She advised districts will receive $100 per pupil in supplemental state aid to help offset the increase in the retirement rate and an additional $100 per pupil will be tied to their implementation of specified financial best practices. She stated the district has already implemented several of these best practice goals.

11.3 2011-2012 WISD Budget Resolution

Board members were provided with the proposed 2011-2012 WISD budgets at the May 9, 2011 meeting.

It was moved by Keeney and seconded by Paschal that we adopt the ISD Budget Resolution indicating support for the proposed 2011-2012 budgets as presented.

Ayes: 7

Nays: 0

Motion carried

11.4 2011-2012 Tax Levy

Board members were provided with preliminary information relative to the 2011-2012 tax levy at the May 9, 2011 meeting.

It was moved by Gurka and seconded by LaBombarbe that we approve the 2011-2012 Tax Levy as presented.

Ayes: 7

Nays: 0

Motion carried

11.5 Recreation Millage Committee Appointment

It was moved by Gurka and seconded by LaBombarbe that we appoint Kim Samuelson to serve as a non-voting ex-officio member of the Recreation Millage Committee.

Ayes: 7

Nays: 0

Motion carried

11.6 April 2011 Financial Report

Board members were provided with the April 2011 financial report.

It was moved by Paschal and seconded by Czachorski that we approve the April 2011 financial report as presented.

Ayes: 7

Nays: 0

Motion carried

11.7 April 1-30, 2011 Check Register

Board members were provided with the April 1-30, 2011 check register in the amount of $1,577,726.31.

It was moved by Paschal and seconded by Czachorski that we approve the April 1-30, 2011 check register in the amount of $1,577,726.31 as presented.

Ayes: 7

Nays: 0

Motion carried

11.8 Personnel Transactions Summary

Board members were provided with the May 23, 2011 Personnel Transactions Summary, which listed:

NAME	POSITION/BUILDING	STATUS
Regina Peterson	Teacher-MS	FMLA
Marcela Shine	Paraprofessional-Childs	FMLA
Robert Arndt	Custodian-HS	New Hire
William Babut	Girl's Varsity Golf Coach	New Hire
Kayeann Feldkamp	JV Volleyball Head Coach	New Hire
Kaela Hellmann	8th Grade Volleyball Coach	New Hire
Kimberly A. Riordan	School Psychologist-HS	Resignation

It was moved by LaBombarbe and seconded by Williams that we approve the May 23, 2011 Personnel Transactions Summary as presented.

Ayes: 7

Nays: 0

Motion carried

12.0 CLOSED SESSION

It was moved by Keeney and seconded by Paschal that pursuant to Section 8(a) of the Open Meetings Act, we enter closed session for the purpose of discussing a personnel matter under ML 15.268A and conducting the superintendent evaluation, to return to open session. A roll call vote was taken.

Ayes: 7 LaBombarbe, Paschal, Williams, Czachorski, Gurka, Keeney, Samuelson

Nays: 0

Motion carried

Mrs. Samuelson recessed the meeting to closed session at 6:57 p.m. and reconvened the meeting in open session at 7:50 p.m.

13.0 PERSONNEL MATTER

It was moved by LaBombarbe and seconded by Czachorski that we approve and ratify the personnel matter discussed in closed session.

Ayes: 7

Nays: 0

Motion carried

14.0 ADJOURNMENT

It was moved by LaBombarbe and seconded by Gurka that we adjourn the meeting.

Ayes: 7

Nays: 0

Motion carried

Mrs. Samuelson declared the meeting adjourned at 7:52 p.m.

Lincoln High School Principal Candidate
Interview Questions

May 23, 2011

Instructional Leader

1. Among the many things they do every day, Principals are first and foremost the instructional leaders of their schools. What specific actions would you take as High School Principal to improve instruction? How would you organize your time so that proper focus and priority is placed on providing great teaching?

2. What steps will you take to improve Lincoln High School's Michigan Merit Exam Scores and to ensure that the high school makes Adequate Yearly Progress every year?

3. What steps will you take in order to ensure that all staff members are following the Board approved curriculum? What actions would you take to hold a staff member accountable if that staff member was not following the Board approved curriculum?

4. What steps will you take to monitor and ensure that every student has the text books that they need to be successful? If a department reports that they are short on text books, what steps would you take to alleviate the problem?

5. Funding for a long time will be an issue within the state. How will you as a high school principal work within the tight financial constraints and motivate your staff to do the same?

6. Visibility of the LHS principal is an important leadership characteristic. How would you ensure that this is done effectively?

Student Retention

7. As it relates to the level of safety and student discipline now vs. past years, what has been done over the past year to ensure a safe learning environment, what more (if anything) needs to be done? How you would measure the success of any changes made or new programs implemented? How you would communicate this to the parents and students both at the HS level and younger students that will be attending the HS?

8. Many problems can be solved when people take ownership of their environment and promote a strong and proud image. What thoughts do you have as to how we can instill District Pride in the High School Students to where it shows both on and off campus?

Parental Involvement

9. Parental involvement is directly related to student success. In your role as principal of Lincoln High School, what plans do you have in increasing parental involvement at the high school? What actions have you taken this year to improve communication with parents.

Staff Diversity

10. Lincoln High School is an ethnically diverse institution. There is a need, where possible, to ensure that staff reflect that diversity. What strategies/initiatives would you employ to make sure the staff are representative of the school community?

Extracurricular Activities

11. Extracurricular activities, such as newspaper and debate, create an environment where students can extend and apply what they learn in class, develop leadership and interpersonal skills, and earn achievements that will help them compete for acceptance to institutions of higher learning. What specific actions would you take as Principal to nurture and expand extracurricular activities at Lincoln High School, given our dwindling budgetary and financial resources?

Labor Contract Management

12. A grievance has been filed by staff in your building alleging unsafe working conditions for them and their students as the result of a special needs student's past behavior and their concern about the behavior reoccurring. He is currently assigned to teachers filing the grievance. How would you work to resolve this problem?

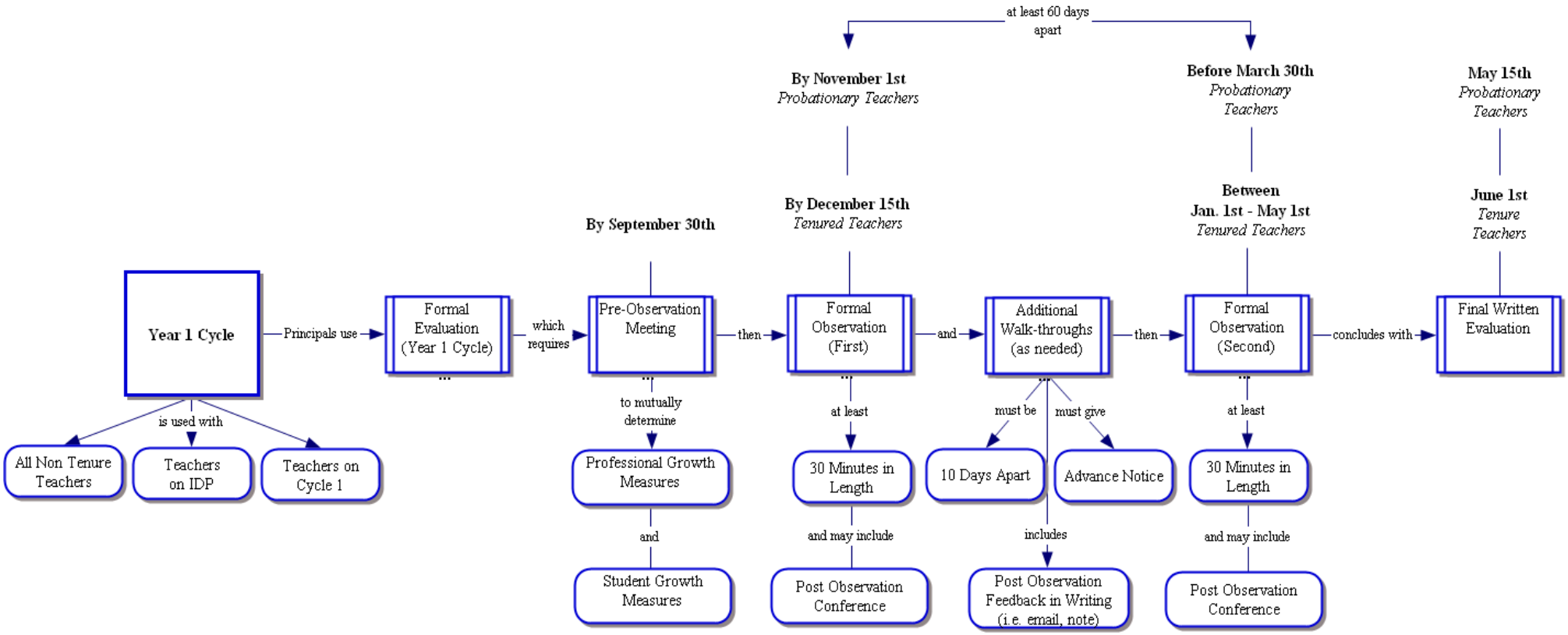
Concluding Questions

13. What would you like to add that will encourage the Board in its decision to give you the Lincoln High School principal assignment?

14. What questions do you have for the board?

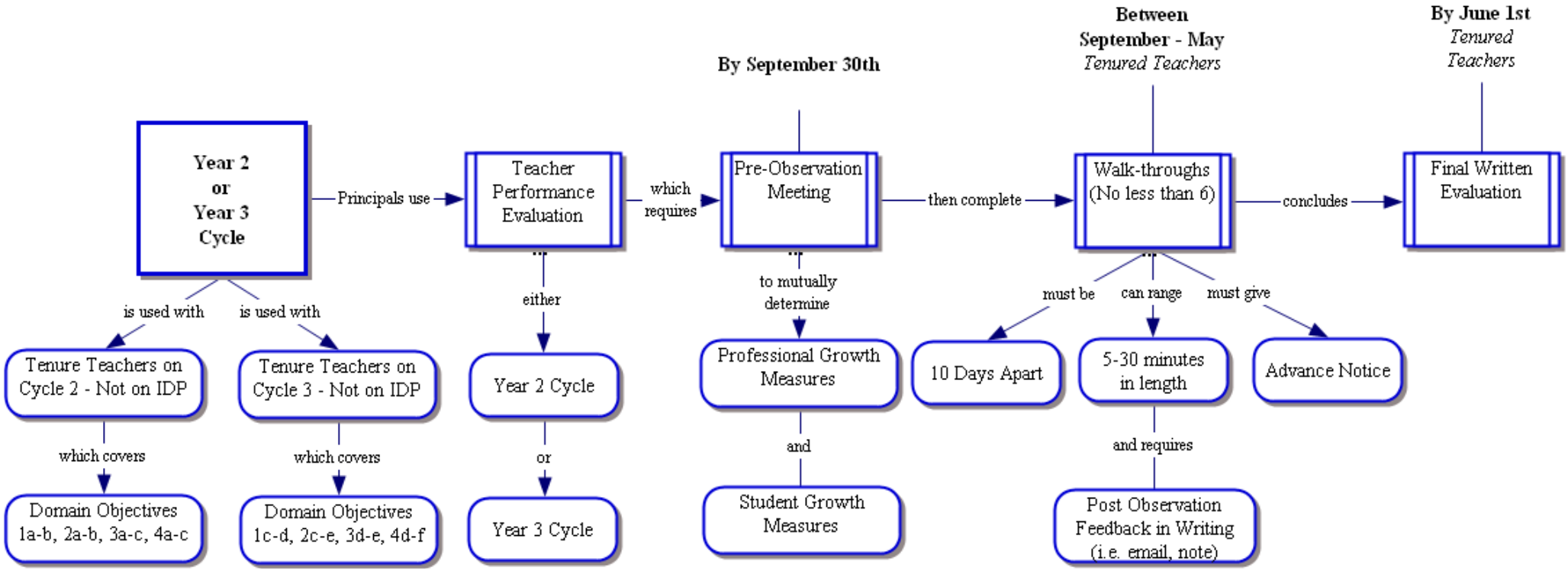
Lincoln Consolidated Schools

Teacher Evaluation Process – Cycle 1 (Formal Evaluation)



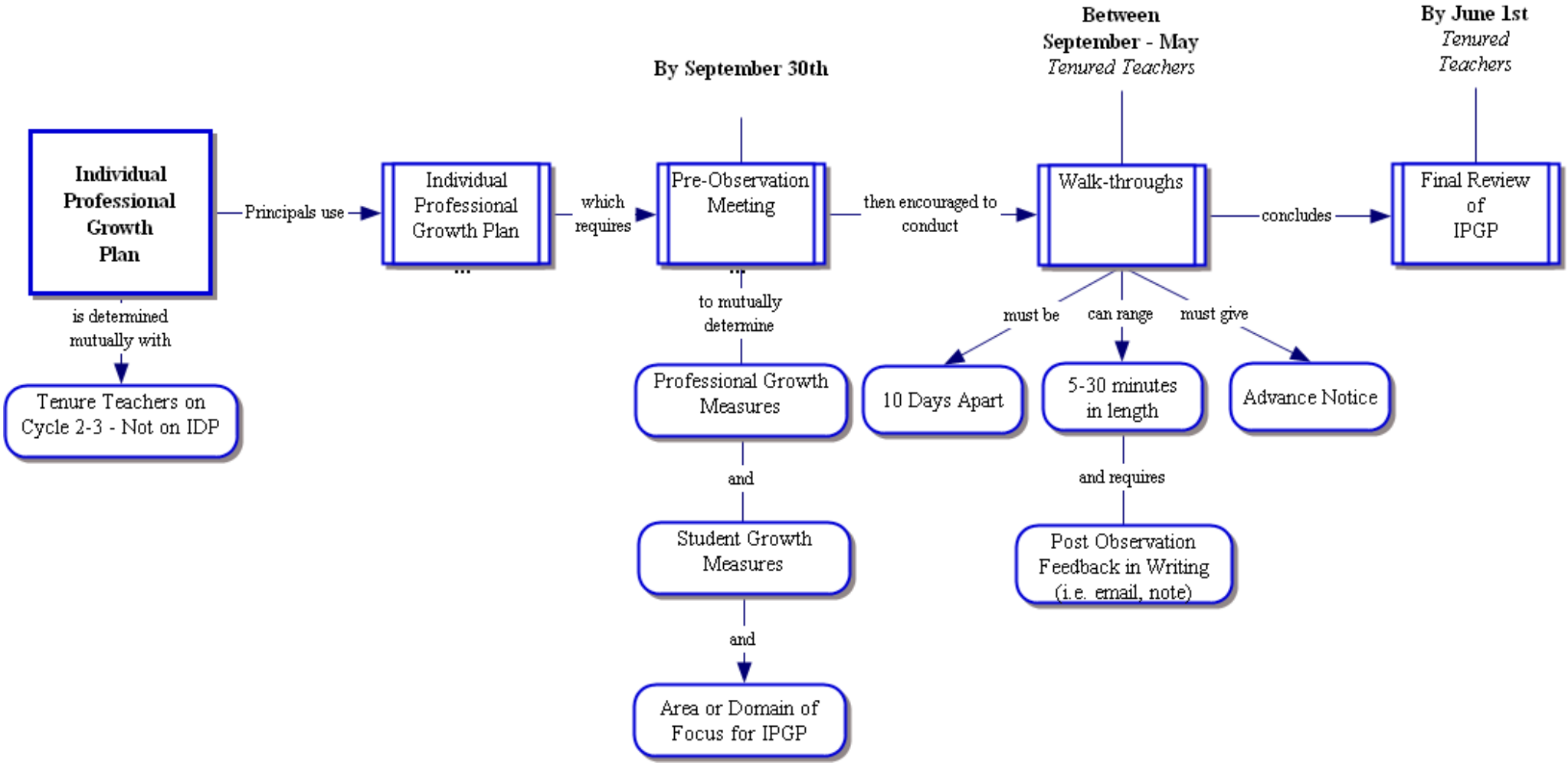
Lincoln Consolidated Schools

Teacher Evaluation Process – Cycles 2-3 (Teacher Performance Evaluation)



Lincoln Consolidated Schools

Teacher Evaluation Process – Cycles 2-3 (Individual Professional Growth Plan (IPGP))



Letter of Understanding

Between the Washtenaw Education Association WCEA/LEA

and

The Lincoln Board of Education

The Association and the Representatives of the Board agree continued work and development of teacher evaluation language as required by the State of Michigan will be completed by August 31, 2011.

Jackelyn J Shock — 7-6-11

For the Association — Date

[signature] — 7/06/11

For the Board — Date

Appendix C – Professional Development Plan

Reading Apprenticeship

Current Status of Reading Apprenticeship

Teacher Name	Current Course Assignment	Year Trained
Emmy Baker	At-Risk Intervention	2008
Jason Elstone	ELA	2009
Barb Flemming	No Longer At HS	2007
Marsha Frank	ELA/School to Work	2009
Kyla Gurganus	Science	2008
Nicole Holden	Asst Principal	2008
Jennifer Kellerman	Special Education	2007
Pam Lopez	ELA	2008
Terrilyn McManus	Special Education	2009
Lori Minthorn	Social Studies	2009
Brianna Murphy	Math	2009
John Pahle	ELA	2008
Vinti Pathak	Science	2008
Julia Sullivan	Special Education	2009
Anne Walz	Counseling	2008
Jean Winborn	Life Management	2008
Jessica Winters	ELA	2008
Carrie Wollam	Dean of Students	2008

"Immediate" Schedule: January 2012 – June 2012

Participants:
Baker, Elstone, Frank, Gurganus, Kellerman, Lopez, McManus, Minthorn, Pahle, Pathak, Sullivan, Winborn, Winters (13)

Date	Activity
January	Peer Observation – Willow Run (Academic Literacy) Strategy Sharing Collaborative Planning
February	Peer Observation – Ypsilanti (Carli Pacheko) Strategy Sharing Looking at Student Work Collaborative Planning
March	Peer Observation – Ann Arbor (Maryan Mastey or Amy Deller-Antieau) Strategy Sharing Looking at Student Work Collaborative Planning
April	Peer Observation – Ann Arbor (Janae Thompson or Amie Snapke) Strategy Sharing Looking at Student Work Collaborative Planning
May	Plan presentation to staff focused on how RA supports the daily work and structure of content area classrooms

June 2012: RA training for 4 teams of 6 teachers (1 team per magnet including 3 core content teachers and 3 elective teachers). Additional teams to be determined in April 2012 when magnets are further defined.

Year 1: July 2012 – June 2013

Reading Apprenticeship Leadership Institute for Reading Apprenticeship (LIRA) training for two additional facilitators to be identified by administration in collaboration with WISD.

Reading Apprenticeship Collaborative Meetings
These meetings could potentially take place during the school day with the restructured schedule depending upon administrative decisions. If these do not take place during the school day, sub for 6 meetings with all RA teachers (these may staggered by magnet, but the costs would be the same regardless). The content of the meetings will be similar to the content of the training during the 2011-2012 school year.

Academic Literacy Training in June 2013 (RAAL National Training) for two facilitators to be identified by administration in collaboration with WISD.

June 2013 RA Training – Remaining teachers

Year 2: July 2013 – June 2014

All teachers will have been trained. We will now be in sustainability mode.

Reading Apprenticeship Collaborative Meetings
It is recommended that meetings take place during the school day with the restructured schedule in established PLCs, and during district PD days. If these do not take place during the school day, subs for 6 meetings with all RA teachers (these may staggered by magnet, but the costs would be the same regardless). The content of the meetings will be similar to the content of year 2011-2012.

Year 3: July 2014 – June 2015 – Full Implementation

Reading Apprenticeship Collaborative Meetings
It is recommended that meetings take place during the school day with the restructured schedule in established PLCs and during district PD days. If these do not take place during the school day, subs for 6 meetings with all RA teachers (these may staggered by magnet, but the costs would be the same regardless). The content of the meetings will be similar to the content of year 2011-2012.

Study Math Learning

Arington	Consumer Math	Consumer Math	PREP	Algebra 2	Algebra 2	Algebra 2
Duchene	Alg. 2 Con Part A	Alg. 2 Con Part A	Geometry	Geometry	Alg. 2 Con Part A	PREP
Green	Geometry Con.	Geometry Con.	Algebra 1	PREP	Algebra 1	Algebra 1
Hill	Algebra 2	Algebra 2	Algebra 2	Alg. 2 Con Part A	PREP	Alg. 2 Con Part A
Halalay	Algebra 1	PREP	Geometry Con.	Geometry Con.	Geometry Con.	Algebra 1
Malboeuf	Geometry	Geometry	Alg. 2 Con Part A	Alg. 2 Con Part A	PREP	Stats
Murphy	Algebra 1	Algebra 1	Algebra 1	PREP	Geometry	Geometry
J. Nowak	Alg. 2 Con Part B	Pre-Calc	POE	Alg. 2 Con Part B	PREP	Alg. 2 Con Part B
Stearn	Pre-Calc	AP Calc	PREP	Consumer Math	AP Calc	Pre-Calc
Weathers	Alg 1 Assist	Alg 1	Alg 1 Assist	Algebra 1	PREP	Geometry Con.

Follow-up SML Schedule and Classroom Observations

	Algebra I	Algebra II
Initial Session	December 14	December 15
Session 2	January 9	January 13
Session 3	February 16	February 13
Session 4	March 21 pm	March 23 pm
Session 5	April 25 pm	April 26 pm

The initial sessions will focus on determining the overall big ideas for each of the courses, beginning a pacing guide that clarifies timeline and essential skills for big ideas, and beginning to explore the 8 Mathematical Practices from the Common Core State Standards. The remaining sessions will focus on creation, piloting, and providing feedback of 3 engaging lessons for each big idea's unit of study. The lessons will serve as the unit opener, a midpoint lesson to help tie ideas together, and a culminating lesson that demonstrates student understanding of the big ideas. As we work through these lessons, we will begin to add them to the pacing guide as agreed upon lessons that each course teacher agrees to do. We will also examine and pilot pre-, post-, and formative assessment items that are agreed upon for the course.

In order to better understand the supports that will be necessary to complete this work, classroom observations will be necessary. The initial schedule for classroom observations is as follows:

November 8(5 Teachers):Beginning 2nd hour – Hill (A2), Halalay (G), Duchene (G), Green (A1), Arington (A2)

November 10 (5 Teachers): Beginning 2nd hour – Weathers (A1), Malboeuf (A2conc), Nowak (A2conc), Murphy (G), Stearn (PC)

Building-Level Data Teams and Developing a Balanced Assessment System

2011-2012 School Year: Creating the Foundation for Improved Practice and Student Achievement

Date	***Description***
January 2012	**District-level Data Teams Seminar** 2-day session with administrative team of Lincoln Consolidated School District Estimated 15 participants
January 2012	**Building-level Data Teams Seminar** 2-day session with administrative team of Lincoln High School Estimated 10 participants
January 2012	**Common Formative Assessments Seminar** 2-day session with leaders and educators of Lincoln High School Estimated 60 participants
March 2012	**Instructional/Teacher-level Decision Making for Results and Data Teams Seminar** 2-day session with leaders and educators of Lincoln High School Estimated 60 participants
School Year 2011–2012	**Implementation Coaching Visits** Job-embedded coaching visits for Lincoln HS administrators and staff, and Lincoln CSD district leaders, throughout the school year, focusing on implementing the practices of the District-level Data Team, Building-level Data Team, Instructional-level Data Team, and Common Formative Assessments Estimated 2 days per month, February 2012-June 2012
June 2012	**Power Strategies for Effective Teaching Seminar** 2-day session with educators of Lincoln High School Estimated 60 participants

Date	Description
January 2012	**Shipment of all necessary materials for 2011-2012 and 2012-2013 School Years, including Shipping and Handling** (includes quantity discounts of 5-20%) 25 copies of Leaders Make it Happen 15 copies of Data Teams for Central Office Training Manual 10 copies of Data Teams for School Leaders Training Manual 120 copies of Common Formative Assessments Training Manual 120 copies of Common Formative Assessments 120 copies of Data Teams Training Manual 120 copies of Data Teams: A Guide for Effective Meetings 120 copies of Decision Making for Results Training Manual 120 copies of Beyond the Numbers, 2nd Edition 60 copies of Power Strategies for Effective Teaching Training Manual 60 copies of Classroom Instruction that Works

2012-2013 School Year: Begin to provide support for all Lincoln CSD educators, focus on deep implementation of best practices

Date	Description
August 2012	**Common Formative Assessments Seminar** 2-day session with leaders and educators from throughout Lincoln CSD and additional participants from Lincoln HS if needed Estimated 60 participants Necessary training materials
August 2012	**Instructional/Teacher-level Decision Making for Results and Data Teams Seminar** 2-day session with leaders and educators from throughout Lincoln CSD and additional participants from Lincoln HS if needed Estimated 60 participants Necessary training materials
Fall 2012	**Decision Making for Results and Data Teams Certification Training** • 3 days of training for 20 lead educators from throughout Lincoln CSD • 1 follow-up on-site implementation visit • Permanent resource materials • Continuous support from Center consultants • License to utilize the intellectual property of The Center once certified and train colleagues for three years

Fall 2012	**Common Formative Assessments Certification Training** • 3 days of training for 20 lead educators from throughout Lincoln CSD • 1 follow-up on-site implementation visit • Permanent resource materials • Continuous support from Center consultants • License to utilize the intellectual property of The Center once certified and train colleagues for three years
School Year 2012–2013	**Implementation Coaching Visits** Lincoln High School will receive one implementation visit per month; Lincoln CSD as a whole will receive one day per month to be shared among other schools, support differentiated for schools as needed (totaling two consecutive days per month, September 2012-May 2013, totaling 18 visits)

Other Job-Embedded Professional Development

Immediate beginning in January – August 2012*:*

- A book study with staff on Fires in the Bathroom, by Kathleen Cushman
- Critical Friends Group Training for staff to establish a collaborative working culture
- "Own the Turf training" from College Board for counseling staff

Year 1 – 2012-2013

- Interdisciplinary instruction and designing magnet curriculum
- Training in how to set up an advisory program and curriculum for all staff

Year 2 – 2013-2014

- Interdisciplinary instruction and designing magnet curriculum continued

Year 3 – 2014-2015

- Continued implementation and sustainability of Data Teams, SML, RA and other professional development listed above.

Appendix D – Data and Research

Fig. 1 – LHS MME Math Scores

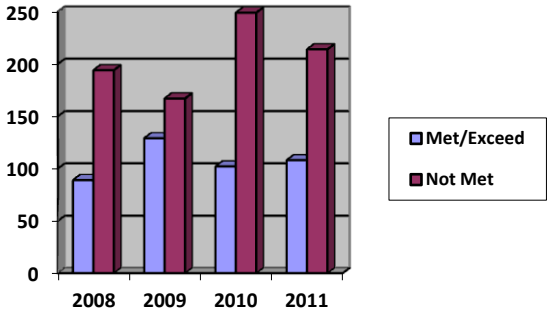


Fig. 2 – LHS MME *ELA Scores (*includes Reading and Writing)

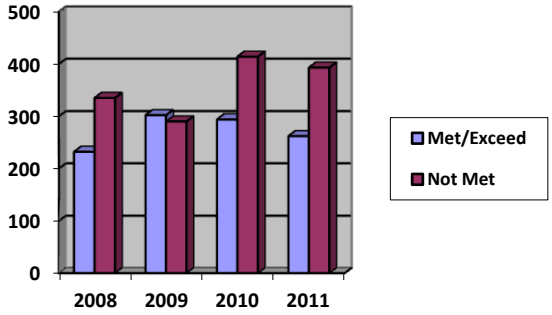
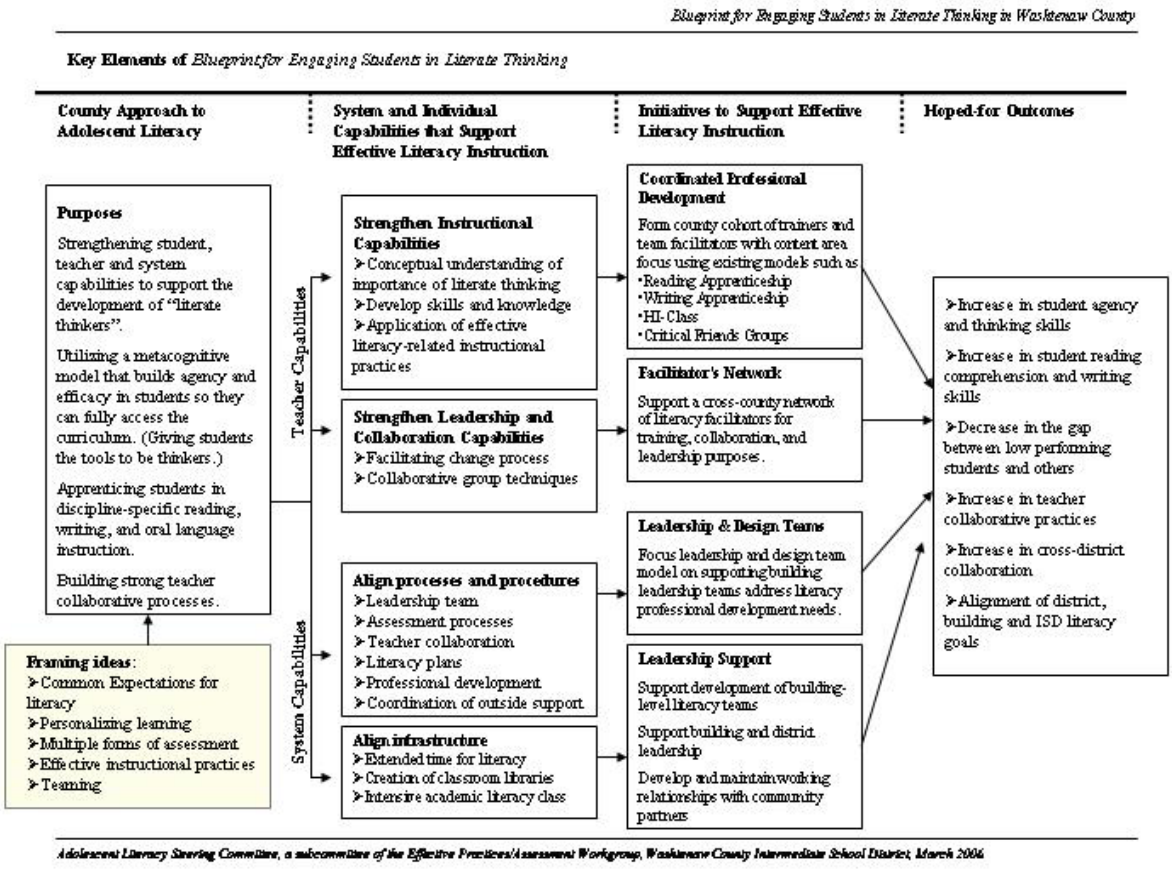


Figure 3 – Key Elements for Blueprint for Engaging Students in Literate Thinking



Through a thorough analysis of research and best-practice this diagram was developed to represent a comprehensive theory of action. The research was consistent; there has been a dramatic shift in the field of adolescent literacy research and practice, and new ways to effectively support adolescent literacy have

emerged. Learning to read is now viewed as an ongoing process, and success is achieved through scaffold instruction which emphasizes how we read and why we read the way we do, as well as what we read in content area classes. Additionally, research indicates that the best teacher of reading in a content area may be the teacher of that content area, because they are familiar with, and successful in, the discipline-specific, meta-cognitive patterns.

Figure 4: Fall to Spring Growth in DRP Units for Various Populations Exposed to Reading Apprenticeship

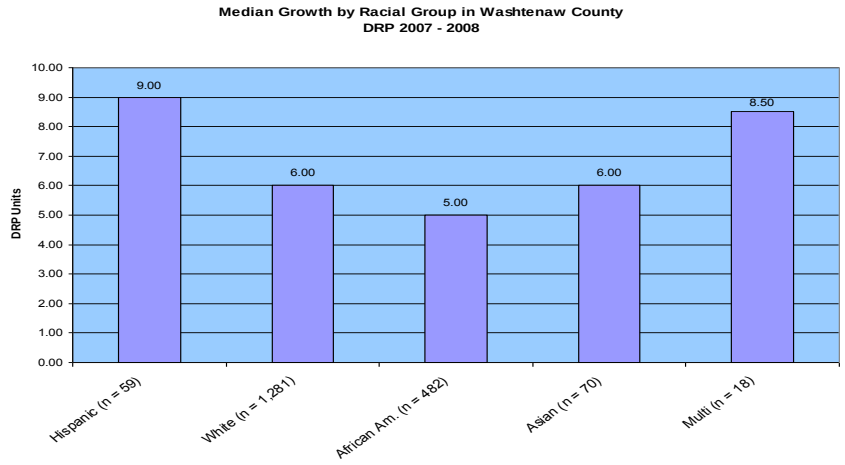


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Figure 5: DRP Gains Comparing Regular and Free/Reduced Lunch Populations

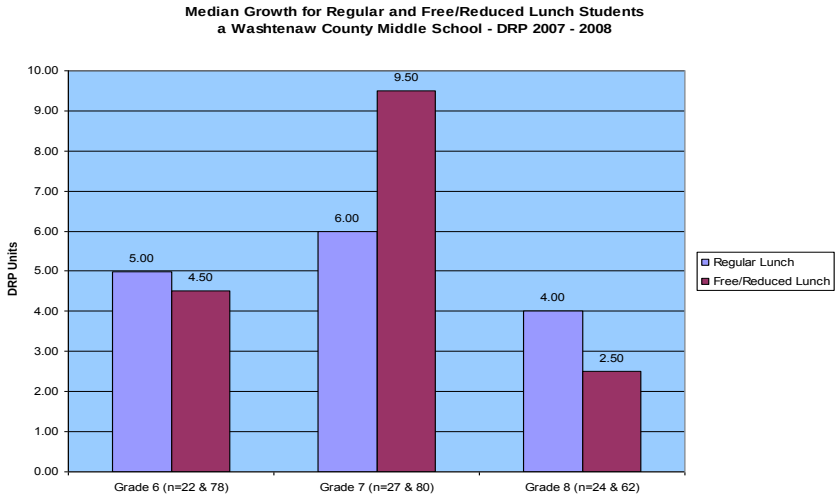
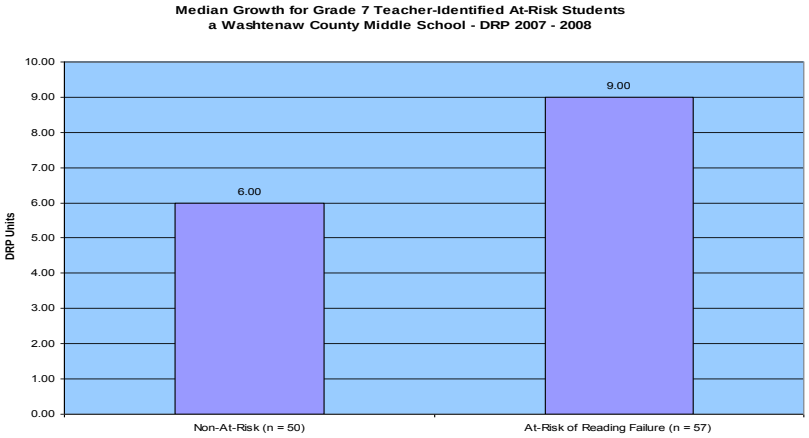
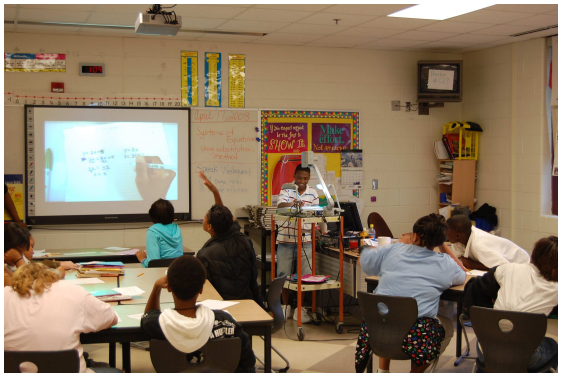


Figure 6: Comparison of DRP Performance for Grade 7 Students Considered to be At-Risk of Academic Failure



Developing Mathematical Literacy:
Improving Mathematics Achievement in Livingston and Washtenaw Counties






A Final Report of the Livingston and Washtenaw Mathematics Steering Committee

May 2008

Table of Contents

Introduction

This document represents two years of work and is the product of the Math Steering Committee of the Effective Practices/Assessment Work Group. More than fifty people have come together during this time of study from Washtenaw and Livingston County local school districts, Eastern Michigan University, the University of Michigan, and Washtenaw Intermediate School District (WISD). This document represents a synthesis of their thinking as they dealt with the complex process of mathematical literacy and its impact on all of today's youth in being knowledgeable, productive citizens in the 21st century.

The committee was originally formed to identify a professional development sequence for improving mathematics achievement. We reviewed the literature, examined mathematics achievement patterns in Washtenaw and Livingston counties, dialogued and discussed the purpose of mathematical literacy, and reviewed current effective mathematics and professional development practices within our counties and state. Based on this work, it was determined that there is not just one professional development strategy expansive enough to improve mathematics achievement. A more holistic approach focusing on: mathematics literacy and problem solving; teacher and student attitudes; thinking about what it means to be a learner; and frequent and varying formative assessment strategies are at the heart of the professional development plan offered in this document.

The plan also takes into consideration The Michigan School Improvement Framework, Strand I: Teaching for Learning and Strand III: Personnel and Professional Learning. The Benchmarks in Strand III are all critical pieces in the Professional Development Plan contained within this document.

In order to address the complex issues that affect student learning of mathematics, a three-part professional development program was developed. First, teachers study what it means to be a learner of mathematics and what supports are necessary to help students to develop as learners. Next, teachers become part of a professional learning community focused on practicing strategies that work to support student learning. Finally, teachers apply their skills and work through a modified lesson study process through a summer camp for students. This program will be expanded throughout three phases with opportunities for teachers, administrators, and teacher leaders. An outline of the offerings is shown in Table 1. This document provides a more detailed explanation of the program and research supporting this work.

This document is organized in five sections, each addressing critical questions.

1. **Rationale:** Why is the development of a mathematics professional development plan an important focus at this time? What do the data from our two counties show us? What do we know about the future success of students who do not have appropriate mathematics skills and understanding?
2. **Research:** What have we learned about what is necessary to give students the requisite skills needed to be successful?

3. **Vital Instructional and Infrastructure Components:** What do we know that has to be a part of any professional development plan for teachers and students and what are the necessary structures that must be in place to sustain it?
4. **Professional Development Plan:** What precisely is being recommended over a three-year time frame to build a strong foundation and allow for incremental growth?
5. **Appendices:** What was done at each of the math steering committee meetings and who was involved? How has the information collected at each meeting fed into the final plan?

Our math steering committee goal is that the reader will understand the wisdom of this approach in looking at the broader issues uncovered and find validation for dynamic paradigm changes toward mathematics professional development.

	Phase 1: 2007-2008	Phase 2	Phase 3
Planning	• Steering Committee expands professional development plan • Dissemination of plan	Develop phase 3 program at school level	Use of data to make modifications
Teacher Facilitators		• Identify teacher facilitators • Provide summer professional development • Engage in monthly networking meetings • Optional facilitation of summer camp • Participate in program evaluation	• Facilitate work at home district • Attend monthly meetings to plan for building-level meetings • Plan/facilitate summer camp • Participate in program evaluation
Administrators	K-8 Lenses on Learning	• Continue K-8 Lenses on Learning • Offer 9-12 Lenses on Learning	• Participate in program evaluation • Allocate and align building resources
Teachers	Elementary/Middle School/High School Math Institutes	• K-6 Summer Lab Class • K-12 Summer Program • Additional supplementary offerings	• Participate in building-level meetings • Implement strategies learned • Participate in program evaluation
Student Summer Camps		Optional in June 2009 (Modified Lesson Study format)	Modified Lesson Study through Summer Camp program
Program Evaluation	Begin development of program evaluation	Implement program evaluation	Use data to make modifications

Table 1

Rationale

The Michigan School Improvement Framework stresses the importance of teachers' professional learning. Strand III Standard 2 focuses on this professional learning stating that "Educators in schools/districts acquire or enhance the knowledge, skills, attitudes, and beliefs necessary to create high levels of learning for all students (National Staff Development Council)" (pp. 10). We know that the knowledge necessary for teaching mathematics includes how to teach for mathematical literacy for all students.

Numeracy, one of the essential pieces of mathematical literacy, is recognized as an essential skill for competent, responsible citizens. Adolescents who have solid numeracy skills are prepared to be successful adults who can interpret and analyze the numerical information that surrounds them in daily life. From making appropriate financial decisions to interpreting a chart found in the newspaper, mathematical literacy is a key component to success in navigating the world, the job market and school.

> ***"Mathematically literate individuals are informed citizens and intelligent consumers. They have the ability to interpret and analyze the vast amount of information they are inundated with daily in newspapers, on television, and on the Internet" (Martin, Hope 2007).***
>
> ***"…the idea of citizenship now requires not only literacy in reading and writing but literacy in math and science. … So Algebra … now is the gatekeeper for citizenship; and people who don't have it are like people who couldn't read or write in the industrial age" (Moses, 2001).***

Mathematical Literacy

The steering committee determined that ***mathematical literacy*** is a key framing concept. Students can be thought of being "mathematically literate" when they have mastered essential understandings of mathematics and can apply them to situations in their life. Using the research literature, the following definition of mathematical literacy was developed by the committee:

Mathematical literacy **is the inclination to see math as accessible, sensible, useful and worthwhile to meet a person's life needs. It should be demonstrated by communicating, reasoning, analyzing, and formulating and solving problems. The guiding principles of mathematical literacy are:**

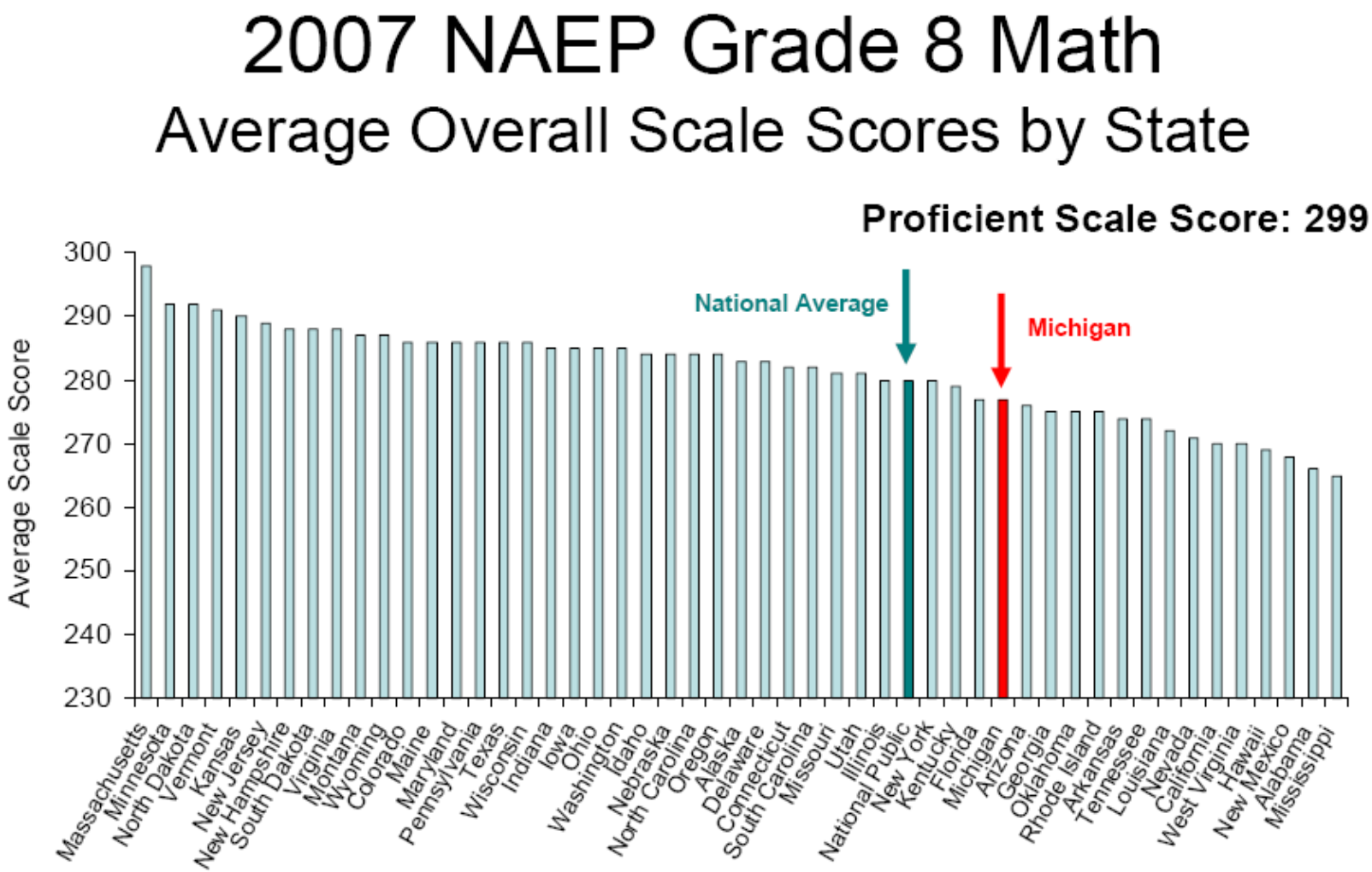
- **Coherent, integrated and functional understanding of concepts, operations and relations**
- **The ability to carry out procedures flexibly, accurately, efficiently and appropriately**
- **The capacity for logical thought, reflection, explanation and justification**
- **The ability to use mathematics to meet a person's life needs**
- **To see mathematics as an integral part of a global society.**

Michigan's new graduation requirements require all students to demonstrate proficiency in mathematics equivalent to the skills traditionally taught in a second year Algebra course. These recent changes highlight the belief by Michigan leaders and policymakers that higher-level mathematics can be mastered by all students and that being skilled in mathematics will be a critical literacy for the 21st century workforce. These workforce skills are incredibly important. According to Dave Murray of the Grand Rapids Press (November 30, 2007), an employer survey showed that while the job market is growing in Michigan "70 percent of the people who apply aren't qualified." Many of these jobs require a college education of some level, whether it be a certificate from a community college or an advanced university degree. Research has shown that most students who do not take coursework past second year Algebra as high school students require remediation in college, and that remediation in mathematics lowers the likelihood of graduation from college with an associate or bachelor's degree by 63% (NCES, 2004). In fact, college instructors and employers estimate that more than 40% of students they receive after graduation from high school are not prepared (Achieve Inc, 2005).

Moving from a system that has traditionally used mathematics as a way to weed students out of higher-level coursework to one where mastery of Algebra, Geometry, Statistics and quantitative literacy standards is an expectation for all students will require significant changes in the way we think about and teach mathematics in not only our high schools, but in our K-8 schools as well. We know from collected data that students are falling farther behind in their mastery of mathematics as they progress through school. In order to accomplish our goal of all students being successful in mathematics, we believe that sustained professional development must be in place to help teachers deepen their understanding of both mathematics as a discipline and the mathematics they teach, use effective practices for teaching mathematics in order to reach all students and believe that ALL students are capable of learning mathematics.

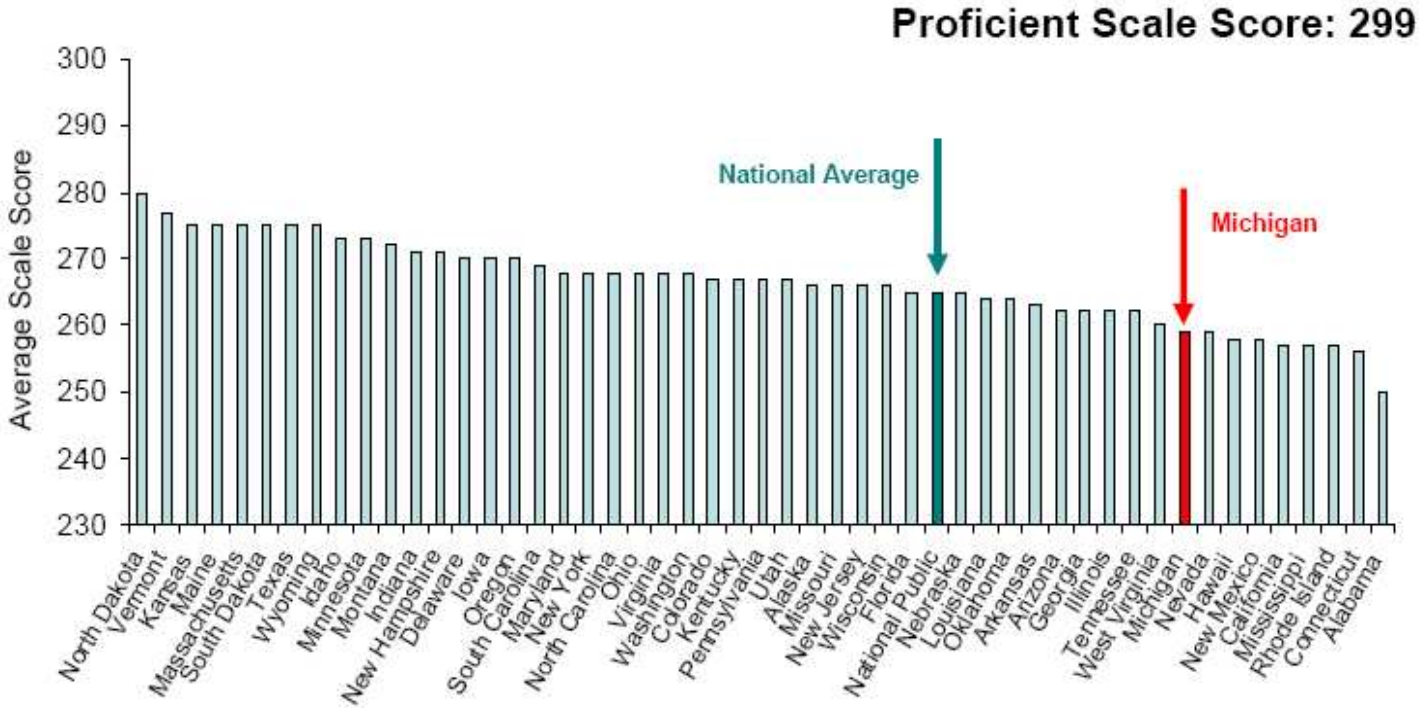
Urgency

Data collected on student achievement suggest that we have far to go before we can achieve the goal of mathematical literacy for all students. At a national level the NAEP data (available at nces.ed.gov/nationsreportcard/states/profile.asp), while showing statewide improvement in proficiency since 1992 at both the fourth- and eighth-grade levels, show that there has been no statistically significant change in the achievement gap between economically disadvantaged students and the remainder of the population or between ethnic groups in Michigan (see appendix A for summary data tables). If our goal is indeed to promote success for all students, this gap must be closed. Below, charts from EdTrust show unacceptable patterns in the NAEP scores in our state compared to the nation.

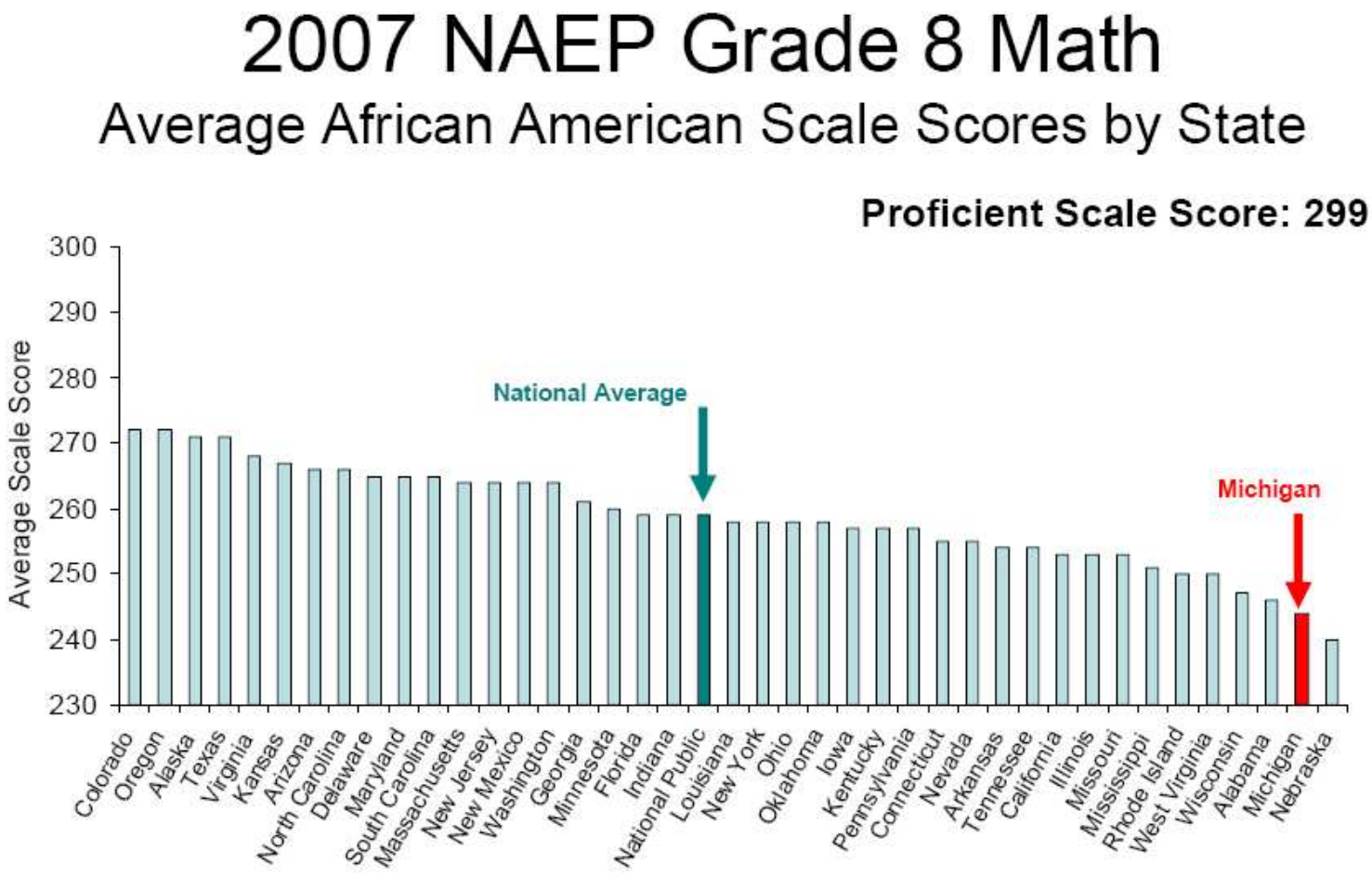

2007 NAEP Grade 8 Math
Average Overall Scale Scores by State
Proficient Scale Score: 299
National Average
Michigan
Average Scale Score
300
290
280
270
260
250
240
230
Massachusetts
Minnesota
North Dakota
Vermont
Kansas
New Jersey
New Hampshire
South Dakota
Virginia
Montana
Wyoming
Colorado
Maine
Maryland
Pennsylvania
Texas
Wisconsin
Indiana
Iowa
Ohio
Washington
Idaho
Nebraska
North Carolina
Oregon
Alaska
Delaware
Connecticut
South Carolina
Missouri
Utah
Illinois
National Public
New York
Kentucky
Florida
Michigan
Arizona
Georgia
Oklahoma
Rhode Island
Arkansas
Tennessee
Louisiana
Nevada
California
West Virginia
Hawaii
New Mexico
Alabama
Mississippi

2007 NAEP Grade 8 Math

Average Poor Scale Scores by State



Source: National Center for Education Statistics, NAEP Data Explorer, http://nces.ed.gov/nationsreportcard/nde/


2007 NAEP Grade 8 Math
Average African American Scale Scores by State
Proficient Scale Score: 299
Average Scale Score
300
290
280
270
260
250
240
230
National Average
Michigan
Colorado
Oregon
Alaska
Texas
Virginia
Kansas
Arizona
North Carolina
Delaware
Maryland
South Carolina
Massachusetts
New Jersey
New Mexico
Washington
Georgia
Minnesota
Florida
Indiana
National Public
Louisiana
New York
Ohio
Oklahoma
Iowa
Kentucky
Pennsylvania
Connecticut
Nevada
Arkansas
Tennessee
California
Illinois
Missouri
Mississippi
Rhode Island
West Virginia
Wisconsin
Alabama
Michigan
Nebraska

While expectations of students' mathematical skills increase at each grade level, student performance on many standardized measures does not. An examination of Washtenaw and Livingston County MEAP data from grades 3 – 11 in the 2005/2006 school year show a dramatic drop in the percent of proficient students as grade levels increase. By 11th grade, less than 65% of students are considered proficient in mathematics – down from 90% in the third grade. This decline in proficiency is fairly steady in elementary school but levels out in middle school at approximately 70%. The third- and eleventh-grade scores held in the 2007/2008 school year with a rise to 80% proficiency in the middle school scores. With a focus on professional development for middle school mathematics teachers in the past three years, these results may indicate that instructional support is necessary and useful at all grades in addition to the support that is called for by secondary educators who are expected to meet increasingly high standards.

Why Professional Development?

This decrease in proficiency coupled with the recent increase in standards creates a situation that requires the attention of educators, administrators, parents and community members. Fortunately, Livingston and Washtenaw counties are uniquely positioned to take advantage of key resources such as leading researchers in the field of mathematics who have investigated data-supported best practices, a set of common, agreed upon goals to frame the work, and access to key research and innovative practices that have been tested within Washtenaw County. A bi-county professional development plan will provide the opportunity to align these resources in support of effective teaching and learning around mathematical literacy and to ensure on-going instructional improvement.

The classroom is the one environment over which teachers have direct control. They may not be positioned to easily address the outside factors that affect student achievement, but we know that changes at the classroom level have the greatest impact on student learning. One way to affect change at that level is through sustained professional development that addresses the areas of teaching that have the greatest impact on student achievement. These areas are identified in the following section and have been addressed in the professional development plan.

"Research on the relationship between teachers' mathematical knowledge and students' achievement confirms the importance of teachers' content knowledge. … Direct assessment of teachers' actual mathematical knowledge provide the strongest indication of a relation between teachers' content knowledge and their students' achievement." (National Mathematics Advisory Panel, 2008, pp xxi)

"Teaching well requires substantial knowledge and skill" (National Mathematics Advisory Panel, 2008, pp xxi).

Research

An examination of relevant research indicates there are several important variables that affect literacy and student achievement in mathematics. The attitudes and beliefs of teachers, administrators, parents and students, instructor content knowledge, and instructor pedagogical knowledge/practices are the major variables involved in student success. Each of these major variables is addressed in our professional development plan.

Student Achievement

Teacher attitudes and beliefs about mathematics have been found to affect the way teachers interpret and teach curricula. According to Barlow and Reddish, "Beliefs impact practices because beliefs affect how teachers see their students, how they view the practices of other teachers, and how they accept the ideas given to them to develop their practice – whether those ideas are introduced through staff development, content courses, or pedagogy courses" (pp 145). Unfortunately, many teachers in their study held the unfounded beliefs that: only some people have the ability to do mathematics; mathematics involves much memorization; and that inability to demonstrate meta-cognition indicates a lack of mathematical knowledge (Barlow and Reddish, 2006). These beliefs must be addressed with all teachers before we can expect improvement in student mathematics achievement.

Instructor content knowledge and pedagogical knowledge have also been shown to have a profound effect on student mathematics learning. Not only is a teacher's deep understanding of mathematical content important, but his/her pedagogical knowledge also plays a key role in student learning. Koency and Swanson (2000) found that studies in classrooms with high expectations and challenging mathematics suggest that "teacher knowledge of mathematical content is a key factor that underlies the quality of classroom instruction" (pp 3). Hill, Rowan and Ball investigated both specialized content knowledge and skills used in teaching and found that "teachers' mathematical knowledge was significantly related to student achievement gains in both first and third grades" (pp 1, 2005). Given the extensive research supporting the importance of instructor knowledge, it is clear that the professional development plan must address the issue of content and pedagogical knowledge for all mathematics teachers.

Building upon the definition of mathematical literacy and educational research, the committee worked to construct a framework that would support mathematical literacy. The details of this framework are outlined in the next section.

Vital Instructional Components

Embedded in this plan is the belief that there are specific strategies coupled with a supportive classroom environment and deep connections that help students understand math content and processes more effectively. The idea is to get students to read, write, talk, and think mathematically. No one can do this better than the math teacher with his/her knowledge of the content and pedagogy in that specific math area. The teacher's own metacognitive awareness is critical in explaining his/her own thought processes comprehending the mathematical work. By modeling "think alouds" the teacher puts himself/herself in a position of being a learner with the students. Students can gradually feel safe in practicing these same skills until it becomes the routine way of delving into math work that, heretofore, would have been beyond their scope of understanding.

In developing math literacy, we look to the framework clearly outlined in the Reading Apprenticeship Program[1] which supports earlier literacy research. This framework outlines four interactive dimensions which, if melded carefully through metacognitive discussions, promote all literacy development. These dimensions also encompass the class environment and additional mathematics-specific teaching strategies. A description of each of these dimensions follow.

Social Dimension

Here is the recognition that math literacy learning requires social interaction. This helps students to feel greater safety in knowing that they can share mathematical processes, problems, and solutions to gain understanding. Students widen their perspectives as they begin to notice and appropriate multiple ways of gaining meaning and solving problems. They learn to ask critical questions as these conversations progress, moving their thinking to a much higher level.

Personal Dimension

In this dimension, students begin to think of themselves as mathematicians. They develop metacognitive skills, mathematical persistence and perseverance, confidence and curiosity. As students build their mathematics identity, they become much more able to assess their own performance and set personal goals.

Cognitive Dimension

Here students learn various comprehension and problem-solving strategies specific to mathematics and develop an approach for what to do when they don't understand.

Knowledge-Building Dimension

In this dimension there is direct correlation to the math content, text, and discourse. Students identify what they bring to the math context and expand this knowledge. This

[1] Reading Apprenticeship is an approach to reading instruction that helps young people develop the knowledge, strategies, and dispositions they need to become more powerful readers. It is at heart a partnership of expertise, drawing on what teachers know and do as discipline-based readers, and on adolescents' unique and often underestimated strengths as learners. (http://www.wested.org/cs/sli/print/docs/sli/ra_framework.htm)

includes content/topic knowledge, mathematical word construction and vocabulary, specific text structures, and discipline- and discourse- specific knowledge.

Mathematical Knowledge for Teaching

In order for these four dimensions to work effectively in building mathematics literacy, teachers must have a strong understanding of Subject Matter Knowledge and Pedagogical Content Knowledge (Ball, 2006).

Subject Matter Knowledge

- The sequence of math content; what comes before and after
- The new things that have relevance to our field
- The big ideas in any given area of math

Pedagogical Content Knowledge

- Who are we teaching and how will they relate best to the content?
- What are the instructional decisions that must be made that will be most helpful in any given context?
- What are the ways that we must understand the content to be able to apply it in various situations?

Ongoing Formative Assessment

Current research supports continuous, daily assessment that is embedded in classroom instruction. This formative assessment informs decisions made by teachers and students about what is understood and what needs to be done to increase understanding and help students acquire necessary skills. Rick Stiggins and his colleagues (2006) cite several expansive bodies of research indicating that formative assessment strategies, when used consistently and correctly, can result in achievement gains of one or more standard deviations and can close the gap between low-achieving and high-achieving students.

Vital Infrastructure Components

Professional Development
Research around professional development generally and more specifically around mathematics indicates that it must be ongoing, job-embedded and involve a community of learners. Effective professional development should use data and reflection to guide instruction. This learning should be integrated into the school schedule and allow support to practice new instructional strategies.

According to the *What Works* documents published by National Staff Development Council (NSDC) / National Education Association (NEA), mathematics professional development should:

Focus On	Include these tasks
• key mathematical concepts & problem solving skills	• summer intensive work for teachers
• instructional strategies	• demonstration of lessons
• multiple representations	• observation/examination of teaching videos
• lesson design	• school-based support
• class organization and management	• planning for instruction collaboratively
• leadership skills	• develop master/lead teachers
• children's thinking	• leadership development
• technology integration	• principal development

Teacher Teams
In order to support the work of teachers at the building level, it is recommended that teacher teams be allowed time to plan, align work and resources, and build supportive relationships. The support of colleagues increases the likelihood of effective implementation of strategies and methods learned during professional development; it is also a means of feedback and reflection on the teaching process.

Summative Assessment of Students and Programs
Norm/criterion-referenced assessments monitor student progress over time relative to their journey to mathematical literacy. These assessments provide data for internal and external evaluation of the instructional strategies being implemented. Assessments may also be used to evaluate the level at which the strategies are being implemented and/or program fidelity.

Teacher Leadership
In order to provide necessary support for teachers working to implement new strategies and processes, it is necessary to have leadership from teachers. These teachers will become more knowledgeable in mathematics content, pedagogical content and pedagogy and will then support the growth of other teachers in their building in these areas. These teachers are not necessarily the expert, rather, someone willing to take the lead in facilitating the work, someone willing to lead through example by using their knowledge

and skills to sustain a partnership with other teachers of mathematics. More critical still is the concept of creating change from within versus external mandates. Committed teacher leaders working with a small group of supporters will bring the kinds of instructional and achievement changes needed in a way that is participatory and sustainable rather than coerced and ephemeral.

Opportunity for Cross-District Conversation

Teachers will be provided the opportunity to share their successes and challenges with colleagues. The research on Washtenaw County's Reading Apprenticeship (RA) program strategies applied by teachers of mathematics cited successful opportunities reflective of best practice methodologies. Interviews and surveys identified structured time for formal sharing as the key factor in program success. Structured by formal protocols, discussions were focused, developed collegiality and validated professionalism, all of which sustained teachers as they worked toward reaching more and more students. Opportunities for formal sharing among teachers also contributed significantly to program implementation, fidelity, and to goals and accountability among teacher peers.

Professional Development Plan

This implementation plan has the goal of improving mathematical literacy of students and teachers in Livingston and Washtenaw Counties and supporting teachers in their efforts with students.

The purpose of the plan is to:

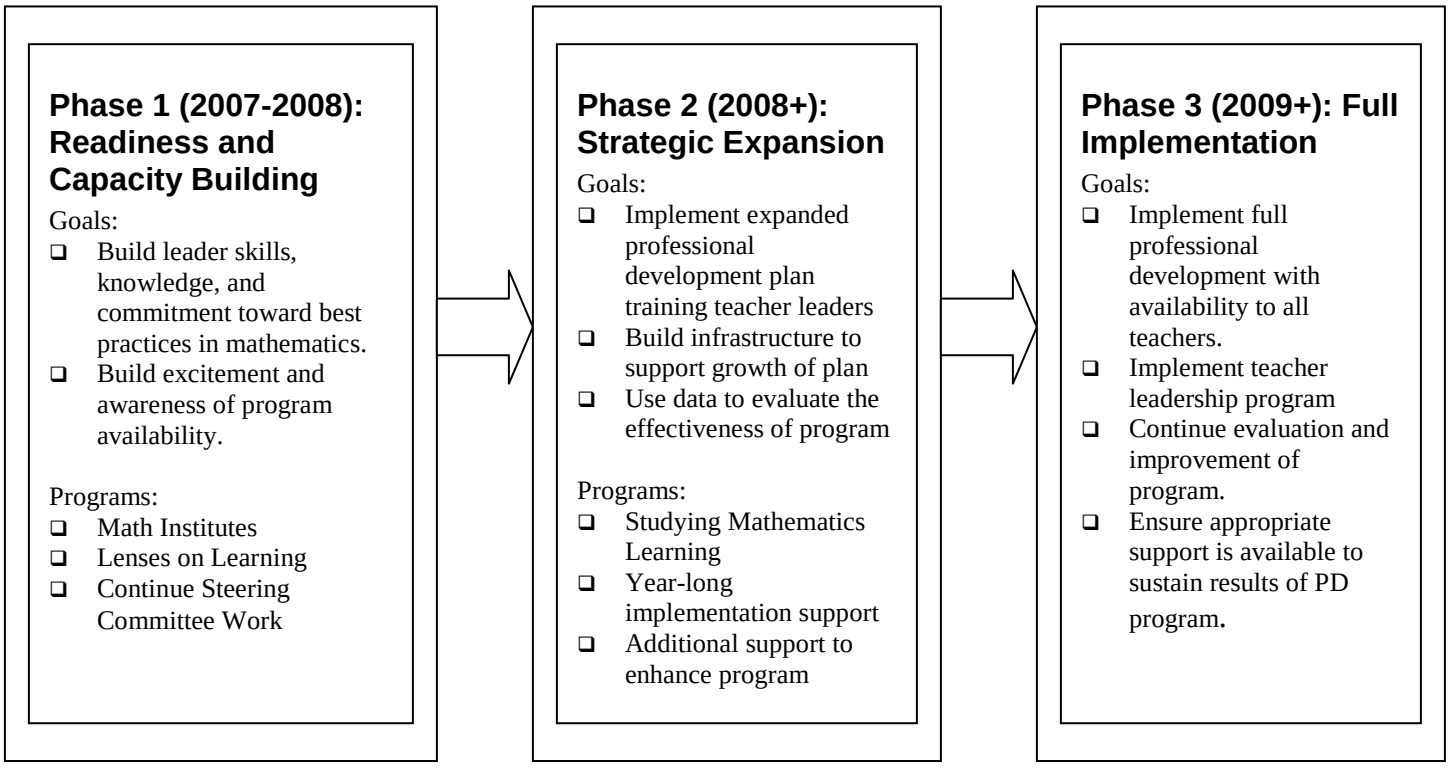
- strengthen student, teacher and systems capabilities to develop mathematically literate thinkers
- build a strong, systemic, collaborative process
- utilize proven strategies to build student thinking skills, support procedural flexibility and fluency, and build capacity for logical thought, reflection, explanation and justification.

The approach to learning these teaching strategies noted in the implementation plan reflect the research of Joyce and Showers (1980, see appendix A). Their work demonstrates the need for modeling, guided practice and supervision during application in order to reach full implementation of desired strategies. Each of these activities is embedded in Phase 2 of the plan.

The professional development plan is also aligned with the NSDC model, upon which the Michigan School Improvement Framework was structured. The opportunities for teachers are built around learning communities, teacher leaders guiding improvement within their buildings, creating a positive classroom environment and building pedagogical and content knowledge.

Multi-phase Professional Development Plan

The Mathematics Steering Committee is recommending the continuation of a three-phase implementation of the bi-county professional development plan to address the concerns outlined in previous portions of this document. Using a phase model rather than a time-centric model allows us to guarantee that each portion of the plan is well researched, tested and put into practice to ensure the success and longevity of mathematics professional development in Washtenaw and Livingston Counties.



Phase 1: Readiness and Capacity Building

We termed the first phase "Readiness" because we felt that we needed to raise awareness with all teachers of the mathematical challenges with which we are struggling in our counties. In phase one, we worked with voluntary teachers and administrative leaders on building both their leadership skills and their mathematical knowledge. We used these participants to build excitement about the programs within their own districts and to communicate the issues and possible solutions with fellow educators. In addition, we worked toward creating sustainable relationships with the community and the universities that support the work of the professional development program.

The two programs provided in phase one were Math Institutes and Lenses on Learning. The Steering Committee initially viewed presentations from fellow mathematics educators who were involved in these programs and determined that the programs would be extremely valuable for the entire county. We were able to offer six Mathematics Institutes, two at the Elementary level, two at the Middle School level, and two at the High School Algebra level. Participating districts included Ann Arbor, Brighton, Dexter, Fowlerville, Hartland, Lincoln, Manchester, Pinckney and Ypsilanti. We were also able to offer Lenses on Learning at the K-8 level and had almost all of Ann Arbor Public School administrators attend.

Phase 2: Strategic Expansion
The second phase will allow us to implement an expanded professional development plan and the selected evaluation tools with groups of teachers and administrators. Educators will begin training as teacher leaders in this phase. This will give a larger support base for the final phase. Teacher facilitators will also be provided with additional training opportunities as determined by the group.

During this phase we will continue to work with administration to help them create the infrastructure necessary to support this type of professional development within their buildings. We will also ask them to participate in data collection and communication with the instructors in their district.

Teachers participating in the program will be part of a year-long cohort supporting their work. The initial program provides two choices for teachers focused on studying how students learn mathematics and what structures/strategies must be in place to support that learning. Teachers then attend monthly meetings to learn new strategies, share their experiences with implementing what they have learned and participate in peer observation and sharing. The culmination of the year takes place when members of the cohort participate in a modified lesson study program by designing and teaching a summer opportunity for struggling students at transition points (either from elementary to middle school or middle to high school).

	Participants	Objective(s)	Activities	Timeline	Facilitator
Teachers Choose One Opportunity	Teams of K-6 math teachers		Studying Teaching Moves: Making the Math Curriculum Accessible to all Learners	July 21-August 1, 2008	University of Michigan
	Teams of K-12 math teachers	• Learn mathematical problem solving processes. • Reflect on what it takes to be a learner of mathematics. • Plan for the following aspects of the upcoming school year: classroom culture, classroom expectations, logistics, lesson planning, and intentional teaching of social expectations.	Studying Mathematics Learning from the Student Perspective	August 18-22, 2008	Mathematics Coordinator
All Teacher Participants	Teacher Facilitators	• Build understanding of five domains of learning. • Build and refine teachers' repertoire of strategies. • Reflect on the practice of teaching and implementation of strategies. • Build and refine formative assessment skills	Meet monthly as a team to reflect on implementation, learn strategies, examine lessons/student work, peer observations, and journal entries	Year-long 2008-2009 School Year	Mathematics Coordinator, Assessment Supervisor
Principals	Building Principals	• Build shared understanding of mathematics teaching. • Build capacity for supporting mathematics teaching.	Lenses on Learning	Year-long 2008-2009 School Year	Lenses on Learning Facilitators
Optional	Teacher Facilitators (Optional)	• Experience the Lesson Study process. • Reflect on the teaching practice. • Examine a course structure through the lens of the framework and strategies learned throughout the year.	Modified Lesson Study process using transition course for students	End of June 2009	University of Michigan and Mathematics Coordinator
Facilitators/ Principals	Teacher Facilitators and Principal		Develop and schedule school-wide training plan for Phase 3	June 2009	Mathematics Coordinator

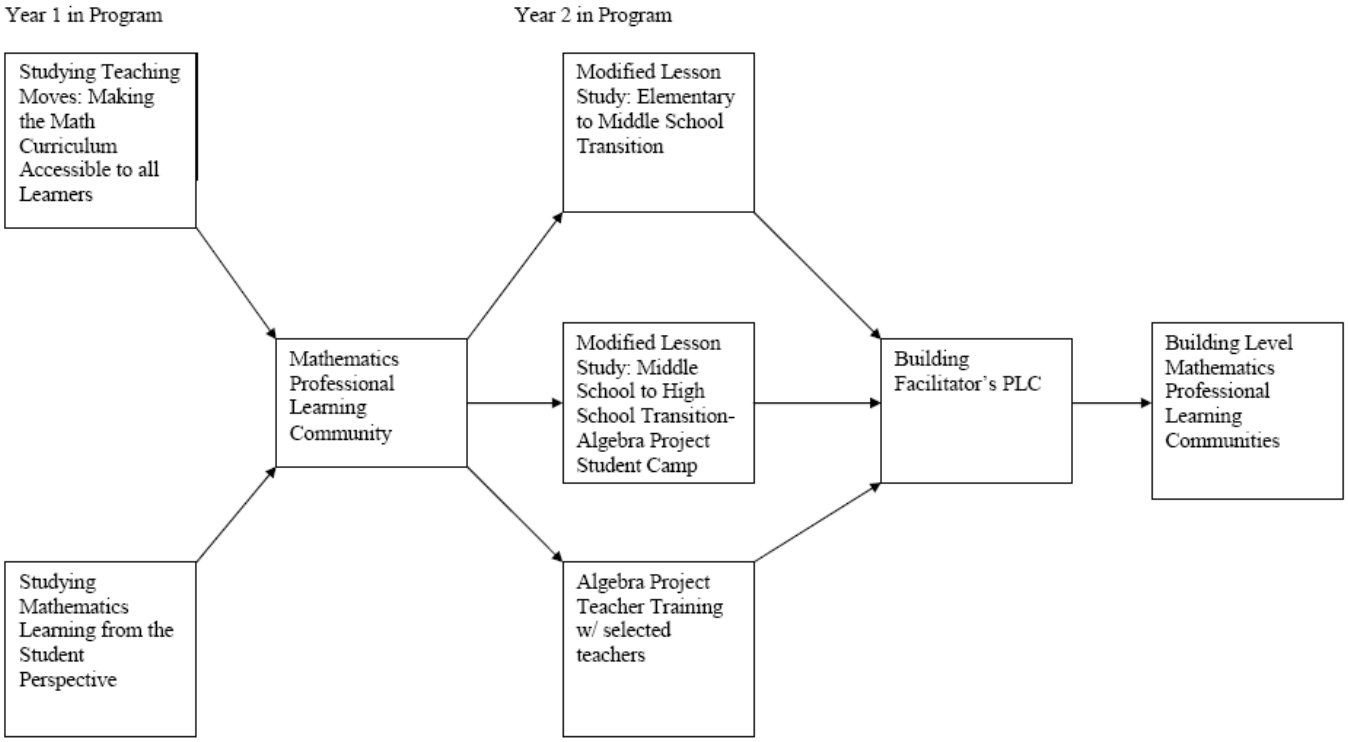
Phase 3: Full Implementation

The final phase will allow for implementation with all teachers in all districts. The same instructional and evaluation protocols will be followed as in phase 2. The focus of this phase will be to ensure that proper support is given for successful and sustainable implementation.

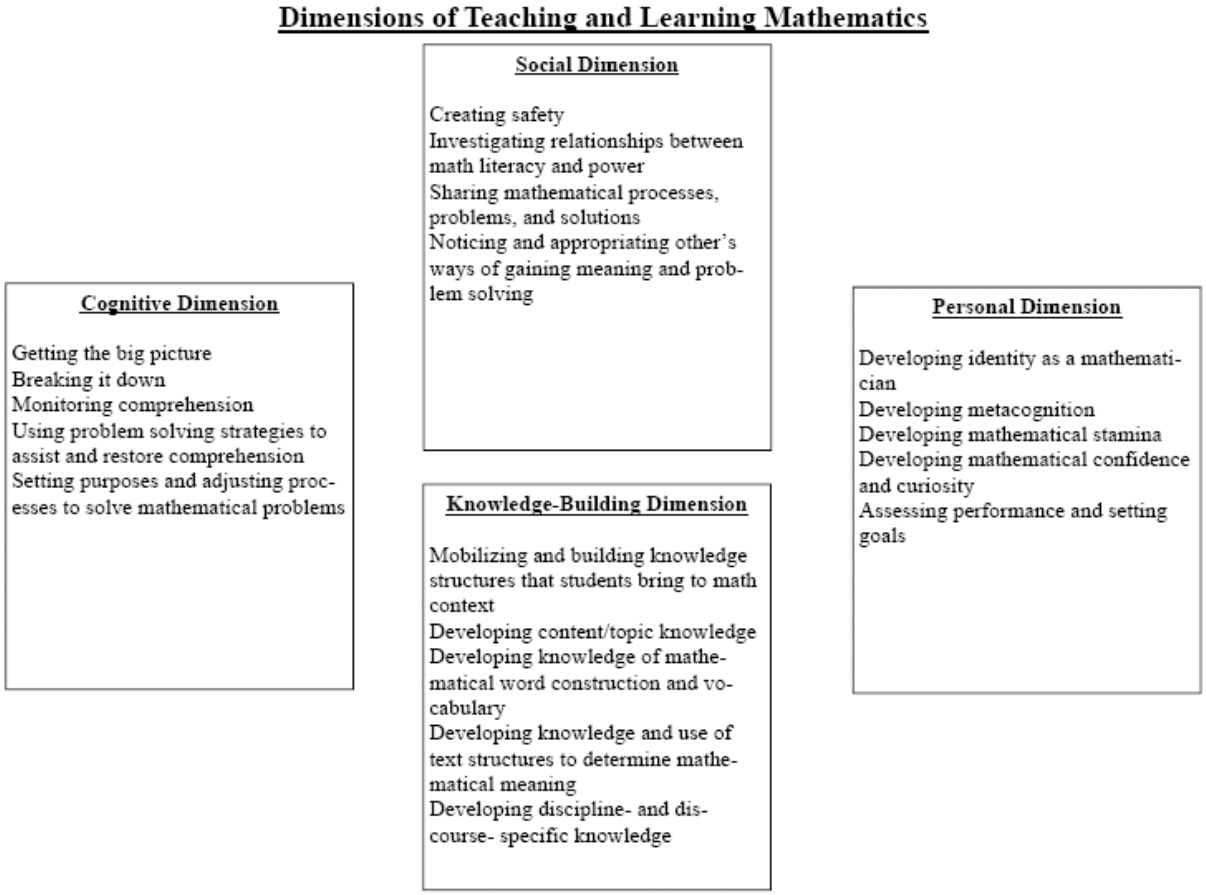
	Participants	Objective(s)	Activities	Timeline	Facilitator
Teachers Choose One Opportunity	Building-level groups of K-6 math teachers		Studying Teaching Moves: Making the Math Curriculum Accessible to all Learners	July -August	University of Michigan
	Building-level groups of K-12 math teachers	• Learn mathematical problem-solving processes. • Reflect on what it takes to be a learner of mathematics. • Plan for the following aspects of the upcoming school year: classroom culture, classroom expectations, logistics, lesson planning, and intentional teaching of social expectations.	Studying Mathematics Learning from the Student Perspective	August	Mathematics Coordinator
	Selected high school math teachers from phase 1	• Learn mathematical problem-solving processes. • Reflect on what it takes to be a learner of mathematics. • Plan for implementing the Algebra Project curriculum with struggling students	Algebra Project Teacher Training	July-August	Algebra Project Trainers
Teacher Facilitators	Teacher Facilitators	• Build facilitation and professional community skills. • Network with other facilitators to create a supportive community.	Planning for building-level training and facilitation	August intensive, year-long meeting schedule	Mathematics Coordinator
	Building-level Groups (facilitators + teachers in building)	• Build understanding of five domains of learning • Build and refine teachers' repertoire of strategies. • Reflect on the practice of teaching and implementation of strategies.	Meet monthly as a team to reflect on implementation, learn strategies, examine lessons/student work, peer observations, and journal	Year-long	Teacher Facilitators

Optional	Teacher Facilitators (Optional)	• Experience the Lesson Study process. • Reflect on the teaching practice. • Examine a course structure through the lens of the framework and strategies learned throughout the year.	Modified Lesson Study process using transition course for students	End of June	University of Michigan, Algebra Project Trainers, Mathematics Coordinator and Teacher Facilitators
Facilitators/ Principals	Teacher Facilitators and Principal		• Develop and schedule school-wide training plan for Phase 3 • Align building resources to sustain work		Mathematics Coordinator

Teacher Professional Development Program Pathway



Appendix A: Supporting Documents



Adapted from The Reading Apprenticeship Framework

Training Methods & Levels of Impact

Joyce & Showers (1980)

Training Method	Level of Impact	Evidence of Impact *What does this look like?*
Didactic presentation of theory & concepts	Awareness	Participant can articulate general concept & identify problems.
Modeling/ demonstration (i.e. live, video)	Conceptual Understanding	Participant can articulate concepts clearly & describe appropriate actions.
Practice in simulated situations with feedback (i.e. role play, written exercises)	Skill Acquisition	Participant can begin to use skills in structured or simulated situations.
Coaching & supervision during application	Application of Skills	Participant can use skills flexibly in actual settings.

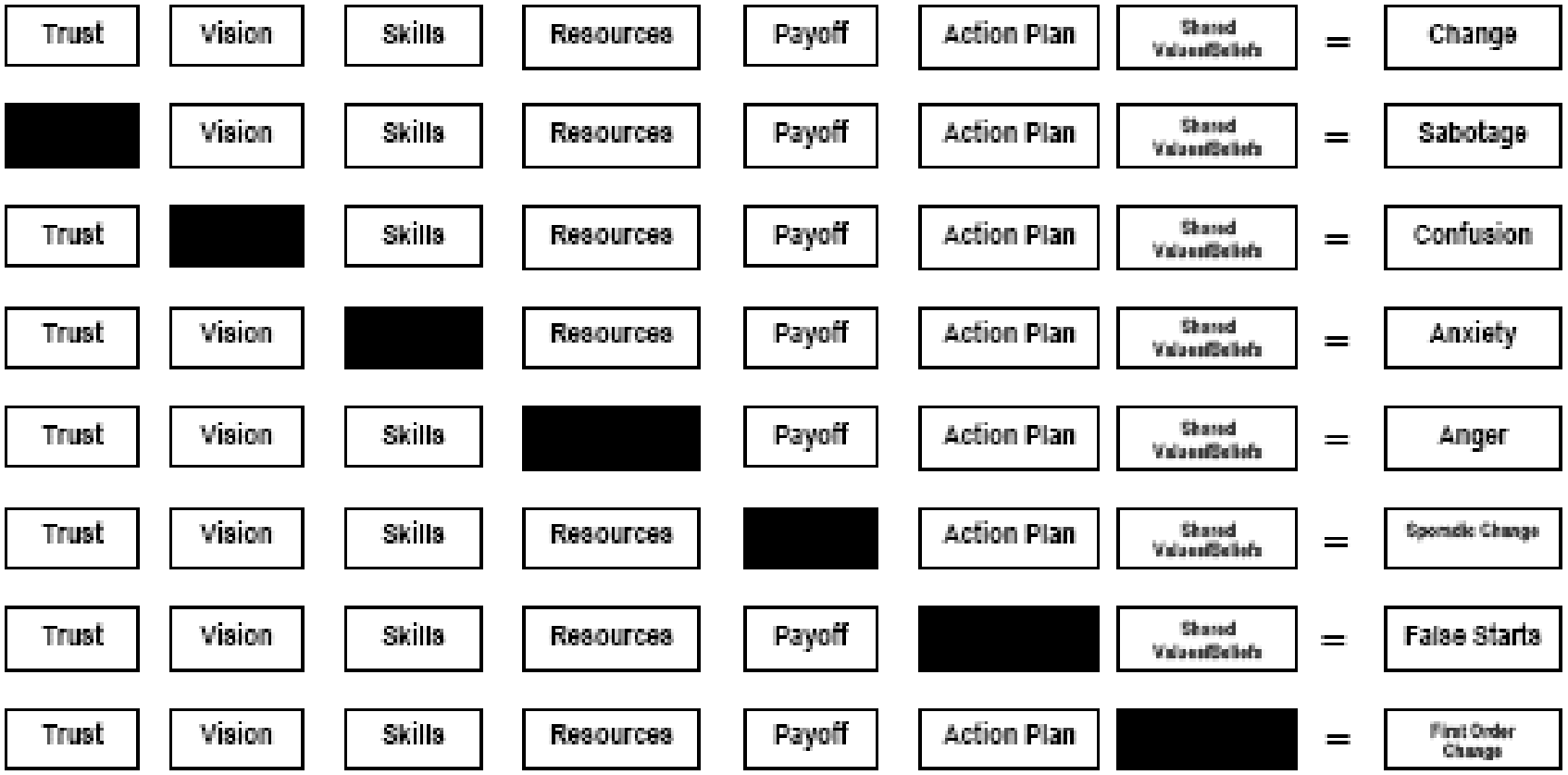
Educational Change Process

Hall & Hord (1987)

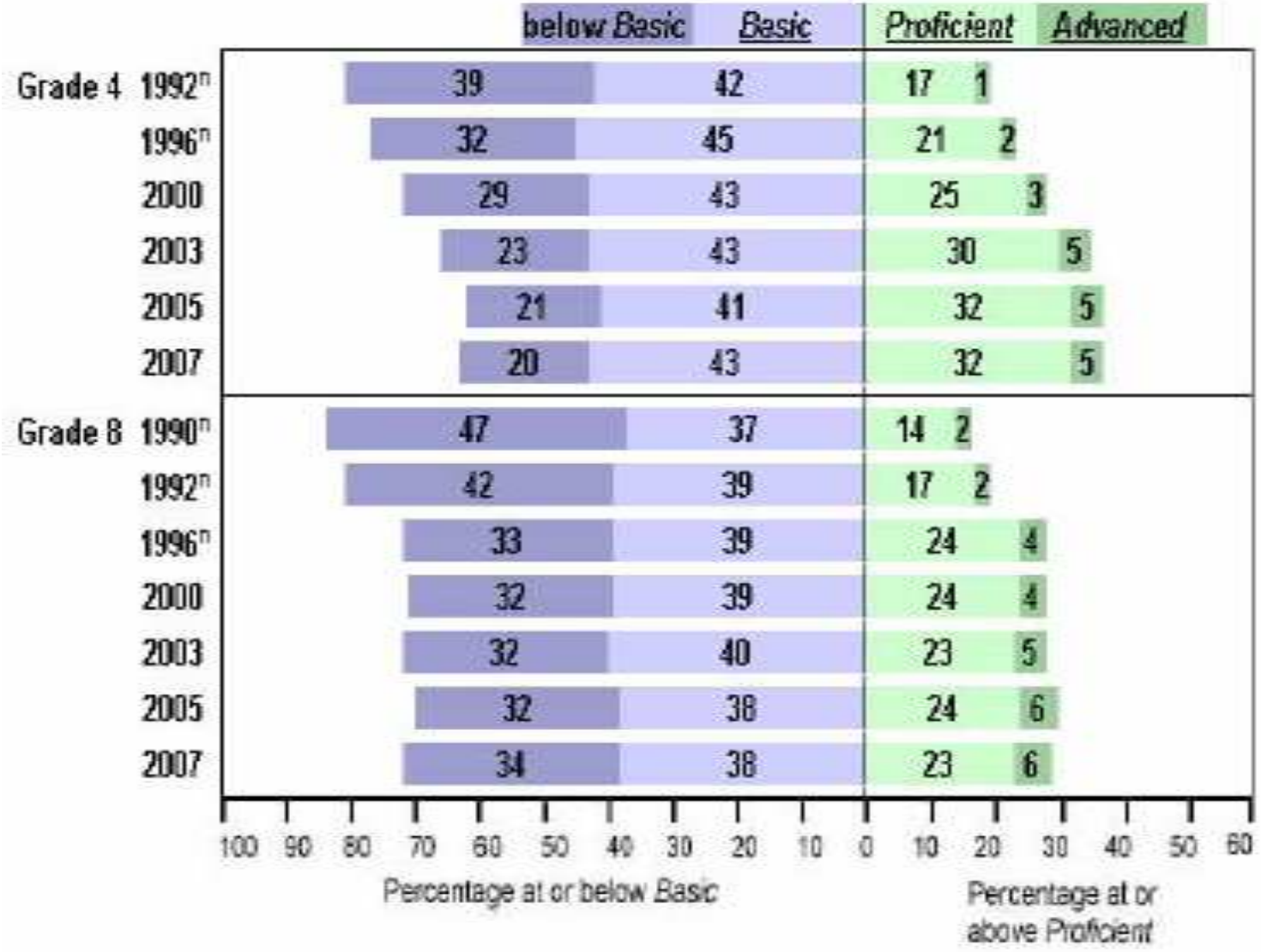
Initiation: process leading to the decision to implement change
Implementation: process of putting the change into action
Institutionalization: process of stabilizing/continuing change (Fullan, 1991)

	Stages of Concern
0-Awareness	Little concern about or involvement in the innovation is indicated
1- Informational	There is general awareness of the innovation and increased interest in details.
2- Personal	Uncertain of demands of innovation; concerns regarding how innovation will affect self.
3- Management	Attention is focused on process and task of using innovation and most efficient use of time, resources, etc.
4-Consequence	Focus is on impact innovation will have on students.
5-Collaboration	Concern about coordinating and collaborating with others regarding innovation.
6-Refocusing	Exploration of additional benefits for students, including modifying or replacing innovation.

UNDERSTANDING CHANGE



NAEP Achievement Levels



NAEP Mathematics Grade 8 2007, 2005, 2003, 2000, 2000, 1996, 1992 and 1990
Average Scale Score (with Standard Errors in Parentheses), Mathematics
Gaps and changes in gaps for selected subgroups - Michigan

	Male		Female		Gap between Male and Female	
	Average Scale Score		Average Scale Score		Difference	
2007	278.2970956	1.48641698	275.2354584	1.62886404	3.06163717	2.205137977
2005	279.4385813	1.71470465	275.2618138	1.76366895	4.17676755	2.459825238
2003	276.9254419	2.25033246	275.9709816	1.97554498	0.95446033	2.994457238
2000	277.588948	1.90284053	276.9503029	2.21913345	0.63864512	2.923243977
2000 [1]	279.0590125	1.84755653	277.863207	1.78485274	1.19580551	2.568883889
1996 [1]	278.7893171	2.02943236	274.9474631	1.97586548	3.84185396	2.832426539
1992 [1]	269.8658368	1.6160101	265.0181303	1.52197612	4.84770646	2.219887374
1990 [1]	265.0933422	1.43884794	263.6326709	1.25745927	1.46067133	1.910886499

From 2005 to 2007, the change in the gap was 1(3.3), which does not represent a significant difference between the two years.
From 2003 to 2007, the change in the gap was 2(3.7), which does not represent a significant difference between the two years.
From 2000 to 2007, the change in the gap was 2(3.7), which does not represent a significant difference between the two years.
From 2000 [1] to 2007, the change in the gap was 2(3.4), which does not represent a significant difference between the two years.
From 1996 [1] to 2007, the change in the gap was 1(3.6), which does not represent a significant difference between the two years.
From 1992 [1] to 2007, the change in the gap was 2(3.1), which does not represent a significant difference between the two years.
From 1990 [1] to 2007, the change in the gap was 2(2.9), which does not represent a significant difference between the two years.

Gap between White and Black (Race/ethnicity used in NAEP reports after 2001)

	White		Black		Difference	
	Average Scale Score		Average Scale Score			
2007	284.983429	1.09075196	243.8918449	2.19525799	41.0915841	2.451305261
2005	285.4627497	1.62490915	247.4975416	2.02147452	37.96520801	2.593586124
2003	286.1518943	1.34182048	244.9445747	3.45342666	41.2073196	3.704947759
2000	284.9118759	1.53287092	239.4476208	3.25999529	45.46425501	3.602396778
2000 [1]	285.7909531	1.44506398	241.9733152	2.68656492	43.81763794	3.050547652
1996 [1]	283.9082191	1.61810879	244.8155325	3.73397794	39.09268667	4.069504554
1992 [1]	276.4263204	1.44946827	232.7418683	1.75374103	43.68445206	2.275206774
1990 [1]	269.9040468	1.06882974	230.8805192	1.53631343	39.02352758	1.871538396

From 2005 to 2007, the change in the gap was 3(3.6), which does not represent a significant difference between the two years.
From 2003 to 2007, the change in the gap was 0(4.4), which does not represent a significant difference between the two years.
From 2000 to 2007, the change in the gap was 4(4.4), which does not represent a significant difference between the two years.
From 2000 [1] to 2007, the change in the gap was 3(3.9), which does not represent a significant difference between the two years.
From 1996 [1] to 2007, the change in the gap was 2(4.8), which does not represent a significant difference between the two years.
From 1992 [1] to 2007, the change in the gap was 3(3.3), which does not represent a significant difference between the two years.
From 1990 [1] to 2007, the change in the gap was 2(3.1), which does not represent a significant difference between the two years.

Gap between White and Hispanic (Race/ethnicity used in NAEP reports after 2001)

	White		Hispanic			
	Average Scale Score		Average Scale Score		Difference	
2007	284.983429	1.09075196	258.8407039	3.82155722	26.14272511	3.974171539
2005	285.4627497	1.62490915	265.0248575	3.7840017	20.43789211	4.118130475
2003	286.1518943	1.34182048	266.8330286	4.21913436	19.31886573	4.427366819
1992 [1]	276.4263204	1.44946827	251.9262071	8.14653879	24.50011328	8.274482009

From 2005 to 2007, the change in the gap was 6(5.7), which does not represent a significant difference between the two years.
From 2003 to 2007, the change in the gap was 7(5.9), which does not represent a significant difference between the two years.
From 1992 [1] to 2007, the change in the gap was 2(9.2), which does not represent a significant difference between the two years.

Gap between Not eligible and Eligible for Free/Reduced-Price Lunch

	Not eligible		Eligible			
	Average Scale Score		Average Scale Score		Difference	
2007	285.3667994	1.25445465	259.3456719	2.16408347	26.02112747	2.501382365
2005	284.7521452	1.6417063	258.360005	1.98371306	26.39214022	2.574940209
2003	284.5940461	1.78513613	257.1098328	3.24068883	27.48421325	3.699834469
2000	284.2984033	1.99486011	255.9773992	2.15090843	28.3210041	2.933576986
2000 [1]	286.3255513	1.65242297	255.6201825	2.23499561	30.70536884	2.779515614
1996 [1]	283.8503439	1.74802535	257.0160751	2.68725087	26.83426876	3.205761978

From 2005 to 2007, the change in the gap was 0(3.6), which does not represent a significant difference between the two years.
From 2003 to 2007, the change in the gap was 1(4.5), which does not represent a significant difference between the two years.
From 2000 to 2007, the change in the gap was 2(3.9), which does not represent a significant difference between the two years.
From 2000 [1] to 2007, the change in the gap was 5(3.7), which does not represent a significant difference between the two years.
From 1996 [1] to 2007, the change in the gap was 1(4.1), which does not represent a significant difference between the two years.

Gap between 75th and 25th Percentile

	75th Scale Score		25th Percentile Scale Score		Difference	
2007	303.0679993	1.23460057	252.2400024	2.39964799	50.82799683	2.69861984
2005	303.1959961	1.93766731	253.2660004	1.83964148	49.92999572	2.67185991
2003	302.1219971	2.22595983	253.5579987	3.08371058	48.56399841	3.803178684
2000	302.3420044	1.96955202	254.5700012	2.00930698	47.77200317	2.813618613
2000 [1]	302.8059998	1.63620084	255.9439972	2.62595271	46.86200257	3.093991083
1996 [1]	302.2299988	0.94877702	253.2040009	2.34500776	49.02599793	2.529671763
1992 [1]	292.2679932	2.22771806	244.0200012	2.15685349	48.24799194	3.100765185
1990 [1]	287.8119934	1.72471171	241.2819977	1.32507777	46.52999573	2.174962432

From 2005 to 2007, the change in the gap was 1(3.8), which does not represent a significant difference between the two years.
From 2003 to 2007, the change in the gap was 2(4.7), which does not represent a significant difference between the two years.
From 2000 to 2007, the change in the gap was 3(3.9), which does not represent a significant difference between the two years.
From 2000 [1] to 2007, the change in the gap was 4(4.1), which does not represent a significant difference between the two years.
From 1996 [1] to 2007, the change in the gap was 2(3.7), which does not represent a significant difference between the two years.
From 1992 [1] to 2007, the change in the gap was 3(4.1), which does not represent a significant difference between the two years.
From 1990 [1] to 2007, the change in the gap was 4(3.5), which does not represent a significant difference between the two years.
--- Sample size is insufficient to permit a reliable estimate.
[1] Accommodations were not permitted for this assessment.
Note: Score differences are calculated based on differences between unrounded average scale scores. In this table, significance tests were carried out for all changes in gaps. All other observed differences are not necessarily statistically significant.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2007, 2005, 2003, 2000, 2000, 1996, 1992 and 1990 Mathematics Assessments.

Program Descriptions:
Mathematics Institutes are a sequence of courses that focus on the mathematics that teachers teach and on the best practices for teaching mathematics with the goal of reaching all students. Each institute meets for 30 contact hours, often over 5 days. A teacher participating in an institute can elect 2 hours of graduate credit by paying a reduced tuition fee. One set of institutes focuses on the mathematics strands in the Michigan Grade Level Content Expectations. A second set of institutes focuses on the pedagogical moves teachers make that hinder or support student understanding. In these institutes teachers are given a grade-appropriate task that requires some creative thinking and that leads to various solution paths. Teachers gain insight into diverse ways students might think about the problem and encourages them to support students thinking in these same ways. These institutes often use case studies of a teacher's work with his or her students in working on a task. The institute design is built on the belief that effective teacher professional development must be long-term, sustained, collaborative, school-based, linked to curricula, and focused on student learning (Hiebert, Gallimore and Stigler 2002).

“Lenses on Learning” is a program to help administrators learn about mathematics and mathematics teaching. Through this K-12 program, administrators learn about the nature of mathematics, mathematical understanding and how this develops in children, discourse-based instruction, and different approaches to professional development that support a standards-based classroom. The program takes place in three modules: Instructional Leadership in Mathematics, Teacher Learning for Mathematics Instruction, and Observing Today’s Mathematics Classroom. Participants work through problems to experience for themselves how mathematics is handled in a standards-based course. They then examine videos of teachers working with students on the problem and use this as a basis of discussion on issues of teaching and learning.

Appendix B: Literature Reviewed

Algebra

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Appendix C: Mathematics Steering Committee Members

Name	Position	District/Agency
Debi Arington	Teacher	Lincoln
Wendy Arntson	Teacher	Manchester
Amanda Badge	Teacher	Fowlerville
Hyman Bass	Professor of Mathematics	U of M
Ann Beyer	Teacher	Ann Arbor
Joanne Caniglia	Professor of Mathematics	EMU
Brooke Collins	Teacher	Whitmore Lake
Kate Curtin	Principal	Lincoln
LeeAnn Dickinson-Kelley	Director, Elementary Education	Ann Arbor
Bonnie Dornbos	Teacher	Willow Run
James Fielder	Teacher	Manchester
Nicole Garcia	Mathematics Coordinator	WISD/LESA
Kate Gregory	Teacher	Hartland
Jenny Guziel	Teacher	Lincoln
Delena Harrison	Graduate Research Assistant, SoE	U of M
Jenny Heath	Teacher	Milan
Jean Hoeft	Teacher	Whitmore Lake
Jenny Jandron	Teacher	Fowlerville
Lisa Kaniewski	Teacher	Pinckney
Clint Kraft	Teacher	Milan
Karen Kurcz	Teacher	Chelsea
Linda Kuzon	Instructional Consultant	Dexter
Sheila Larson	Curriculum Director	Fowlerville
Peter Loveland	Teacher	Saline
Shelly Lyon	Teacher	Whitmore Lake
Michele Madden	Instructional Support	Ann Arbor
Lisa Malboeuf	Teacher	Lincoln
Mary Marshall	Principal	Dexter
Kevin Mowrer	Principal, H.S.	Manchester
Naomi Norman	Director of Instruction	WISD
John Porter	Teacher	Lincoln
Molly Porter	Teacher	Ypsilanti
Jim Reese	Director, General Education	LESA
Deborah Regal Coller	Teacher	Pinckney
Laura Roop	Outreach Director	U of M, School of Education
Rick Schaffner	Curriculum Director	Lincoln
Sarena Shivers	ECA Project Coordinator	WISD
Amber Siebert	Teacher	Whitmore Lake
Paula Sizemore	Math Specialist	Ypsilanti
Dan Stearn	Teacher	Lincoln
Lana Tatom	Director, Academic Service	Willow Run
Loren Thorburn	Teacher	Chelsea

Larissa Tindall	Teacher	Manchester
Natalie Turner	Teacher	Willow Run
Roger Verhey	Professor of Mathematics	U of M Dearborn
Richard Weigel	Curriculum Director	Ypsilanti
Virginia Weingate	Teacher	Brighton
Regina Williams	Curriculum Facilitator	Willow Run
Tammy Wroblewski	Teacher	Willow Run
Tim Jackson	Director, CTE	LESA

Appendix D: Process Used to Prepare the Implementation Plan

The Math Steering Committee of the Effective Practices/Assessment Work Group has met over the past two years. Membership has been varied over this time, with some people maintaining continuity while others helped to broaden the base of knowledge. The purpose of the first year was to provide a broad range of the learning opportunities available for math professional development. During this year, the Steering Committee recognized that members of the mathematical community in Washtenaw County were involved in innovative, research-based professional development that improved instruction and student achievement. In light of this finding, presentations were organized to expose teachers, administrators, and other leaders of mathematics instruction to the methods and outcomes of these practices. Response to the presentations was overwhelmingly positive. This encouraged the committee to use the great resources that exist in Washtenaw County as part of the professional development plan by providing open lines of communication, training in instructional practices and content matter, consistent feedback to practitioners, and instructional/ administrative support.

2006-2007 Steering Committee Recommendations

In May of 2007, the Math Steering Committee offered the following recommendations which were then accepted by the superintendents of Washtenaw County:

1) adopt a multi-phase approach to the development and implementation of a mathematics professional development plan
2) provide professional development opportunities during 2007-08 focusing on math institutes for elementary, middle and high school math concepts, lesson study, administrator awareness and understanding of essential mathematics instructional practices and countywide opportunities to see innovative mathematics instructional activities in action.
3) extend the work of the steering committee for another year to fully develop Phase 2 of the implementation plan.

In the second year, the group refined work from the first year to develop a plan that would have the greatest impact on the greatest number of people and get at the heart of math literacy. What follows is a synopsis of the meetings during the past year.

November 5, 2007

Outcomes:

- To review student data and previous work
- To define the purpose and parameters of committee work
- To identify goals and challenges to meeting these goals

Key Processes and Ideas:

- Introduced Michigan School Improvement Framework Strands I Teaching for Learning and III Personnel and Professional Learning.
- Introduced Professional Learning Community
- Reviewed 2006-2007 work of committee
- Set Goals:
    1. Engage in research that crosses all spheres influencing student learning in mathematics.
    2. Develop and implement a plan to inform administrators and policy makers about the need for quality professional development in mathematics.
    3. Identify and implement a needs analysis of/for staff and student learning in mathematics.
- Reviewed MEAP Data from 2005-2006:
    1. Clear gap in ethnicity with African-American and Hispanic groups scoring significantly lower than Asian and Caucasian students.
    2. All ethnicities continuing a downhill slide in mathematics from grade 3 to 7.
    3. Economic gap also evident

December 11, 2007

Outcomes:

- To understand the Michigan Professional Development Standards as written in the Framework
- To explore literature for best instructional practice and supporting professional development
- To identify common needs of all math teachers
- To create a communication/dissemination of information plan to better inform administrators and colleagues

Key Processes and Ideas:

- Need for embedded PD and strong infrastructure to support it
- Need for strong communication
- Need for measurable goals in plan
- Need for strategies for all learners
- Use of higher-level thinking skills in math investigations

- Need for teacher to work with students as learners; use and show metacognitive strategies
- Need for teacher connection/rapport with students

February 5, 2008

Outcomes:

- To determine math professional development for 2008-2009 and the infrastructure needs necessary to support it
- To begin to develop our plan
- To determine what information still needs to be collected to clarify and implement our math theory of change
- To develop a plan for sharing information with our administrators.

Key Processes and Ideas to Incorporate in the Plan to Increase Math Literacy:

- Inquiry-based learning
- Differentiated instruction, specifically for "At Risk" learners, for active engagement
- On-site
- Collaborative
- Importance of networking
- Use of math coaches, trained through WISD
- Individual and small-group support
- Infrastructure changes in each district
- Use of technology
- Importance of student/teacher relationship

March 6, 2008

Outcomes:

- To understand the types of evaluation options and determine which would be most appropriate for the Math PD Plan
- Review and give feedback on the preliminary plan
- Discuss parameters for gaining interest and commitment to the PD plan
- Continue to work on our group dissemination plan

Key Process and Ideas:

- Identification of dimensions of learning
- Class observation as a learning process
- Evaluation as a learning process and an indication of growth

Sample Student Schedule/Teacher Collaboration Time

****Schedule options are subject to successful negotiations with LEA and District budgetary constraints.****

Option A: 5 Period Trimester

Period	Regular Day	Late Start/Seminar Day	Advisory Day (once per week)
1	7:30-8:45	9:30-10:08	7:30-8:37
2	8:56-10:07	10:15-10:53	8:42-9:49
3	10:14-11:27	11:00-11:38	9:56-11:03
4	11:36-1:21 (includes lunch)	11:45-1:15	11:10-12:37
Seminar		1:22-2:00	
Advisory			12:44-1:31
5	1:28-2:45	2:07-2:45	1:38-2:45

This schedule adds 15 minutes to the day, and reduces passing time by 7 minutes (adding that into instructional time as well). We have also eliminated homeroom/channel one and included that as more effective instructional time by 19 minutes per day. This will add 41 minutes of instructional time to the 161 full day student days. (There are currently 6 student half days for exams, and 3 student half days for professional development/school improvement). This adds just over **110 hours** of effective instructional time for the year.

By changing the exam schedule from 3 half days of exams per semester (6 days total) to 2 days per term: day 1 will have 2 exams during the regular 74 minute class, and the afternoon will be spent preparing for the next day's exams, and day 2 will be a late start day with the 3rd period exam first, then a 37 minute study session within an extended 4th period so that split lunch students can complete their 4th exam before lunch, and study after lunch for their 5th period exam, while first and last lunch students can study before their 4th period exam begins. This would decrease time spent on assessment and increase instructional time. In the semester model, 6 days are committed to assessment exclusively. In the trimester model, we would add (74*3) minutes per term for 3 terms, or 11.1 hours of instructional time on the day that students stay and study for periods 3-5, and 37 minutes per term *3 terms for the study break added the second day of exams, or 1.85 hours of instructional time. This adds **13 hours** for the year.

Currently, there are 3 student half days that are 3 hours of student instructional time each. If we instead have 18 late start days, the following adjustments to instructional time will need to be considered:

- 3 days where time will increase from 3 hours to 4 hours 45 minutes (lunch not counted in minute total): total increase of 5 hours 15 minutes
- 15 days where time will decrease by 2 hours: 30 hours total decrease
- 24 hours 45 minutes reduced to provide the change to PD/SIP/collaboration time

Combining all adjustments, this model will add just under 100 hours of instructional time to a student's school year while also providing regularly scheduled, job-embedded time for PD, planning and collaboration.

Option B: 7-Period Day (1-6 or 2-7) Flex-Schedule Option with Advisory

Period	Regular Day	Late Start	Advisory Day (once per week; 30X)
1	7:30-8:22	9:30-10:00	7:30-8:22
2	8:29-9:21	10:07-10:37	8:29-9:21
3	9:28-10:20	10:44-11:14	9:28-10:20
4	10:27-11:19	lunch 11:21-11:51/advisory 11:58-12:28/class 12:35-1:05	10:27-11:19
Seminar		lunch 11:21-11:51/advisory 11:58-12:28/class 12:35-1:05	
5	11:26-12:54 (includes lunch)	1:12-1:40	11:26-12:54 (includes lunch)
6	1:01-1:53	1:47-1:15	1:01-1:53
7	2:00-2:52	2:22-2:52	2:00-2:52
Advisory			2:59-3:59

Still under consideration academically:

- Will the first and/or last period of the day be dedicated to tutorial/remediation/enrichment options only?
- Will attendance during the first and/or last hours be optional for all students? Only students who do not qualify as at-risk and are on track to graduate on time?
- Will the end of the day include off-campus mentorships/internships?

This schedule adds 22 minutes to the day, but increases passing time by 7 minutes. We have also eliminated homeroom/channel one and included that as more effective instructional time by 19 minutes per day. This will add 41 minutes of instructional time to the 161 full day student days. (There are currently 6 student half days for exams, and 3 student half days for professional development/school improvement). This adds just over **110 hours** of effective instructional time for the year.

By changing the exam schedule to reduce the number of minutes spent on assessment for the first two days and adding review sessions during the first two days (making the half day schedule 7:30-10:44 with 60 minutes for each period:
day 1= 1, 2, 3; day 2=3, 4, 5; day 3=5, 6, 7. This would add **2 hours** of instructional time while accommodating the extra exam.

The advisory session will be added once per week; extending the day by **1 hour**. Excluding shortened weeks, this class will add **30 hours** of instructional time to the year.

Currently, there are 3 student half days that are 3 hours of student instructional time each. If we instead have 18 late start days, the following adjustments to instructional time will need to be considered:

- 3 days where time will increase from 3 hours to 4 hours 45 minutes: 5 hours 15 min
- 15 days where time will decrease by 2 hours: 30 hours
- **24 hours 45 minutes reduced** to provide the change to PD/SIP/collaboration time

Combining all adjustments, this model will add about 117 hours of instructional time to a student's school year while also providing regularly scheduled, job-embedded time for PD, planning and collaboration.

Option C: 6 Period Trimester

Period	Regular Day	Late Start/Seminar Day	Advisory Day (once per week)
1	7:15-8:22	9:15-9:54	7:15-8:15
2	8:29-9:36	10:01-10:40	8:22-9:21
3	9:43-10:50	10:47-11:26	9:28-10:27
Advisory			10:34-11:04
4	10:57-12:34 (includes lunch)	11:33-12:42	11:11-12:48 (includes lunch)
5	12:41-1:48	12:49-1:28	12:55-1:55
6	1:55-3:02	1:35-2:14	2:02-3:02
Seminar		2:21-3:02	

This schedule adds 47 minutes to the day. We have also eliminated homeroom/channel one and included that as more effective instructional time by 19 minutes per day. This will add 66 minutes of instructional time to the 161 full day student days. (there are currently 6 student half days for exams, and 3 student half days for professional development/school improvement). This adds **177 hours** of effective instructional time for the year.

Exam schedule will stay the same as it is currently; but now there will be 9 half-days instead of 6 for exams. Running from 7:15-10:30 each day, instructional time will be reduced by just over **12 hours**.

Currently, there are 3 student half days that are 3 hours of student instructional time each. If we instead have 18 late start days, the following adjustments to instructional time will need to be considered:

- 3 days where time will increase from 3 hours to 5 hours 17 minutes (lunch not counted in minute total): total increase of 6 hours 51 minutes
- 15 days where time will decrease by 2 hours: 30 hours total decrease
- 23 hours 9 minutes reduced to provide the change to PD/SIP/collaboration time

Combining all adjustments, this model will add just over 166 hours of instructional time to a student's school year while also providing regularly scheduled, job-embedded time for PD, planning and collaboration.

Teacher Collaboration

Each of the proposed schedule options includes 18 late start days (9 per semester or 6 per term in trimester model). These days will provide a total of 36 hours for collaboration, professional development and school improvement. By contract, teachers are also scheduled to attend one hour per week after school for staff meetings. During the Building Leadership Team meeting and the Co-Curricular Team meeting, there will be staff members who are not part of the team and will instead provide intervention and support for academics or behavior (2X/month, staff will either monitor detentions, provide tutoring/support, or attend their team meeting). SIP time is incorporated within the late-start days and leadership structure.

The district will also need to either schedule 3 additional full day professional development sessions (through the letter of understanding for the current LEA contract). Two of those days have most frequently been scheduled at the start of the school year, and the third could be scheduled at a number of points during the year.

This plan will need to be coordinated with the district SIP plan, and bargained as part of future district master calendars.

Option A – Teacher Collaboration within the Trimester Model
Each term will run for approximately 12 weeks, with late start days during 6 of those weeks. In an effort to establish baseline data, monitor student progress and use student data to design and implement interventions, maintain ongoing collaborative discussions, as well as monitor and maintain SIP work, the following structure is proposed:

Week 1:
Staff Meeting: Building Leadership Team
- Day 1-Students attend classes, meet teachers, review expectations
- Day 2-Math & Language Arts classes conduct baseline assessments
- Day 3-SS & Science classes conduct baseline assessments
- Day 4-Non-core classes conduct baseline assessments

Week 2:
Staff Meeting: Department Teams
- Day 5-Late start day to review baseline data

Week 3:
Staff Meeting: Co-Curricular Team
- Late-start for SIP

Week 4:
Staff Meeting: Grade Level Teams
- Late-start to review student progress

Week 5:
Staff Meeting: Building Leadership Team
Week 6:
Staff Meeting: Department Teams

Week 7:
Staff Meeting: Co-Curricular Team
• Late-start to review student progress
Week 8:
Staff Meeting: Grade Level Teams
• Late-start for SIP
Week 9:
Staff Meeting: Building Leadership Team
Week 10:
Staff Meeting: Department Teams
• Late start day to develop exam prep strategies and interventions
Week 11:
Staff Meeting: Co-Curricular Team
Week 12:
Staff Meeting: Grade Level Teams
• Schedule department time during the work day to review exam data

Option B – Teacher Collaboration within the Semester Model
Each semester will run for approximately 18 weeks, with late start days during 9 of those weeks. In an effort to establish baseline data, monitor student progress and use student data to design and implement interventions, and maintain ongoing collaborative discussions, the following structure is proposed:

Week 1:
Staff Meeting: Building Leadership Team
• Day 1-Students attend classes, meet teachers, review expectations
• Day 2-Math & Language Arts classes conduct baseline assessments
• Day 3-SS & Science classes conduct baseline assessments
• Day 4-Non-core classes conduct baseline assessments
Week 2:
Staff Meeting: Department Teams
• Day 5-Late start day to review baseline data
Week 3:
Staff Meeting: Co-Curricular Team
• Late-start to work on SIP Goals, Objectives & Strategies
Week 4:
Staff Meeting: Grade Level Teams
• Late-start to review student progress
Week 5:
Staff Meeting: Building Leadership Team
Week 6:
Staff Meeting: Department Teams
• Late-start to review student progress
Week 7:
Staff Meeting: Co-Curricular Team
Week 8:

Staff Meeting: Grade Level Teams
- Late-start to review SIP

Week 9:
Staff Meeting: Building Leadership Team
Week 10:
Staff Meeting: Department Teams
- Late-start to review student progress

Week 11:
Staff Meeting: Co-Curricular Team
Week 12:
Staff Meeting: Grade Level Teams
- Late-start to review SIP

Week 13:
Staff Meeting: Building Leadership Team
Week 14:
Staff Meeting: Department Teams
- Late-start to review student progress

Week 15:
Staff Meeting: Building Leadership Team
Week 16:
Staff Meeting: Department Teams
- Late start day to develop exam prep strategies and interventions

Week 17:
Staff Meeting: Co-Curricular Team
Week 18:
Staff Meeting: Grade Level Teams
- Schedule department time during the work day to review exam data

Sample Student/Teacher Day