

GRANT SUMMARY

**District Name: Beecher Community
School District**
**ISD/RESA Name: Genesee
Intermediate School District**

District Code: 25240
ISD Code: 25000

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

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

- Close/Consolidate Model:** Closing the school and enrolling the students who attended the school in other, higher-performing schools in the district.
- Transformation Model:** Develops teacher and leader effectiveness, implements comprehensive instructional programs using student achievement data, provides extended learning time and creates community-oriented schools.
- Turnaround Model:** Replace principal and at least 50% of the staff, adopt new governance, and implement a new or revised instructional model. This model should incorporate interventions that take into account the recruitment, placement and development of staff to ensure they meet student needs; schedules that increase time for both students and staff; and appropriate social-emotional and community-oriented services/supports.
- Restart Model:** Close the school and restart it under the management of a charter school operator, a charter management organization (CMO) or an educational management organization (EMO). A restart school must admit, within the grades it serves, any former student who wishes to attend.

LEA APPLICATION REQUIREMENTS

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

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

Note: Do not complete information about Tier III at this time.

<u>SCHOOL NAME</u>	<u>NCES ID #</u>	<u>TIER I</u>	<u>TIER II</u>	<u>TIER III</u>	<u>INTERVENTION (TIER I AND II ONLY)</u>			
					<u>turnaround</u>	<u>restart</u>	<u>closure</u>	<u>transformation</u>
Beecher High School	260450004133		x					x

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

Transformation Intervention Model Table of Contents

Descriptive Information

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Description of Activities in Final Requirements	See table below on pages 4-14

1) Developing and increasing teacher and leader effectiveness

Grant Requirement	Key Activities	Projected Timeline	Funding	Page number in Grant application
Replace Principal	Principal replacement	Completed September 2010	General fund	26
	Leadership coaching	Begin August, 2010	Title IIa or SIG	
	Transformational Manager	June 2011	Pending grant Funding	
Rigorous, transparent evaluation systems for teachers and principal	Evaluation tool that includes student data – growth scores based upon MAP / AYP	Pending negotiations – 2011 school year	N/A	26-27
	Curriculum Audits included in data	Pending negotiations – 2011 school year		
	Merit Based pay	Pending negotiations – 2011 school year		

<p>Reward school leaders, teachers staff who have increases student achievement/growth and graduation rates and remove leaders and staff who have not increased student achievement</p>	<p>Evaluation tool that includes student data – growth scores based upon MAP / AYP</p> <p>Merit based pay</p> <p>Removal of leaders and teachers who have not increased student achievement after support is given</p>	<p>Pending negotiations – 2011 school year</p>	<p>Title Iia or SIG</p>	<p>27</p>
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Provide ongoing, high-quality, job-embedded professional development to ensure that teachers are equipped to facilitate teaching and learning	Teachers required to attend Professional Development outside of district's mandated 5 days (either through district or outside, tied to district initiatives – SIP- hour specifics on hours in / out of district)	Begin in 2011 school year	Title IIa	27-29
	PLC weekly late start (with student support during that late start)	Begin September 2011	Title Ia funds or SIG for student support	
	Support on Curriculum instruction for advanced classes via The College Board	Summer of 2011	Title IIa	
	Professional development can take place at staff meetings	Pending negotiations – January 2011	N / A	
	Technology integration and training (Resources such as Promethean Boards, document cameras, etc... which are already in place)	Starting September 2010	Title IIa funding	
	Training on Differentiated Instruction for all staff	To begin September 2011	Title IIa funding	
	Restructuring of 4 PD days at start of school day	To begin September 2011	General Fund	

Implement financial incentives opportunities for career growth, and more flexible work conditions	Merit pay Career growth opportunities (GISD's Administrative Leadership Academy for aspiring teacher leaders)	Pending negotiations – September 2011 Currently Implemented	Title Iia funding or SIG Title Iia	29
Optional				
Institute system for measuring changes in instructional practices resulting from PD	Use of data from Classroom walkthroughs, NWEA, STAR testing, professional development review and continuing high yield strategies	Occurring currently	N / A	30

2) Comprehensive instructional reform

Grant Requirement	Key Activities	Projected Timeline	Funding	Page number in Grant application
Use data to identify and implement instructional program	Child study process	September 2010	Title Ia – social worker support	30
	NWEA Measures of Academic Progress score	October 2010	Title Ia	
	Classroom Walk Through data support	Begin September 2010	GISD, if not SIG with Teachscape	
	PLAN, EXPLORE, MME, and ACT testing results	Use in PLC (Sept 2011) and department meetings (Oct 2010)	G/F for test purchase Title Ia for support on how to interpret data	
	Common quarterly assessments	To begin November 2010	N / A	
	Implementation of Springboard curriculum	To begin September 2011	General Funds or SIG	
	PLC weekly late start for reviewing data and interventions	To begin September 2011	N / A	
	Data coordinator	To be brought in September 2011	SIG or Title IIa	

Continuous use of student data (formative, interim, summative) to inform and differentiate instruction	Required intervention during the school day for students that do not make achievement data gains	September 2011	SIG or Title Ia	30-31
	ACT EXPLORE, ACT PLAN, and ACT/MME item analysis	Currently implemented	General fund	
	NWEA MAP testing 3 times per year	Currently implemented	Title Ia	
Optional				
Conduct reviews to ensure curriculum is implemented with fidelity and is impacting student achievement	Semi-Annual review of curriculum by curriculum director. Meetings held with departments to ensure alignment and compliance to state standards.	August and February of each school year.	N/A	31-32
	Curriculum analysis based on assessment reviews using The College Board for ELA and Math.	Quarterly	N/A	
	Creation of Transformational Manager position	June 2011	Pending SIG funding	
Use and integrate technology-based interventions	NWEA/ DesCartes	Fall 2010	Title Ia	32
	Career Cruising (Educational Development Plans) Learning Styles Assessment	Currently Implemented	EDP grant from GISD	

(in high schools) Increase rigor (AP, IB, STEM, and others)	Advanced Placement course offerings and pre-AP curriculum through College Board's Springboard suite.	Spring Board beginning of 2011-12 school year, AP Calculus A and English in place.		
	Restructuring course offerings to include an extra required semester course of Math and ELA for 9 th grade students.	Fall of 2011	General Fund	32
	A required ACT Prep course will be offered to second semester sophomores and first semester eleventh grade students.	Fall of 2011	General Fund	
Improve student transition from middle to high school	Develop comprehensive transition program based on small learning community model. (Freshmen Transition Program)	Spring 2011 to prepare freshmen entering Fall 2011.		32-33
(in high schools) Increase graduation rates through credit recovery and other strategies	PLATO credit recovery system	Currently implemented.	Title Ia	
	Summer Learning Institute	Summer 2011		33

3) Increasing learning time and creating community-oriented schools

Grant Requirement	Key Activities	Projected Timeline	Funding	Page number in Grant application
Establish schedules to provide increased learning time* --using a longer school day, week, or year schedule to significantly increase the total number of school hours to include additional time for core academic subjects, other subjects, enrichment activities, teacher collaboration or PD	Summer Learning Institute	Summer 2011	SIG or Title Ia	33-34
	After school credit recovery	November 2010	Title Ia	
	Intervention support during the school day (from intervention teacher and pulling during lunch periods)	September 2010	Title Ia (lunch on voluntary basis or supported through SIG funding)	
	Saturday School	September 2011	Pending SIG funding	
Provide ongoing mechanisms for family and community engagement	Parent Involvement Coordinator	Currently Implemented	Title Ia	34-37
	Parent Involvement Policy	Currently Implemented	N/A	
	During and after-school parent meetings and training	Currently Implemented	Title Ia	
	Requiring service hours from students for graduation for community engagement	2011-12 school year	N/A	

Optional:				
Partnering with parents and community organizations to create safe school environments that meet students' needs	BCDC (Beecher Community Development Coalition) – Works with district and township officials to secure Safe Routes Funding (SR2S)	Currently Implemented	N/A	37

4) Providing operational flexibility and sustained support

Grant Requirement	Key Activities	Projected Timeline	Funding	Page number in Grant application
Give the school sufficient operational flexibility (staffing, calendars/time, budgeting) to implement comprehensive approach*	Remove District and/or Contractual Barriers to Implementing PLC's Increased access to funding for professional development for the high school	Approved. (To begin 2011-12 school year. See Memo of Understanding) 2011-12 school year	N/A Title IIa	37-38

Ensure the school receives ongoing intensive Technical Assistance from LEA, SEA, or turnaround organization	Principal Coach through the Genesee Intermediate School District	Currently Implemented	SIG or High Priorities School Grant	39
	Principal's Fellowship through Michigan State University for technical support of building leaders	Currently Implemented	SIG or High Priorities School Grant	
	College Board providing professional development and curriculum support for advanced learning	2011-12 School Year	SIG or High Priorities School Grant	
	GISD providing support on classroom walkthroughs and data analysis and instructional trends	Currently Implemented	SIG or High Priorities School Grant	
	GISD providing support through TeachScape on classroom walkthroughs (CWT)	Currently Implemented	SIG or High Priorities School Grant	

Other Required information

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B. DESCRIPTIVE INFORMATION: An LEA must include the following information in its application for a School Improvement Grant. LEA's are encouraged to refer to their Comprehensive Needs Assessment (CNA) and District Improvement Plan (DIP) to complete the following:

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

1. For each Tier I and Tier II school that the LEA commits to serve, the LEA must:

- **Describe the process the LEA has used to analyze the needs of each school and how the intervention was selected for each school.** (Detailed descriptions of the requirements for each intervention are in Attachment II.) The LEA must analyze the needs of each Tier I, II or III school using complete and consistent data. (Attachment III provides a possible model for that analysis.) (Note: Do not complete analysis for Tier III at this time.)

The process of decision-making is collaborative and inclusive. All teachers are provided the opportunity to review and discuss the plan in staff meetings, as well as being disseminated electronically for review and feedback from staff and other key stakeholders. Teachers are asked to provide written input on specific changes they want to make in the plan. The current plan reflects discussions, planning meetings, written input and ongoing work in grade level and content area teams.

Beecher High School is a site-based decision making school. The program and curricular decisions made at the school are then reflected in the district's improvement plan.

Strategies that are included in this plan are based on the data collected as part of the Title I schoolwide assistance plan, as well as current data from the 2009-10 school year.

Types of Performance Data:

Principals and supervisors will collaborate and identify various types of data that inform the self-reflection and evaluation process. Data will be collected on or before February and May of each year. Data will be collected from important groups including faculty, staff, parents, students, and supervisors. The data will include, but not be limited to, student performance, surveys of teachers and parents about leadership, school climate or school culture. The data will be compiled with a principal's goals into a professional portfolio. The portfolio can be used with the evaluation process as appropriate.

Other forms of data that should be considered in the self-reflection and evaluation processes include:

- Attendance
- Drop-out rates
- MAP scores
- Discipline referrals
- National standardized tests (e.g. ACT/MME)
- Parent participation in school processes
- Graduation rates
- Suspension rates
- Course failure rates
- Perceptual data from students, parents, and community

Parents have been invited to attend SIP team meetings. Parents are informed of the progress on the plan along

with the goals in the plan through communication sent home and offer to review the document. We will also post a draft copy of this document to parents via the building website and solicit their feedback.

Board of Education concerns and priorities are conveyed through the Superintendent to the administrator of the building. Their concerns and expectations are taken into account when the goals are established by the building team members.

Input has been requested from students through both classroom discussions and members of the student council during student council meetings.

Teachers first identified students in the content areas, for the incoming 9-12 grade students. These recommendations were given to administration, who followed up by checking academic records to ensure any students at risk but not included in the teacher recommendations were also included along with achievement data. The state's CNA was also filled in for the suggested areas and reviewed by the team to see areas of strength and areas to focus upon.

A survey of both staff and students was conducted on perceptions of school performance and climate. School demographics were examined through school data reports.

School process data was examined through department meetings, and evaluations of classroom walkthrough data. This data was compared to school achievement data to help determine the effectiveness of our processes.

The Student Achievement Data reviewed includes:

ELA:

8th and 11th MEAP and MME scores from 2007-2010, of students in level 3 and 4
ACT PLAN 10th

Math

8th and 11th MEAP and MME scores from 2007-2010, of students in level 3 and 4
ACT PLAN 10th

Algebra prognosis test was used to place the incoming 9th graders into leveled math classes

Science

8th and 11th MEAP and MME scores from 2007-2010, of students in level 3 and 4
10th grade PLAN data

Social Studies

9th grade MEAP and 11th grade MME

The Student Achievement Data showed us:

Across the four core areas scores decline between 8th and 11th grades

Level 3 students are moving to either a level 2 or 4, movement differs depending on subject area

A gender gap appears to be closing between 8th and 11th grades

Possibly due to loss of enrolled males, not so much that the gap is closing

For true trend data, we need to be looking at the 06-07 8th graders for comparison to this year's 11th graders.

ELA

A significant achievement gap exists between male and female students in both reading and writing. Twenty-six percent of students are proficient in reading on the 11th grade MME, and 11 percent proficient on the writing portion. There did not appear to be a significant difference between economically disadvantaged and non-disadvantaged students in either reading or writing.

8th grade MEAP: A significant gap between genders in reading with males scoring lower, a similar gap exists in writing. There are 20% of students scoring proficient in reading, and 30% in writing. No students scored in the level one category in writing.

10th grade PLAN data: the average composite score in the 2008-09 school was 14.5 (out of a possible 32) The 2009-10 data showed reading scores of 12.3, and writing scores of 12.9, compared to the national average of 16.9 in both areas.

Math

11th grade MME: 15.2% of students scored a level 1 or 2, a significant gap between genders, with males scoring lower. Economically disadvantaged students scored slightly better than students not economically disadvantaged. 8th grade: 28% of students scored proficient. Males scored slightly better than females. Economically disadvantaged students compared comparatively.

10th grade PLAN data: The average composite score in the 2008-09 school was 14.5 (out of a possible 32) Algebra prognosis test: When looking at the 8th grade test scores for high school placement in math, we saw a wide range of percentile scores, with no students scoring above the 90th percentile, and the majority of the students scoring below the 50th percentile.

Science

11th grade MME: 11% of students scored proficient. There appeared to be no significant difference between genders. No students scored at level one. No other disparities appeared in the data.

8th grade MEAP: 14% proficient, with significant disparity between genders, including males scoring lower. ACT PLAN: the average composite score in the 2008-09 school was 14.5 (out of a possible 32).

Social Studies

9th grade MEAP: 24% proficient, with no significant difference between genders, an achievement gap between African American and white sub groups exists with white students scoring higher. Economically advantaged scored significantly higher than those in the economically disadvantaged group.

The Program / Process Data reviewed includes:

Self Assessment
Comprehensive School Audit
Student behavior reports

The Program / Process Data showed us:

Self Assessment

- Vision And Purpose
 - Need to work on teaching and learning
- Governance and Leadership
 - Need for effective procedures and policies for effective and consistent operation
 - Need to establish a learning community
- Teaching and learning
 - Need to establish curriculum
 - Need to improve school climate so it is conducive to student learning
- Documenting and using results
 - Need to better use student ach. Data to make instructional decisions to improve the teaching and learning process
- Resource and support
 - Need to develop strategies to foster collaboration with community/parents to foster student learning.
- Continuous improvement
 - Need to engage in process for continuous improvements.

Comprehensive School Audit

- Assets
 - Programs (BSIP, AP classes, etc.)
 - Staff putting HYS into process
 - ELA coach / Literacy instruction
- Challenges
 - Students below reading level(Reading, ELA, Math)
 - Student discipline
 - Parental Involvement
- Final Comments
 - Need a strong 9-12 intervention program
 - Need consistency in administration.
 - Students not taking advantage of extra help and tutoring

Student Behavior Report through May 2010

- 80+ police calls to the school from Sept 2009 through April 2010
- Total number of behavior referrals...1325
 - Skipping/loitering/tardies ...468
 - Physical assault/fighting...70
 - Insubordination/profanity/disrespect/verbal assault...151
 - Disruption of educational process/other behaviors...487
 - Other misc offenses...150
- There is a concern over the number of behavior referrals for the building generated from violent acts.

The Perception Data reviewed includes:

From ACT PLAN 10th Graders 2010

From Senior Exit Surveys

2008-09 Student Surveys

2008-09 Strengths, Weaknesses, Opportunities, and Threats Analysis by Staff (staff survey)

Parent Survey from Title 1 event, December 2009

Self review using On-Site Review documents

School Standards Assessment Report

The Perception Data showed us:

ACT PLAN

- Several students state they have no plans to finish high school.
- Gap: many students express desire to attend college but student scores are not reflective of an ability to do so.
- Gap: out of 22 students who responded to questionnaire, 17 stated needing help in math and need for assistance in planning to attend post grad education.

Senior Exit Surveys

- The number of students planning to go to college, for 2-4 yrs, is equitable with the county.
- Many students plan to work their way through college.
- More students plan to achieve a masters degree over a bachelors degree
- Over ½ of Beecher students plan to start college careers at a 2 yr. institution
- Cost/ location: number one reasons for selecting type of higher education
- Many students did not apply for FAFSA because they did not know how to fill out the forms, largest reason given.
- 55% indicated science instruction as being effective.(2009) (We believe this to be an error in the data reporting and that the number should be higher, but will continue to monitor this issue.)

Student Surveys

- 30% of students feel that staff does not listen to student opinions and ideas
- 35% of students say that teachers don't care about them
- 33% of students feel they don't get extra help when they need it
- 48% of students feel that Teachers do not show respect for students
- 43% of students do not feel safe in school
- 78% of students feel our school is NOT clean
- 26% of students state they do not know how to get help from an adult at school

2008-09 Strengths, Weaknesses, Opportunities, and Threats -Analysis of feedback from Staff

Strengths

- Desire to improve school from a group of committed and caring staff
- Teacher pupil relationships fostered
- Social worker added

Weaknesses

- Low pride of school
- Discipline referrals not handled with consistency
- Lack of student value of education
- Morale of staff
- Apathetic staff

Opportunities

- Athletic success as catalyst to improve culture
- Using community leaders to influence
- Electronic based community for conferring on behavior

Threats

- Safety
- Discipline
- Lack of community support
- Violence
- Student verbal assault/disrespect
- Community perception that "we" don't care
- Few available interventions for students.

Self Conducted On-Site Review report

- Staff feel that we are functioning at a low to moderate level in the majority of areas on the onsite review questions.
 - Curriculum to state standards---54% moderate 37.5% marked low
 - Curriculum is communicated to staff---79.2% low
 - Core academic instruction provided to all students is aligned with core academic curriculum... 45.8% moderate, and 54.2% low.
 - Student assessment provided to all students is aligned with core academic curriculum and instruction...41.7% moderate, 58.3% low

Parent Survey

- 30 parents completed a survey in December 2009.
- Parents are satisfied with the quality of instruction
- Parents are satisfied with the ability to communicate with teachers, receive information, and access student progress
- 1/3 of parents agreed that the school is safe

School Standards Assessment Report

Vision and Purpose

- Emerging

Governance and leadership

- Emerging on average
- 65% of staff said “controls curricular and extracurricular that are sponsored by the school” was operational.
- 42.9 % of staff sad “Ensures compliance with applicable local, state, and federal laws, standards and regulations” was operational.

Teaching and Learning

- Evenly split between operational and emerging
- Ensures that all students and staff members have regular and ready access to instructional technology and a comprehensive materials collection that supports the curricular and instructional program. 38.1% said not evident and 38.1% said emerging.

Documenting and Using Results

- Mainly marked as emerging
- Conducting a systematic analysis of instructional and organizational effectiveness and uses the results to improve student performance. 38% operational
- Maintains a secure, accurate, and complete students records system in accordance with state and federal regulations.42.9% operational

Resources and Support Systems

- 40 of questions in this section were marked as operational. Overall the questions in this category are spread out over the 4 functionalities.
-

Stakeholders Communications and Relationships

- Mainly emerging
- Has a formal channel to listen to and communicate with stakeholders. 38.1% for both emerging and operational.

Commitment to Continuous Improvement

- Emerging on average
- Provides professional development for school personal to help them implement improvement interventions to help them achieve improvement goals. 42.9% operational
- Monitors and communicates the results of improvement efforts to stakeholders. 38.1% operational.

The Demographic / School Profile Data reviewed includes:

8th grade MEAP demographics

11th grade MME / ACT demographics

School data reports

The Demographic / School Profile Data showed us:

Demographics for the 2010-11 School Year

429 Students

17% Special Education

91% African American

7% White

78% Economically Disadvantaged

2% Other

Student count has declined from 479 (2009-10 school year) to 429.

The aggregate student body is African American and Economically Disadvantaged.

11th grade

Gender

Females outscored males in all four content areas:

Math by 3-13 points

ELA by 7-28 points

Social Studies by 1-32 points

Science by 2-4 points

Economically disadvantaged

No regular pattern noted

Aggregate (African American) was a predictor in all four content areas

Current and Future 9th Graders

Gender

Reading: females outscore males by 9-34 points

Math: score gap between genders is inconsistent

Science: females outscore males by 10-11 points

Economically disadvantaged

Non-ED outscored ED by 7-22 points, in reading, math and science

Aggregate (African American)

African American Scores are predictive of aggregate scores

9th graders (10th in the 09-10 school year)

Gender

Males outscore females by 5%

Economically disadvantaged

Non-ED outscored ED by 37 points

Aggregate (African American)

Predictor of aggregate score

There were enough White students (14) to count as a subgroup. This subgroup out-scored the aggregate by 14 points.

Parent Teacher Conferences:

Higher Numbers in the fall, than the Spring, and have seen a steady increase in attendance from 72 in 07-08 to 134 in 09-10

Mobility(from 08-09) (This data does not reflect students moving into the district within the school year, or students moving to Adult Education within the district. Students who move in and out of the district multiple times are also not reflected in this data.)

9th 208 started.....87 left the district

10th 132 started44 left the district

11th 72 started.....20 left the district

12th 61 started.....6 left the district

Advanced Placement

08-094% Enrolled in AP English

09-10 8.5% Enrolled in AP English and AP Calculus AB

2. **Describe how the LEA has the capacity to use school improvement funds to provide adequate resources and related support to each Tier I and Tier II school identified in the LEA's application in order to implement, fully and effectively, the required activities of the school intervention model it has selected.** (Data and process analysis to assist the LEA with this application may be found in the Sample Application (Attachment III) for each school and in the District Improvement Plan (Attachment IV). In the Rubric for Local Capacity, (Attachment V)

The description of the processes and resources that are currently in place that evidences the district's ability to implement the required activities outlined in the Transformation Intervention Model are outlined below.

Process Review: Michigan Comprehensive Needs Assessment:

The district has 2 of the 19 indicators listed as implemented with the remaining 17 listed as partially implemented. The High School Self Assessment has 17 of its indicators listed as Operational.

This data is reviewed annually by each building and the district. This evaluation helps to guide our changes through the School Improvement Process.

Core District Function: Management and Operations:

The district has ensured that there are systemic processes to provide fiscal accountability for each of its buildings. Through contracting with our Intermediate School District, we have extra lines of accountability. Fiscal oversight begins at the building administrative level. Central Office then reviews requests for accuracy and fundability. The Intermediate School District then provides a final level of review for accuracy and timeliness. Requests are made electronically for immediate processing and follow through. The district's budget is currently balanced and has a fund equity surplus.

Each building has a technology point of contact. This individual participates in district level technology meetings to review district needs, technology plans, and advancements in technology. These individuals often hold professional development in their respective buildings (with the support of other staff members) to update, train, and provide technological assistance.

The district utilizes an online program for student record keeping, which includes: attendance, contact information, grade record keeping, academics, and data keeping. Parents have access to this information on line through a Parent Web host site. Northwest Education Association (NWEA) dynamic suites and DesCartes provide instantaneous feedback to teachers to inform instruction at the secondary level.

Transportation is provided to the students having to cross major roads (4 lanes or more). Transportation runs daily with prescheduled routes that include transporting students through the Title Choice requirements, Head Start students, homeless, and special education students.

Core District Function: Teaching and Learning:

Curriculum is aligned in all subjects. Articulation documents are currently being finalized. Curriculum is being purchased from The College Board to help increase rigor and higher standards

in Math and ELA.

Formative and Summative Assessments are in place at the school level. The first round of these are Fall 2010. These are given quarterly. Northwest Education Association (NWEA) also provides formative assessment measures to determine growth and proficiency of students and subgroups.

Data systems are in place for the collection, storage and dissemination of building and district level assessment data via Northwest Education Association (NWEA)'s Measures of Academic Progress (MAP) dynamic reports suite. The Golden Package data suite is also used for this purpose. Renaissance Learning's Star Testing Data is collected and readily accessible.

Textbooks and supplemental materials are used in all core classes. Supplemental Materials including department-created materials, leveled readers, textbook-related supplemental, ExamView test creation suite, and Curriculum Crafter are all in use in varying amounts throughout the building. Technological products including Promethean Boards, LCD Projectors, Document Cameras, student computers and computer labs are in all classes in various amounts. Two full-service distance learning labs are on site.

New Teachers are placed in a regular, best-practice based professional development training program. They are also provided with an induction training before the school year starts. Building staff has requested additional funds for professional development which was granted for the duration of this transformational plan. Teachers have received comprehensive training on best practices within a variety of facets. These include: Promethean Board Usage, Data Assessment and Analysis, Team-Building, Building and Maintaining Student Relationships, Parent Involvement, Special Education Methods and Practices, Classroom Management, Marzano's High Yield Strategies, Classroom Walkthrough and others. These were procured at the district level with the guidance of both the district improvement plan and the school improvement plan with the oversight of building level leadership. The Intermediate School Plan is also referenced when designing a schedule for professional development so that all initiatives are referenced and taken into account. Teachers also have the option of pursuing additional professional development in areas of their choice with district oversight. Most building-level professional development follows the 'train the trainers' mode whereby teachers are sent to a professional development session and then return and train the remainder of the staff.

Contextual Capacity: Labor and Board Relations:

The Union Leadership has been highly cooperative and involved in the processes of developing plans and strategies to improve student learning. Both the Board and the Union agree on the school improvement efforts that are occurring in the district, specifically at the high school level. Senior union leadership has been involved from inception of the current school improvement plan at the high school and continues to be involved in the school improvement grant process and other similar processes. Both parties have been forthcoming with issues and concerns and have discussed them openly throughout the process. This process has been communicated to relevant stakeholders, including parents and community members. Both parties have committed to ongoing talks regarding labor relations issues.

Contextual Capacity: School Consolidation:

The amount of schools within the district has been consistent since the 2004-5 school year. The staff at the high school has retained above 90% for the 2009-10 and 2010-11 school years. There has been a substantial amount of change and turnover in administration both at the building level and the district level over the past 5 years. The current superintendent has a 3 year contract expiring after the 2012-13 school year. Teacher retention has been exceptional. 28 out of 30 teachers remained onboard from the 2009-10 school year. Both of the losses were due to retirement after 35+ years of working in the building.

Contextual Capacity: Human Resources:

The district has an evaluation tool used with all staff. This is currently being evaluated to determine if it needs to be updated. There is a district-wide school improvement plan which addresses improvements in teaching and learning for all staff. The high school also has a Michigan Department of Education approved school-wide Title I school improvement plan. Common planning time occurs before or after school as determined by department. We are designing a schedule to facilitate a regular late start which will allow a common time to collaborate, plan lessons, disseminate data and professional learning. This is based on the "Professional Learning Communities" model set forth by Rick DuFour and Robert Eaker. Classroom walkthroughs are held regularly to allow teachers to observe other teachers in practice. Professional Development days at the beginning of the school year induct new staff into building and district level procedures. These are reviewed on a frequent basis by central office in collaboration with building level administration.

The Classroom walk-through team, together with the administrative team, currently conduct walkthroughs, and are working to hone this practice and also learn to collaborate with department teams regarding the outcomes of the walkthroughs. The intensive professional development held at the beginning of the school year will further enhance instructional dialogue on instructional practices that have been identified for implementation.

Teachers that are highly proficient and have a high student success rate are often encouraged to share instructional ideas and to present at professional development sessions within the district. The school improvement grant will allow us the opportunity to offer financial incentives to staff that consistently has students that are making significant gains over the year. High performing teachers leaders are encouraged to participate in the Genesee Intermediate Leadership Academy.

Some classrooms at Beecher High School are equipped with an interactive Promethean Board, a document camera, ActiVote devices (handheld clickers for each student), ActivSlates, and sound systems. We also have two computer labs, and one mobile laptop lab that teachers may use in their classrooms. With the model provider's assistance and utilizing the structure of professional learning communities, the staff will learn to utilize the advanced technology systems to engage learners and enhance the instruction in their classrooms. Staff technology professional development needs are supported by our district technology trainer which is funded through Title IIId. It would be the hope that laptops could be purchased for students to use as a learning tool. Technology training and open computer lab time will be offered to parents during the day and evenings as well. Further, we would like to implement the use of 3D technology in our science classrooms. This curriculum would engage our visual learners and focus on topics that are aligned with our curriculum. Teachers will be trained on how to use the technology and PLCs will support teacher dialogue on how to successfully utilize it as an

instructional tool.

Our district employs a Parent Coordinator that plans many family activities that support learning throughout the school year. With the assistance of the school improvement grant, we would hope to expand that concept and target high school parents. A variety of topics will be covered monthly, such as: "How to Utilize Our Website to enroll in Your Child's Classes", "What Support Is Available for Your Struggling Student", "Helping Your Child in Math", etc. Our counselors currently do workshops on applying to college and financial aid. Our Twenty-First Century grant also holds parent meetings throughout the year. Additional training and involvement activities would also be offered on a regular basis and would promote positive relationships with parents through communication and support. Parents will be surveyed to gain their input on topics they would like to see offered.

Our district supports the learning of teachers through the use of Title Ia and Title IIa funds. Teachers are allowed to attend conferences that support individual needs as well as our school improvement goals. These professional development opportunities will be further supported through the implementation of Professional Learning Communities. PLCs will also support the ongoing development of SMART goals, norm setting, implementation of Marzano's Nine Essential Strategies, and collaboration on revision and implementation of pacing guides and assessments that are aligned with the common core standards. Our model provider, the Genesee Intermediate School District, will provide support on the implementation of the PLCs. The GISD will also provide content area instructional coaches that will assist the PLCs through the process of understanding and developing formative assessments. Further work will be done on how to use the data gathered from the assessments to inform instruction and provide supports for struggling students. Professional Learning Communities will be the basis of embedded professional development. Teachers will meet once a month in their PLCs this year, but will meet weekly once delayed starts are worked into the district calendar for next year and thereafter. Administrators will be utilizing the Teachscape or iobservation walkthrough software by Robert Marzano. The use of this software will assist with measuring changes in instructional practices. Instructional strategies will be identified with the help of instructional coaches in PLCs. Teachers will receive training on the identified strategies and the strategies will be monitored through the use of the Teachscape or iobservation software and through instructional rounds that will be conducted by teachers. The data gathered will be shared with individual teachers and with PLCs. Further, structure of Professional Learning Communities will provide teachers with time to discuss the implementation of the instructional strategies, formative assessments and the curriculum. Administrators will also engage in regular conversations with individual teachers in regards to implementing the curriculum. Lesson plans are also reviewed weekly by administrators in order to ensure that teachers are on pace with the curriculum, varying instructional delivery, and implementing instructional strategies defined through the school improvement plan. Implementation will be closely monitored for fidelity.

In a tight economic time the district and the school has maintained its commitment to offering students as many academic choices as possible. We currently offer AP classes in Math and English, and it would be our hope to expand AP offerings in the future.

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

Not Applicable. Beecher Community School District does not have any schools identified as a Tier I school.

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

The notification must include the following:

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

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

Design and implement interventions consistent with the final requirements:

Requirement 1: Developing and increasing teacher and leader effectiveness

1.a: Actions to Support Required Activity: Replace the Principal

Principal from 2009-2010 reassigned to a different building for 2010-2011 school year. A new principal was brought to the high school for 2010-11. A principal's coach will support the development and skills set of the new administrator. Pending SIG funding, a transformational manager will be hired to implement the strategies and interventions that are discussed in this plan with fidelity.

1.b: Actions to Support the Required Activity: Student data is included as a significant factor in evaluation and evaluations designed with teacher/principal involvement

As part of the Transformation Model, there are several areas related to how teachers will be evaluated that represent a departure from the district's current evaluation system. The area connected to teacher evaluation that will be revised to include incorporating multiple measures of data reflecting Student Academic Growth. Additional elements that will be used to determine the teacher's overall evaluation and performance will include: Professional Learning Community Team goals, observations conducted by the building administrator, curriculum

audits, and merit-based incentives.

The evaluation tool that is listed in Attachment VII was disseminated to all staff, and was discussed at a staff meeting on Monday, November 1, 2010. There is also attached a list of teachers who were at that meeting, and agreed to the use of this document as part of the transformational plan. Multiple opportunities were provided for staff to offer input in the design process of the evaluation system.

1.c: Actions to Support Required Activity: Identify and reward school leaders, teachers and other staff who in implementing the Transformation Model have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so (Please Note: Must Be Negotiated)

All teachers who participate in Professional Learning Community Teams will have the opportunity to receive additional pay as part of the Transformation Model evaluation process. Pay will be determined by using data from the following sources: Criteria outlined in the observation rubric and utilized by a building administrator, Student Growth, Professional Learning Community goals, reflections made by the Professional Learning Community, and other factors which are currently being negotiated. Based on their overall score as the result of compiling all of the data, the teacher will receive a stipend in the amount that will be negotiated with the union. Teachers identified at the “Unsatisfactory” level shall be provided an Individual Development Plan by their Building Administrator that clearly outlines steps for improvement. Teachers who fail to make improvements in regards to unsatisfactory status on evaluations after support and opportunity for professional growth is given by the district, will be dismissed.

1.d: Actions to Support Required Activity: Provide staff ongoing, high-quality, job-embedded professional development

A professional development calendar will be established. This calendar will include job-embedded, ongoing staff development. The actual professional development sessions will be led by a professional development leadership team consisting of six to nine teachers and administrators. Mandatory professional development days during the start of the school year (before students report) will be structured as follows: The first day will be used for district-level initiatives. The second day will be done in the Professional Learning Communities for targeted initiatives. The third day will be used for building level initiatives and development. The fourth day will vary from year to year to better support the other initiatives throughout the district. A fifth non-consecutive day will be structured according to trends of student data. In addition, the release time for PLC work will also allow us the opportunity to improve as a data driven Professional Learning Community. Teachers will work jointly with administration to create an individual development plan which will be used to help track professional development over time as well as provide a roadmap for future professional development. The College Board will be providing ongoing professional development in the use of their Springboard and Advanced Placement curricula. Professional development opportunities will be made available at staff meetings, pending union negotiations. This professional development will include data analysis, technological integration, and differentiated instruction. Participation in professional development in addition to the district mandated five days will be used in the calculation of merit pay/incentives.

There will be multiple opportunities for teaching staff in need of individualized Professional Development. Through the new evaluation tool and staff surveys, teacher needs will be evaluated and staff will be allowed the opportunity to attend professional developments based on these needs. The professional development support will come through the district, staff within the building, and our local intermediate school district. In concert with administration and aligning with the building professional development plan, teachers will develop an individual professional development plan for each school year. (Plans will be finalized by November 15th of each year

beginning in the 2011-12 school year.) The transformational manager (or administration if SIG money is not awarded) will assist in making staff aware of professional development opportunities that are pertinent to their individual needs.

Beecher High School Professional Development Plan

Date	Activity	Participants	Evaluation
July 2011	-The College Springboard Training -Michigan Principals Fellowship Training	All Staff Administrative Leadership Team	-Agendas -Reflection Sheet -Evaluation -CWT -Observations
August 2011	-Springboard Training -PLC Training/Data Analysis -Academic Vocabulary -Conflict Resolution -Mapping of School Year Calendar	All Staff	-Reflection Sheet -Teacher Survey -CWT -Student Assessment
September 2011	-Differentiated Instruction -Collaboration among buildings -Process Mentor Team -Data Review of Summer Programs	All Staff Administrative Leadership Team All Staff	-Computer printouts -Observations -Teacher Survey -Establishment of Process Mentor Goals -Changes to the Summer Programs -CWT
October 2011	-Integrating Technology in the Classroom -Character Education	All Staff	-Agendas -CWT -Observations
November-December 2011	-Data Analysis -Classroom Walkthroughs Training -Transformational Plan Review	All Staff	-Student Data Reports -Noted changes to the Transformational Plan based on data -Agendas
February 2012	- Data Analysis -Transformational Plan Revision	All Staff	-Student Data Reports -Noted changes to the Transformational Plan based on data
March 2012	-Differentiated Instruction Training -Character Education	All Staff	-Teacher Surveys -CWT -Observations

April – May 2012	<ul style="list-style-type: none"> -Data Analysis -Review of next year's school calendar for PDs -Revision of Transformational, Title I, and School Improvement Plans -Process Mentor Team Data Review 	All Staff	<ul style="list-style-type: none"> -Student Data Reports -Noted changes to the Transformational, Title I, and School Improvement Plans based on data
Weekly during PLC meetings	<ul style="list-style-type: none"> -Data Driven Instruction (all core content areas) -Academic Vocabulary -Differentiated Instruction -Curriculum Mapping 	All Staff	<ul style="list-style-type: none"> -Lesson plans -Agendas -Observations -Classroom Walkthroughs

1.e: Actions to Support Required Activity: Implement such strategies such as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions. (Please Note: Must Be Negotiated)

Our plan is to implement financial incentives using merit pay based on data collected as well as evaluations and other factors such as teacher attendance and self-directed professional development. There are currently increases in pay for higher education. Teacher retention has not been an issue at the high school previously, as we have retained over 90% of our teaching staff over the past three years.

We are also considering: opportunities for career growth, more flexible work conditions (such as the late start for teachers), opportunities for career growth via the Genesee Intermediate School district (i.e. the Administrative Leadership Academy), financial incentives for increased levels of certification, a rotating daily schedule of classes, and 0-5 hour, 1-6 hours (alternating start schedules).

Merit pay (as described above) will begin being awarded for the 2011-12 school year. Data that will drive the awarding of Merit pay (including but not limited to increasing student achievement, teacher attendance and participation in school leadership, attendance in professional development,) will begin to be recorded September, 2011. Following the end of the school year, Administration in cooperation with and oversight of the teacher's union will compile results of this data and award merit pay accordingly following the end of the school year. Teachers will be notified about how much merit pay they will be receiving by the end of June of that school year. Late start will also begin during the 2011-12 school year. Teachers currently have the opportunity to attend the Administrative Leadership Academy as well as the GenNet Pioneers technology development series. Teachers also have the opportunity to job shadow Administrative positions to develop their leadership and management skills.

1.f: Actions to Support Optional Activity: Institute system for measuring changes in instructional practices resulting from PD

We plan to use data from classroom walkthroughs NWEA's MAP testing, STAR testing, and evidence of the use of high yield teaching strategies. We will also use a reflection form to collect data regarding professional development opportunities and their effectiveness so as to better measure changes in instructional practice (see attachment X).

Requirement 2: Comprehensive Instructional Reform

2.a: Actions that Support Required Activity: Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards

Students who are referred by staff to a school social worker can be entered into a Child Study Process. The Child Study Process consists of school administrators, teachers, parents, a social worker, and other concerned parties including the student. The Child Study Process examines student achievement data, discipline data, attendance, and parent input, to determine the best interventions to help the student.

We are partnering with The College Board to implement their Springboard curriculum in math and ELA. This program is research-based and vertically aligned as well as aligned with State academic standards. Springboard is going to be used from grades 7 to 12 throughout the district and will be capped with Advanced Placement classes. The district is currently pursuing options for science and social studies support. All staff will develop and implement common quarterly assessments.

Data used to track the efficacy of this curriculum will be from: NWEA MAP test (given three times per school year in ELA, Math and Science), STAR (ELA and Math given two times per year), EXPLORE and PLAN testing as well as the MEAP and MME/ACT. The Golden Package will be used to collate and disaggregate this data based upon our HSCE's and college readiness standards as defined by ACT. We will then identify students who need intervention and implement instructional plans to best suit their needs. A testing calendar for 2010-11 has been developed and is included as an appendix. 2011-12 will use a similar schedule which is in development.

Staff will continue to use a classroom walkthrough tool for collecting data on teaching and learning focused on student engagement and high-yield teaching strategies. This data along with common quarterly assessment data will be reviewed and reflected upon regularly during PLC meetings to create targeted interventions for students, professional development for teachers, and to assess curricular alignment of instruction. Pending approval of SIG funding, a data coach will be hired to help break down the pertinent facts of this data and to facilitate its usefulness for instruction.

For the 2011-14 school years, we will implement a once a week late start. This time will be allocated for the entire staff to work on data review and instructional programming through the professional learning communities model.

2.b: Actions that Support Required Activity: Continuous use of student data to inform and differentiate instruction.

During the 2010-11 school year we will examine data during staff meetings and department meetings. Starting in the 2011-12 school year we will evaluate data on a regular basis within our weekly PLC meetings. Three times per year we will collect formative data with the NWEA MAP test. We will also use data from the STAR, MME, PLAN, and EXPLORE tests to find weakness and bring them into supplemental programming. Pending SIG funding we plan to implement supplemental programming starting in January 2011. This programming includes school day push-in intervention programs during lunch, non-core classes, and/or afterschool interventions as

needed by the student or directed by the school. The data review mentioned above will also be used to alter classroom instruction.

2.c: Actions that Support Optional Activity: Conduct reviews to ensure curriculum is implemented with fidelity and is impacting student achievement

Pending SIG funding all school and appropriate district resources will be coordinated by a fully dedicated 100% Transformational Manager to Support the SIG implementation at Beecher High School to act as an advocate and monitor the school's implementation of the grant.

The Transformational Manager will be called upon to provide services that include but are not necessarily limited to the following areas:

- Direct and oversee research of existing reform efforts to build a knowledge base of best practices
- Direct and oversee the implementation of promising educational reform programs and school improvement programs that rely on scientifically based research; including those at-risk
- Direct and oversee the development of a communications plan for internal and external audiences regarding curricular adherence of the school, planned educational program, and related extra-curricular activities
- Provide training opportunities to personnel at the assigned school
- Interview and select qualified personnel to be recommended for employment;
- Manage and administer personnel development through training, in-service and other developmental activities to create strong sense of purpose for staff team
- Communicate, through the proper channels, to keep the leadership informed of impending problems or events of unusual nature -use effective interpersonal communication skills;
- Ensure compliance with grant regulations and assist in preparations for any federal, state, or local program reviews or audits
- Perform other incidental tasks consistent with the goals and objectives of this position including putting systems in place that will continue past the funding period.

The Transformational Manager will support the buildings in their individual efforts while ensuring that they remain in compliance with SIG requirements including communication, data coordination and improving student achievement.

The Data Coordinator will work under the direction of the Superintendent. The purpose of the Data Coordinator position is to:

- Organize and facilitate Curriculum Audits.
- Organize and facilitate Building Leadership Team Meetings.
- Organize, monitor, and report the building-level, PLC-level, and individual classroom-level data needed to evaluate the effects of the school's adopted school reform strategies.

ESSENTIAL JOB FUNCTIONS (DATA COORDINATOR)

- Coordinate the implementation, evaluation, and revision of the District's Assessment Program.
- Coordinate the development and/or identification and implementation of grade-level standards-based assessment used to monitor the academic progress and learning needs of students.
- Coordinate implementation of grant programs that rely on student achievement data to evaluate school effectiveness and that are designed to improve student achievement.
- Analyze student achievement results and assist in the preparation of district-, school- and classroom-level student achievement reports.
- Provide technical support for the use of standards based assessments, including the development of standard-based

report cards.

- Performs additional related duties and responsibilities mandated by law, School Board policy and assigned by the Superintendent as required.

ADDITIONAL JOB FUNCTIONS

- Assist with the development and implementation of professional development activities that include the analysis of student achievement results and the identification of curriculum areas requiring alignment and improvement.
- Facilitate assessment and report card advisory committees.
- Assist the Parent Coordinator with collection and dissemination of Parent-related data.

We are also applying curriculum reviews at the start of the school year, MAP assessments to see what students are learning and making adjustments to curriculum and tech-based interventions – credit recovery, summer school, and computers in each classroom. Currently there are two computers in each classroom

2.d: Actions that Support Optional Activity: Use and integrate technology based interventions

The school is currently using the NWEA MAP testing (a computer based testing suite) which generates a DesCartes chart for individual students. The DesCartes chart is a differentiated instructional tool, based on each student's ability and skills.

All students are required to complete an Educational Development Plan (EDP). The school is using the Internet based Career Cruising system to complete the student's EDP. Within the EDP the school will require all 9th grade students to complete a Learning Styles assessment. The results of this assessment will be available to all staff, via access to the Career Cruising system used to complete student EDP's. Student EDP's also contain information regarding student career and education level choices that can be used to individualize student's instruction.

2.e: Actions that Support Optional Activity: (in high schools) Increase rigor (AP, IB, STEM and others)

The school will implement The College Board's Springboard math and ELA curriculum 9-12 starting in the 2011-12 school year. The school offers both AP English, and AP Calculus, and is planning to develop and implement more AP courses. Research is currently being conducted to find similar sources of rigorous curriculum for other subjects.

Restructuring course offerings to include an extra required semester course of Math and ELA for 9th grade students. A required ACT Prep course will be offered to second semester sophomores and first semester juniors.

2.f: Actions that Support Optional Activity: Improve student transition from middle to high school

A Freshmen Transition Program will be offered three weeks prior to the start of school. It will be supported by our Twenty-First Century program as well as funds from this grant. All incoming freshmen will be invited, however students who are considered to be at risk at the end of eighth grade will be targeted to attend the first two weeks of the transition program. Students will be considered at risk if the student had poor attendance, a high number of discipline referrals and/or failing grades. The program will offer remedial academics in math and reading as well as conflict resolution sessions conducted by our social worker. The last week of the transition camp will be open to all incoming freshmen as well as other high school students and focus on leadership and team building activities. A college visit would also be planned. All high school staff will be recruited to assist on a cyclical interval basis with the implementation of this program

In addition to the 3 week program outlined above, high school teachers will meet with 8th grade students prior to the end of their 8th grade year. At this meeting staff will introduce themselves, and high school expectations.

2.g: Actions that Support Optional Activity: (in high school) Increase graduation rates through credit recovery and other strategies

The PLATO credit recovery program is currently being used by the district. Students who are missing credits are offered the opportunity to participate in this program, either during the school year or during summer break. Students participating in this program work on PLATO program after school or on their own time outside of school hours.

Starting in July, 2011 and running for six weeks, all students will have the opportunity to attend an annual Summer School. For four hours each day, Monday through Thursday, identified students will receive targeted instruction in the areas of ELA, Mathematics, or other targeted areas. Classes will be taught using a student to teacher ratio of 14:1 with each student demonstrating their learning in a project-based manner. Incentives for participation, attendance and performance will occur at the end of each week. Additional requirements of this Summer School program include a home to school connection where parents are required to attend a “Summer School Celebration of Learning” when students share their culminating projects with parents, peers, and community members.

Requirement 3: Increasing Learning Time and Creating Community-Oriented Schools

3.a: Actions that Support Required Activity: Increased Learning Time

We plan on establishing schedules to provide increased learning time (300 hours more) which would include a Summer Learning Institute through Title 1 funding, credit recovery for students, dual enrollment in colleges and a freshmen transition program. We also are considering offering enrichment classes for acceleration and after school tutoring if money is approved from the SIG process.

All schools that fall under the Transformation Intervention Model shall establish schedules and implement strategies that provide increased learning time (as defined in this notice) including:

- Weekly Saturday school- (For the 2011-12 school year, pending approval of SIG funds)
- Summer Camp (For the summer following 2010-11 school year, pending approval of SIG funds)
- Six week Summer Learning Institute-(For the 2010-11 school year, pending approval of SIG funds)
- Academic Strategies- Course taught after the regular school day to provide additional Reading and Math instruction for identified students to prepare for the MME/ACT (For the 2011-12 school year, potentially earlier pending scheduling)
- Leadership Camp (For the summer following the 2010-11 school year, pending approval of SIG funds)
- Freshman Transition Program (For the summer following the 2010-11 school year, pending approval of SIG funds)

Furthermore, as part of the Transformation Intervention Model, teachers who participate in Professional Learning Community Teams shall participate in increased learning time that may include extra contact time including different school calendar, longer instructional day, summer school, before and after school, and weekend school.

I. Saturday School (~120 hrs): Starting the first Saturday in October and continuing through the last Saturday in May, all students will have the opportunity to attend Saturday School. All students participating will receive academic support by a certified teacher for both Reading and Math. Students targeted for Saturday School shall be provided an Individualized Learning Plan that identifies student’s target growth goal as well

as strategies that will be used to support their learning. Summer School will run from 9am until 1pm with a portion of this time dedicated to individual student conferences. Teachers will use the Individual Learning Plans to guide their instruction and monitor progress. Results of Saturday School will be monitored using teacher-generated, formative assessments and reported on as part of the building's Professional Learning Communities.

II. Summer Camp (~24 hrs): This two week session will be available for all students and focus on all core content areas: Math, Reading, Science and Social Studies. During this two week opportunity, students will receive additional instruction beyond the traditional school calendar with a certified teacher in each of the four core academic areas. Individualized learning plans will be generated by teachers for students scoring in the lowest quartile according to the Spring 2011 MAP. Progress monitoring of students with individualized learning plans shall occur using formative assessments created by teachers during the two week Intersession.

III. Summer Learning Institute (~100 hrs): Starting in July, 2011 and running for six weeks, all students will have the opportunity to attend an annual Summer School. For four hours each day, Monday through Thursday, identified students will receive targeted instruction in the areas of ELA, Mathematics, or other targeted areas. Classes will be taught using a student to teacher ratio of 14:1 with each student demonstrating their learning in a project-based manner. Incentives for participation, attendance and performance will occur at the end of each week. Additional requirements of this Summer School program include a home to school connection where parents are required to attend a “Summer School Celebration of Learning” when students share their culminating projects with parents, peers, and community members.

IV. Academic Strategies (~75 hrs): This semester-long after-school course will provide extended learning time for identified students in Reading or Math. This course will target students identified as testing below proficiency in the first quartile according to the Fall 2010 and Winter 2011 MAP assessment. Study skills as well as math and reading basic skills will be the primary focus for this course.

V. Leadership Camp (~16 hrs): This week-long offering will precede the start of school focusing on leadership skills, cooperation, and teambuilding. As outlined in our School Improvement Plan, special attention will be paid to conflict resolution and peer mediation. This camp will dovetail with our freshman transition program, but will be open to all Beecher High School students.

Increase Learning Time

- Weekly Saturday School
- Summer Camp
- Six-Week Summer Learning Institute
- Academic Strategies (after school)
- Leadership Camp
- Freshman Transition Program

Funding Source if not awarded SIG funds in order of allocations:

- Title Ia or general fund
- Title Ia or 31a
- Title Ia or 31a
- Title Ia, 31a, 21st Century Afterschool Partnership
- Title Ia or 31a
- Title Ia, 31a, 21st Century Afterschool Partnership

3.b: Actions that Support the Required Activity: Provide ongoing mechanisms for family and community engagement:

Parent Involvement Coordinator

The building maintains a parent involvement coordinator position. The person in this position is responsible for maintaining contact with parents, hosting meetings and classes to keep parents informed of school activities and policies. They are also responsible for developing and maintaining a connection between the school and the surrounding

community, and are responsible for implementing the parent involvement policy.

Parenting

The staff of Beecher High School knows that parents are the first educators of their children. We are committed to developing school programs and activities that involve and equip our students, parents/guardians, with needed skills and resources to assist their children in attaining their highest potential. Every parent is expected to participate to some degree with his or her child's education. Parent involvement will be encouraged and empowered through the use of committees whose charge is to empower and enable parents to add other school related activities that will enhance their children's education.

- Staff and Community Engagement partners will be involved in various trainings throughout the year regarding how to contribute to their child's education.
- The parent will be encouraged to work with small groups as well as individuals.
- The parent will be encouraged to work in collaboration with other parents and school staff.
- The sharing of achievement data will be an ongoing component of Meetings with the Parent Facilitator, Conferences, and Family Events in an effort to encourage dialogue between staff and parents towards improvement of school goals and initiatives.
- The Parent Facilitator will be involved in the writing, monitoring and improvement strategies of our school improvement plans and Title 1 initiatives.

Communicating

Teachers communicate with parents both formally and informally through progress reports, report cards, two-way communication through Parent web (which includes an on-line grade book), e-mail, classroom telephone numbers, voice mail, teacher websites, notes home, and parent meetings.

Student assessment results are provided to parents in a timely, understandable, and uniform format and to the extent practicable in a language that is understandable to parents. Assessment reports include itemized score analyses so that parents can interpret and address the specific academic needs of their student.

Volunteering

The school desires to promote parental participation. Some options for parents are: membership on our school improvement team, instructional leadership team, tutoring, coaching athletics, assisting with field trips, classroom presentations, and fundraising.

Student service hour requirement for graduation

As a graduation requirement all students will be required to complete at least 100 hours of community service, during their 4 years in high school. No more than 25 hours may come from service within the school building. During the first 3 years of implementation this requirement will be scaled to 25 hours per year (i.e. As of the 2011-12 school year, seniors must complete 25 hours before graduation; juniors will need 50 before graduation; sophomores will need 75 before graduation).

Parent Involvement Policy

Beecher High School follows the Beecher Community Schools Parental Involvement Policy which is stated below.

In order to better share the responsibility of the achievement of your children, Beecher Community School District administration along with parents of students have jointly developed the following parental involvement policy in accordance with the *No Child Left Behind Act of 2001*. In compliance with the Act, our schools shall:

- Hold an annual meeting(s), inviting and encouraging parents of all participating Title I children, for the purpose of explaining Beecher's participation in Title I, its requirements and the rights of parents to be involved.

- Offer a number of meetings with varied times to allow maximum participation of parents. Funding may be provided for transportation, child care, home visits, and other services as they relate to parental involvement.
- Involve parents in the planning, review and improvement of programs under Title I, including the school-wide parental involvement policy.
- Provide timely information to parents of participating Title I children.
- Provide opportunities, if requested by parents, for regular meetings to formulate suggestions, discuss matters relating to the education of their children, and help in decision making where appropriate. Parent comments regarding the building's Title I plan will be available.
- Provide parents reasonable access to staff, opportunities to volunteer in their child's classroom, and the opportunity to observe classroom activities.
- Foster parental involvement by providing materials and training that will help parents to work with their children to improve their child's achievement. A description and explanation of the school's curriculum, the forms of academic assessment used to measure student progress, and the proficiency levels that students are expected to meet shall also be provided.
- Educate teachers, pupil services personnel, principals and other staff in the value of parental contributions, including guidance in ways to reach out to parents.
- Provide reasonable support for requested parental involvement in activities.
- Provide participation opportunities, information and frequent school reports on student progress in a format that is easy for parents to understand, including those with limited English proficiency, parents with disabilities, and parents of migratory children and, to the extent possible, in a language that the parent can understand.
- Develop a compact outlining the shared responsibility of the school staff, parents and students for improving student academic achievement and the means by which the school and parents will build and develop a partnership to help students achieve the State of Michigan's high standards.
- Ensure that the compact is discussed annually in the elementary schools at the parent-teacher conference as it relates to the individual child's achievement.

At Beecher High School, parents are included in all aspects of the educational program. We rely on significant parental input and cultivate a close working relationship between staff and parents. The parents are encouraged at student orientation, open houses, conferences, academic nights, parent roundtable meetings, parent educational opportunities, career fairs and through monthly newsletters to become involved in the design, implementation, and evaluation of the School Improvement Plan as members of the Process Mentor Team and School Improvement Team.

Beecher High School uses Joyce Epstein's parent engagement model. We believe there are six types of involvement to improve school climate and student success. The six types are:

- Parenting
- Communicating
- Volunteering
- Learning at Home
- Decision Making
- Community Collaboration

The staff at Beecher High School, in partnership with parents and community, believes all children can learn through effort-based education. The Staff will provide a safe, secure, productive environment that offers varied

educational opportunities which will enable children to be successful members of society. The staff will strive to empower each student to reach his or her potential as a lifelong learner and contributing citizen.

- Staff will focus on effectively engaging parents and the community on student learning.
- Staff will be accountable for creating an environment that ensures community partnerships.
- Staff will be held accountable for the implementation of the community engagement model.

Staff will coordinate a yearly neighborhood / community walk with teachers, support staff and parents to involve families and community in school related issues.

The parent coordinator currently surveys parents on a regular basis to inquire as to their needs, desires and concerns. This data is shared at regular staff meetings and this data is distributed to parents through regular newsletters to parents and at conferences.

3.c: Actions that support Optional Activity: Partnering with parents and community organizations to create safe school environments that meet students' needs.

Beecher Community Development Coalition (BCDC) works with district and township officials to secure Safe Routes Funding (SR2S)

Requirement 4: Providing Operational Flexibility and Sustained Support

4.a: Actions that Support Required Activity: Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates

The Beecher Board of Education has approved the Transformational Plan for the High School and will support all initiatives which include allowing the building to have operational flexibility. The calendars and times will be set with collaboration from the Board and the Union. The contract provides Administration with the ability to transfer staff for one year as needed. The office of State and Federal Programs has been involved in the entire process and is funding required initiatives. The Union has also agreed to support initiatives set forth by the building.

Beecher High School has control over the majority of its budget. To the extent possible, all funds are directed in support of student goals. The high school principal has control of the teaching supply budget and added cost dollars from Career-Technical education programs.

An example of operational flexibility is within the calendar; for the 2011-14 school years, the high school will select their parent/teacher conference dates and times, after school and Saturday school hours, and completely design the summer academy and freshman transition programs. The high school will also be selecting dates and times for early release and/or late start dates for professional learning community meetings. During the 2011-12 academic year, the high school plans on reviewing and revising school start time related to beginning school at a developmentally appropriate time.

We are aware of, and utilizing, seat time and other waivers available from the state.

The high school principal is granted right-of-refusal for any teacher position in the school, per the memo of understanding signed by the school board and the teacher's union.

Pending approval of SIG funding, in order to free principals of supervisory duties in support of instructional leadership and to ensure effective implementation of the outlines of the SIG, the district will hire a full-time position transformational manager. The manager will report to the district superintendent on the process and implementation of the school improvement grant. The transformational manager will work in concert with the leadership and educational coaches and interventionists through the transformation office. The overall responsibilities of the transformational office include:

- Coordinate activities of the leadership and educational coaches.
- Provide leadership in writing and evaluation of the School Improvement Grant (SIG).
- Assists the school in improving their educational programs.
- Conducts short and long range educational planning for improvement of staff.
- Organizes and promotes programs for the professional development of staff.
- Evaluates the instructional program and makes recommendations for desirable change to the Superintendent of schools.
- Helps schools in the effective selection and use of instructional materials and other resources.
- Prepares or participates in preparing required reports, grants, and/or projects seeking funding in the area of the instructional program.
- Provide leadership for identifying staffing patterns and staff utilization for successful restructuring.
- Assists the Superintendent in developing a District Strategic Plan and Annual Update.
- Assist school administrators in building a master schedule for restructuring a school and designing a school based professional development plan that is high quality and job embedded (professional learning communities).
- Provide and coordinate technical assistance to identified schools based on data, on-site reviews, district initiatives, reports and other audits of educational programs.
- Assist school administrators and teachers with implementation of the School Improvement Plan, including identifying appropriate professional development for all relevant staff and a monitoring process for continuous improvement.
- Assist school administrators in designing and using a balanced assessment system to inform and differentiate instruction.
- Assist school staff in seeking appropriate social-emotional and community oriented services and supports for students.
- Assist school administrator and staff in monitoring and evaluation the progress of the implementation of the revised school improvement plan and the grant.
- Work collaboratively with other state and local officials to ensure that technical assistance is provided to the local schools identified for improvement.
- Hold schools accountable for short-term progress leading to long-term academic gains.

As part of the ongoing and high quality job embedded professional development requirement for the Transformation Model, the school will have sufficient operational flexibility to implement fully a comprehensive approach to substantially improve student achievement and graduation rates. The school will determine how they will utilize the following requirements involving professional development and increased learning time:

- Weekly Saturday school starting in October and lasting through May
- 6-8 week Summer School program
- Leadership Camp for one week prior to the start of school
- Academic Strategies course taught after the school day to provide additional Reading and Math instruction for identified students
- Complete the normal 36 hours of professional development
- Complete an additional 36 hours of professional development as stated for schools in AYP phase 6

4.b: Actions that Support Required Activity: Ensure that the school receives ongoing, intensive technical assistance and related support from the district, the State, and GISD

To support the new Transformation Leader assigned to this building, the principal will receive a Leadership Coach as defined by the Michigan's Principal Fellowship. The Michigan Model of Leadership Coaching is part of the Michigan's state system of support for high priority schools. Leadership coaches have been identified as a key mechanism for providing on-site assistance to school principals in order to help them make improvements that result in demonstrated gains in student achievement. The role of a leadership coach is to help school leaders build their capacity through a one-to-one, confidential relationship. Specifically, the job of the leadership coach is to engage principals in a learning process focused on systematic instructional improvement in the service of increased student achievement. Principals and leadership coaches attend professional development together in order to provide a common framework and opportunity for collaborative learning.

In addition, the school is involved in the Michigan State University Principal's Fellowship that assists in building capacity within our leadership team (Process Mentoring Team / School Improvement). The Genesee Intermediate School District provides professional development opportunities in curriculum, instruction, technology, assessment, etc. In addition it also provides regular professional communications on content-specific issues, provides a forum for professional discussion that goes beyond the walls of our school. They also provide technical support to ensure our data and computer systems stay up and running, as well as customization of the software to help ensure flexibility for the teaching staff. Classroom walk through Teachscape services will be provided through the GISD.

The College Board has been approached by the district to serve as a provider for content and curriculum (pending approval of SIG funds). It is anticipated that they will provide curriculum for grades 7-12 in math and ELA as well as AP level classes in multiple subjects in addition to those that we already offer.

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

- Select external providers from the state's list of preferred providers;

The Beecher High School Leadership Team reviewed and discussed the needs of our students, and evaluated the current vendors on the state's list to determine what can be provided to meet those needs as well as those of our staff and building. The following state preferred providers were chosen: Genesee ISD, The College Board, and the Michigan Principal's Fellowship through Michigan State University.

- Align other resources with the interventions;

Other resources available to align with the intervention to improve student performance are:

- 1) Title 1a and ARRA provide resources to support students' academic growth and parental involvement in order to increase graduation rate. 31a is used for targeted student assistance.
- 2) Title IIa provides professional development for staff and continuous learning and incentives to recruit teachers.
- 3) Title IIId will provide technology resources and professional development for staff members if re-allocated by the state.
- 4) Local grants and programs including Mott Children's Health Center, the Carrera

Program (beginning 2012-13), The Beecher Scholarship Incentive Program, The Safe Routes for School (supported by the Beecher Development Council) The Ruth Mott Foundation, Toolbox for Education Grant, and University of Michigan’s Place-Based Learning provide ongoing support for family and community engagement.

5) Services through the University of Michigan – Flint and Mott Community College provide additional academic support for students who are at-risk. This includes the “Gear-Up” program, Choosing to Succeed, the Wade McCree Foundation, and Upward Bound. These programs provide college and career exposure, support students’ well-being, and ongoing family and community engagement. Services also include dual enrollment, provide rigor and help student transition from high school to college. We are investigating the feasibility of a summer program in cooperation with these colleges.

6) Career Cruising provides support in math, science, writing and career readiness.

- Sustain the reforms after the funding period ends.

- Systems and funding will be put in place to sustain the reform efforts based on evaluations of programs. After evaluations, it will be determined which positions and programs remain. General funds, Title I, 31a Title IID and Title IIa funds will be used for this support. Additional community, business, state and federal funding opportunities will also be explored.

- The intent of having instructional coaches is to provide teachers with a scaffold approach to delivering instruction, incrementally drawing back this support, thus providing teachers with the capacity to implement the strategies. After three years of this type of support, the teachers will be able to provide the necessary instruction for school improvement. Example, by the third year, it is the intention of this program to have coaches working with teachers half-time or less. Thus the need to fund specialists/coaches will diminish. The administrator will continue to monitor instruction through walkthroughs and peer observations.

- Over time, fewer students will require additional programs –as achievement gaps are narrowed and closed, fewer intervention programs will be needed. The need for funding the additional intervention programs will decrease as well. Differentiated instructional practices in use in the classrooms will allow for growth in student learning.

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

Year 1
2010-2011

July-August
2010

Application Development

- Review of data to determine model and needs of the school
- Board of Education selected Transformational Model
- Beecher Community School District notified of bottom 5% status of Beecher High School
- Building Principal was removed; Interim appointed

- September 2010
- ☑ Beecher High School bottom 5% status was communicated to High School staff
 - ☑ Leadership Team Sub-Committee attends MDE conference to discuss SIG
 - ☑ Interim Building Principal appointed to Principal by school board
 - ☑ SIG Sub-Committee began to meet to create the plan with input from teachers, administration, support staff, and the Union
 - ☑ Three parent/community meetings were held to communicate SIG status
- October 2010
- ☑ Shared decision with entire building staff and reviewed the requirements of the selected model
 - ☑ SIG Sub Committee took draft of the application before the high school staff for discussion, input, and review
 - ☑ Posted draft of SIG on website for community review and transparency of the process
 - ☑ Review of instructional programs available to support student achievement
 - ☑ Review of local partnerships available to support student achievement
 - ☑ NWEA MAP testing to screen all high school students for level of proficiency in ELA, math, and science

Application Submission

- October 15, 2010
- ☑ Draft application is submitted to the state and considered for funding.
- October - November
- ☑ Application modified per SSRO recommendations
- November
- ☑ Submission of application for final approval

Implementation of Transformational Model

A Year In Planning

- September 2010
- ☑ New building principal appointed
 - ☑ Begin development of an implementation calendar to address identified areas of the plan: Professional Development, Professional Learning Communities, Data Review Sessions, testing schedule, common assessment development and implementation
 - ☑ Begin work on development of Common Assessments (including Project-based assessments)
 - ☑ Integration of technology into curriculum
 - ☑ Assessment of all students for data review
 - ☑ Collaborative Professional Development with other buildings
 - ☑ Parent involvement facilitator working with parents
 - ☑ Union and school district begin talks for Memo of Understanding
- October 2010
- ☑ Instructional coaching for building principal
 - ☑ Meet with Process Mentor and Process Mentor Team to discuss academic goals for the year
 - ☑ Data review of:
 1. NWEA
 2. Classroom walkthroughs (CWT)
 3. Student survey
 4. STAR testing

- Staff meets to review plan, set the assessment calendar, times to collaborate as teams
- Social Studies MEAP test administered to 9th graders
- Parent meeting to introduce plan
- Extended learning opportunities offered after school
- Board meeting and presentation to review details
- Meetings held with vendors to seek instructional SIG support
 1. Teachscape
 2. The College Board
 3. EdWorks
 4. Genesee Intermediate School District
 5. Michigan State University
 6. Northwest Education Association
 7. McCully Educational Research Center
 8. 21st Century Learning thru Genesee Intermediate School District

November-
December
2010

- Staff meets to review plan, set the assessment calendar, times to collaborate as teams, schedule of implementation
- During class, intervention support of at-risk students
- Review and discuss data from CWT

January-
March 2011

- Ensure curriculum alignment
- Meet with Process Mentor and Process Mentor Team to discuss academic goals for the year
- Peer observations within building classrooms
- Secure contracts with vendors
- Creation of Merit Tool and Evaluation Tools for district in collaboration with union
- Classroom observations, visitations, and evaluations by the Instructional Leader
- Develop Calendar for 2011-2012 School Year to address identified areas of the plan: Professional Development; Professional Learning Teams; Data Review Sessions; Peer Observations; Common Assessment development
- Creation of a model for Summer Learning Institute
- Creation of a model for Freshmen Transition Program
- Establish professional development agendas for 2011-2012 school year
- Extended learning time offered for MME/ACT/Work Keys
- Administer Common Assessments (including Project based assessments)
- Establish a plan of support for extended student learning time during the teachers weekly collaborative time
- During class, intervention support of at-risk students

April-June
2011

- Schedule a time for team members to meet to review implementation of the plan
- The College Board staff will begin support of curricular initiatives through observation and professional development
- Ratify Evaluation Tools and Merit Pay Tool
- Administer Common Assessments (including Project based assessments)
- Finalize student schedules

- Parent meeting to review/remind of plan
- Staff Professional Development schedule finalized for start of 2011-2012 school year
- Review/revise School Improvement Plan and Title I Plan for submission to state
- During class, intervention support of at-risk students

June-August
2011

- Collect and review data to drive instructional decisions from:
 1. NWEA
 2. Social Studies MEAP
 3. MME/ACT/Work Keys
 4. Student Surveys
 5. Classroom Walkthroughs
 6. Parent Surveys
 7. Teacher Surveys
 8. Discipline Reports
 9. Attendance Reports
 10. Graduation Rates

2011-2014

Year 1 - 3 – Full Implementation of Plan

June –
September
2011- 2013

- Implement Summer Learning Institute
- Implement Freshman Transition Program
- Send Team to THE COLLEGE BOARD Summer Staff Development Conference
 - Develop Calendar for 2011-2012 School Year to address identified areas of the plan: Professional Development; Professional Learning Teams; Data Review Sessions; Peer Observations; Common Assessment development

September
2011 - 2013

- Offer professional development for instructional practice
 - Coaches continue to model THE COLLEGE BOARD key instructional practices in ELA and Math
 - Assessment of all students for data review
 - Collaborative Professional Development with other buildings
 - Parent involvement facilitator working with parents
 - Review data from 1st year of Summer Learning Institute
 - Evaluate Freshman Transition Program
 - Continue
 1. Peer observations within building classrooms
 2. Classroom observations, visitations, and evaluations by the Instructional Leader
 3. Weekly content common planning times (Professional Learning Communities)
- During class, intervention support of at-risk students

October
2011 - 2013

- Administer Social Studies MEAP to 9th graders
- Administer PSAT to 11th graders
- During class, intervention support of at-risk students

November –

- Administer Common Assessments (including Project based

- | | |
|--------------------------------------|---|
| December
2011 - 2013 | assessments)
<input type="checkbox"/> End of marking period
<input type="checkbox"/> Schedule a time for team members to meet to review implementation of the plan
<input type="checkbox"/> Collect and review data to drive instructional decisions
<input type="checkbox"/> During class, intervention support of at-risk students |
| January –
February
2012 - 2014 | <input type="checkbox"/> Administer Common Assessments (including Project based assessments)
<input type="checkbox"/> End of 1 st semester
<input type="checkbox"/> Administer Student Survey
<input type="checkbox"/> Administer Parent Survey
<input type="checkbox"/> Administer Staff Survey
<input type="checkbox"/> Collect 1 st semester attendance and behavior reports
<input type="checkbox"/> During class, intervention support of at-risk students
<input type="checkbox"/> Collect and review data to drive instructional decisions
<input type="checkbox"/> Evaluate impact of the Transformation Plan: what works/what needs improvement
<input type="checkbox"/> Refine the plan based on the evaluation information |
| March
2012-2013 | <input type="checkbox"/> Administer Common Assessments (including Project-based assessments)
<input type="checkbox"/> End of Marking Period
<input type="checkbox"/> Administer MME/ACT/WorkKeys to 11 th grade students
<input type="checkbox"/> Administer EXPLORE exam to 9th graders
<input type="checkbox"/> Administer PLAN exam to 10 th graders
<input type="checkbox"/> Exit presentations for 12 th graders
<input type="checkbox"/> During class, intervention support of at-risk students |
| April - June
2012-2014 | <input type="checkbox"/> Administer Common Assessments (including Project-based assessments)
<input type="checkbox"/> Collect and review data to drive instructional decisions from: <ol style="list-style-type: none"> 1. NWEA 2. Social Studies MEAP 3. MME/ACT/Work Keys 4. Student Surveys 5. Classroom Walkthroughs 6. Parent Surveys 7. Teacher Surveys 8. Discipline Reports 9. Attendance Reports 10. Graduation Rates <input type="checkbox"/> Finalize student schedules
<input type="checkbox"/> Parent meeting to review plan
<input type="checkbox"/> Develop calendar for 2012-14 School Years to address identified areas of the plan: Professional Development, Professional Learning Teams, Data Review Sessions, Peer Observations, Common Assessment development
<input type="checkbox"/> Review/revise School Improvement Plan and Title I Plan for submission to state |

June – August
2012 - 2014

- Implement Summer Learning Institute
- Implement Freshman Transition Program
- Offer professional development for instructional practice
- Send Team to THE COLLEGE BOARD Summer Staff Development Conference
- Offer professional development for instructional practice

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

- *Goal 1: All students will be proficient in the ELA content grade level standards aligned to the state and college career/readiness standards. Beecher High School will show at least 10% annual increase in their ELA scores on the MME/ACT/Work Keys.*
- *Goal 2: All students will be proficient in the math content grade level standards aligned to the state and college career/readiness standards. Beecher High School will show at least 10% annual increase in their Math scores on the MME/ACT/Work Keys.*

6. For each Tier III school the LEA commits to serve, identify the services the school will receive or the activities the school will implement.

(No response due to no Tier III schools listed)

7. Describe the goals established (subject to approval by the SEA) in order to hold accountable its Tier III schools that receive school improvement funds.

(No response due to no Tier III schools listed)

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

- Describe how this process was conducted within the LEA.

The Board of Education, the Superintendent, Director of State of Federal Programs, the Beecher High School Leadership Team and the Curriculum Director reviewed and discussed the Michigan Legislation for low performing schools, reviewed models and the requirements for each intervention. This information was also shared at parent meetings, a school board meeting and with building staff. After careful analysis, the school board voted to implement the Transformation Model. After establishing the model to be used, stakeholders from the building, central administration and the school board gathered to discuss implementation. The committee met several times to design and implement interventions consistent with the final requirements and to complete the application.

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

- The LEA must provide a budget in MEGS at the building level that indicates the amount of school improvement funds the LEA will use each year to—
 - Implement the selected model in each Tier I and Tier II school it commits to serve;
 - Conduct LEA-level activities designed to support implementation of the selected school intervention models in the LEA’s Tier I and Tier II schools; and
 - Support school improvement activities, at the school or LEA level, for each Tier III school identified in the LEA’s application. (No response needed at this time.)

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

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

ASSURANCES AND CERTIFICATIONS STATE PROGRAMS

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

CERTIFICATION REGARDING LOBBYING FOR GRANTS AND COOPERATIVE AGREEMENTS

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

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

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

ASSURANCE WITH SECTION 511 OF THE U.S. DEPARTMENT OF EDUCATION APROPRIATION ACT OF 1990

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

ASSURANCE CONCERNING MATERIALS DEVELOPED WITH FUNDS AWARDED UNDER THIS GRANT

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

CERTIFICATION REGARDING NONDISCRIMINATION UNDER FEDERALLY AND STATE ASSISTED PROGRAMS

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

CERTIFICATION REGARDING BOY SCOUTS OF AMERICA EQUAL ACCESS ACT, 20 U.S.C.

7905, 34 CFR PART 108.

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

PARTICIPATION OF NONPUBLIC SCHOOLS

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

ASSURANCE REGARDING ACCESS TO RECORDS AND FINANCIAL STATEMENTS

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

ASSURANCE REGARDING COMPLIANCE WITH GRANT PROGRAM REQUIREMENTS

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

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

The Americans with Disabilities Act (ADA) provides comprehensive civil rights protections for individuals with disabilities. Title II of the ADA covers programs, activities, and services of public entities. Title

It requires that, "No qualified individual with a disability shall, by reason of such disability be excluded from participation in or be denied the benefits of the services, programs, or activities of a public entity, or be subjected to discrimination by such entity." In accordance with Title II ADA provisions, the applicant has conducted a review of its employment and program/service delivery processes and has developed solutions to correcting barriers identified in the review.

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

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

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

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

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

AUDIT REQUIREMENTS

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

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

IN ADDITION:

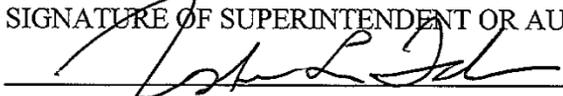
This project/program will not supplant nor duplicate an existing School Improvement Plan.

SPECIFIC PROGRAM ASSURANCES

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

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

SIGNATURE OF SUPERINTENDENT OR AUTHORIZED OFFICIAL



Date

10/14/10

SIGNATURE OF LEA BOARD PRESIDENT



Date

10/14/10

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

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

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

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

- Extending the period of availability of school improvement funds.

Note: If an SEA has requested and received a waiver of the period of availability of school improvement funds, that waiver automatically applies to all LEAs in the State.

- "Starting over" in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model.
- Implementing a schoolwide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold.

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

Metric	2009-2010 school year
School Data	
Which intervention was selected (turnaround, restart, closure or transformation)?	Transformation
Number of minutes in the school year?	66,465.6
Student Data	
Dropout rate	23%
Student attendance rate	92.6%
For high schools: Number and percentage of students completing advanced coursework for each category below	25 students 16%
Advanced Placement	22
International Baccalaureate	0
Early college/college credit	2
Dual enrollment	1
Number and percentage enrolled in college from most recent graduating class	141 students 35%
Student Connection/School Climate	
Number of disciplinary incidents	1,164
Number of students involved in disciplinary incidents	173
Number of truant students	52
Teacher Data	
Teacher Attendance Rate	138 total absences during the 2009-10 school year. (5.3 absences per teacher).
Number of teachers rated Meritorious on	2
Number of teachers rated Satisfactory on	21
Number of teachers rated Probationary	1
Number of teachers rated Unsatisfactory	0

SECTION I: NEED

The school must provide evidence of need by focusing on improvement status; reading and math achievement results, as measured by the MEAP, Mi-Access or the MME; poverty level; and the school's ability to leverage the resources currently available to the district. Refer to the school's Comprehensive Needs Assessment (CNA) School Data and Process Profile Summary report.

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

The Student Achievement Data showed us:

Across the four core areas scores decline between 8th and 11th grades

Level 3 students are moving to either a level 2 or 4, movement differs depending on subject area

A gender gap appears to be closing between 8th and 11th grades

Possibly due to loss of enrolled males, not so much that the gap is closing

For true trend data, we need to be looking at the 06-07 8th graders for comparison to this year's 11th graders.

ELA

A significant achievement gap exists between male and female students in both reading and writing. Twenty-six percent of students are proficient in reading on the 11th grade MME, and 11 percent proficient on the writing portion. There did not appear to be a significant difference between economically disadvantaged and non-disadvantaged students in either reading or writing.

8th grade MEAP: A significant gap between genders in reading with males scoring lower, a similar gap exists in writing. There are 20% of students scoring proficient in reading, and 30% in writing. No students scored in the level one category in writing.

10th grade PLAN data: the average composite score in the 2008-09 school was 14.5

The 2009-10 data showed reading scores of 12.3, and writing scores of 12.9, compared to the national average of 16.9 in both areas.

Math

11th grade MME: 15.2% of students scored a level 1 or 2, a significant gap between genders, with males scoring lower. Economically disadvantaged students scored slightly better than students not economically disadvantaged.

8th grade: 28% of students scored proficient. Males scored slightly better than females.

Economically disadvantaged students compared comparatively.

10th grade PLAN data: The average composite score in the 2008-09 school was 14.5

Algebra prognosis test: When looking at the 8th grade test scores for high school placement in math, we saw a wide range of percentile scores, with no students scoring above the 90th percentile, and the majority of the students scoring below the 50th percentile.

Science

11th grade MME: 11% of students scored proficient. There appeared to be no significant difference between genders. No students scored at level one. No other disparities appeared in the data.

8th grade MEAP: 14% proficient, with significant disparity between genders, including males scoring lower.

ACT PLAN: the average composite score in the 2008-09 school was 14.5

Social Studies

9th grade MEAP: 24% proficient, with no significant difference between genders, an achievement gap between African American and white sub groups exists with white students scoring higher. Economically advantaged scored significantly higher than those in the economically disadvantaged group.

MATH

**2009/2010 School Year - Mathematics MME Proficiency Report with AYP Groups for Genesee
ISD, Beecher Community School District, Beecher High School - Grade 11**

Category	Level 1	%	Level 2	%	Level 3	%	Level 4	%	Number Met	%	Not Met	%	Total Students
All	0	0	11	17.2	13	20.3	40	62.5	11	17.2	53	82.8	64
Asian or Pac. Isl.	0	0	1	100	0	0	0	0	1	100	0	0	1
Black	0	0	8	14.3	12	21.4	36	64.3	8	14.3	48	85.7	56
White	0	0	1	16.7	1	16.7	4	66.7	1	16.7	5	83.3	6
EDD	0	0	6	14.3	9	21.4	27	64.3	6	14.3	36	85.7	42
SWD	0	0	0	0	0	0	9	100	0	0	9	100	9

**2008/2009 School Year - Mathematics MME Proficiency Report with AYP Groups for Genesee
ISD, Beecher Community School District, Beecher High School - Grade 11**

Category	Level 1	%	Level 2	%	Level 3	%	Level 4	%	Number Met	%	Not Met	%	Total Students
All	2	2.5	10	12.7	11	13.9	56	70.9	12	15.2	67	84.8	79
Black	2	2.7	10	13.7	10	13.7	51	69.9	12	16.4	61	83.6	73
Hispanic	0	0	0	0	0	0	1	100	0	0	1	100	1
White	0	0	0	0	1	20	4	80	0	0	5	100	5
EDD	1	1.9	7	13.2	7	13.2	38	71.7	8	15.1	45	84.9	53
SWD	0	0	0	0	0	0	10	100	0	0	10	100	10

**2007/2008 School Year - Mathematics MME Proficiency Report with AYP Groups for Genesee
ISD, Beecher Community School District, Beecher High School - Grade 11**

Category	Level 1	%	Level 2	%	Level 3	%	Level 4	%	Number Met	%	Not Met	%	Total Students
All	0	0	1	1.5	10	15.2	55	83.3	1	1.5	65	98.5	66
Black	0	0	1	1.6	6	9.8	54	88.5	1	1.6	60	98.4	61
Hispanic	0	0	0	0	1	100	0	0	0	0	1	100	1
White	0	0	0	0	3	75	1	25	0	0	4	100	4
EDD	0	0	1	1.6	10	15.6	53	82.8	1	1.6	63	98.4	64
SWD	0	0	0	0	0	0	2	100	0	0	2	100	2

READING

**2009/2010 School Year - Reading MME Proficiency Report with AYP Groups for Genesee
ISD, Beecher Community School District, Beecher High School - Grade 11**

Category	Level 1	%	Level 2	%	Level 3	%	Level 4	%	Number Met	%	Not Met	%	Total Students
All	0	0	16	24.6	19	29.2	30	46.2	16	24.6	49	75.4	65
Asian or Pac. Isl.	0	0	0	0	0	0	1	100	0	0	1	100	1
Black	0	0	15	26.3	17	29.8	25	43.9	15	26.3	42	73.7	57
White	0	0	1	16.7	2	33.3	3	50	1	16.7	5	83.3	6
EDD	0	0	9	20.9	11	25.6	23	53.5	9	20.9	34	79.1	43
SWD	0	0	0	0	1	11.1	8	88.9	0	0	9	100	9

**2008/2009 School Year - Reading MME Proficiency Report with AYP Groups for Genesee
ISD, Beecher Community School District, Beecher High School - Grade 11**

Category	Level 1	%	Level 2	%	Level 3	%	Level 4	%	Number Met	%	Not Met	%	Total Students
All	0	0	22	27.2	22	27.2	37	45.7	22	27.2	59	72.8	81
Black	0	0	20	27	19	25.7	35	47.3	20	27	54	73	74
Hispanic	0	0	0	0	1	100	0	0	0	0	1	100	1
White	0	0	2	40	2	40	1	20	2	40	3	60	5
EDD	0	0	13	24.5	16	30.2	24	45.3	13	24.5	40	75.5	53
SWD	0	0	0	0	3	27.3	8	72.7	0	0	11	100	11

**2007/2008 School Year - Reading MME Proficiency Report with AYP Groups for Genesee
ISD, Beecher Community School District, Beecher High School - Grade 11**

Category	Level 1	%	Level 2	%	Level 3	%	Level 4	%	Number Met	%	Not Met	%	Total Students
All	0	0	20	30.3	20	30.3	26	39.4	20	30.3	46	69.7	66
Black	0	0	16	26.2	20	32.8	25	41	16	26.2	45	73.8	61
Hispanic	0	0	1	100	0	0	0	0	1	100	0	0	1
White	0	0	3	75	0	0	1	25	3	75	1	25	4
EDD	0	0	20	31.2	18	28.1	26	40.6	20	31.2	44	68.8	64
SWD	0	0	0	0	0	0	2	100	0	0	2	100	2

WRITING

**2009/2010 School Year - Writing MME Proficiency Report with AYP Groups for Genesee
ISD, Beecher Community School District, Beecher High School - Grade 11**

Category	Level 1	%	Level 2	%	Level 3	%	Level 4	%	Number Met	%	Not Met	%	Total Students
All	0	0	8	11.6	46	66.7	15	21.7	8	11.6	61	88.4	69
Asian or Pac. Isl.	0	0	0	0	0	0	1	100	0	0	1	100	1
Black	0	0	7	11.3	42	67.7	13	21	7	11.3	55	88.7	62
White	0	0	1	20	3	60	1	20	1	20	4	80	5
EDD	0	0	6	13	27	58.7	13	28.3	6	13	40	87	46
SWD	0	0	0	0	1	8.3	11	91.7	0	0	12	100	12

**2008/2009 School Year - Writing MME Proficiency Report with AYP Groups for Genesee
ISD, Beecher Community School District, Beecher High School - Grade 11**

Category	Level 1	%	Level 2	%	Level 3	%	Level 4	%	Number Met	%	Not Met	%	Total Students
All	0	0	10	12	58	69.9	15	18.1	10	12	73	88	83
Black	0	0	10	13.2	53	69.7	13	17.1	10	13.2	66	86.8	76
Hispanic	0	0	0	0	1	100	0	0	0	0	1	100	1
White	0	0	0	0	4	80	1	20	0	0	5	100	5
EDD	0	0	5	9.3	40	74.1	9	16.7	5	9.3	49	90.7	54

**2007/2008 School Year - Writing MME Proficiency Report with AYP Groups for Genesee
ISD, Beecher Community School District, Beecher High School - Grade 11**

Category	Level 1	%	Level 2	%	Level 3	%	Level 4	%	Number Met	%	Not Met	%	Total Students
All	0	6	9.1	56	84.8	4	6.1	6	9.1	60	90.9	66	
Black	0	4	6.6	53	86.9	4	6.6	4	6.6	57	93.4	61	
Hispanic	0	0	0	1	100	0	0	0	0	1	100	1	
White	0	2	50	2	50	0	0	2	50	2	50	4	
EDD	0	6	9.4	55	85.9	3	4.7	6	9.4	58	90.6	64	
SWD	0	0	0	0	0	2	100	0	0	2	100	2	

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

Grade	# of Students	# Young 5's program	# Students in course or grade acceleration	Early HS graduation	# of Retentions	# of Dropout	# promoted to next grade
K	150	0	0	0	1	0	149
1	140	0	0	0	13	0	127
2	122	0	0	0	13	0	109
3	123	0	0	0	2	0	121
4	99	0	0	0	2	0	97
5	117	0	0	0	8	0	109
6	109	0	0	0	0	0	109
7	124	0	0	0	0	0	124
8	112	0	0	0	0	0	112
9	147	0	0	0	0	0	147
10	112	0	0	0	0	0	112
11	73	0	0	0	0	0	73
12	72	0	0	0	0	2	70

**Number of Students enrolled in Extended Learning Opportunities
Year:**

Number of Students in Building by grade	# Enrolled in Advanced Placement Classes	# Enrolled in International Baccalaureate Courses	# of Students in Dual Enrollment	# of Students in CTE or Vocational Classes	Number of Students who have approved/reviewed EDP on file
6	0	0	0	0	n/a
7	0	0	0	0	n/a
8	0	0	0	0	108
9	0	0	0	0	142
10	0	0	0	0	108
11	0	0	0	30	70
12	22	0	1	15	70

2. Identify the resources provided to the school (in particular, other state and federal funds) to support the implementation of the selected model.

Title Ia, Title IIa, Title III, General Funds, 21st Century Grant (supported through Genesee Intermediate School District), School Improvement Grant funding from Michigan Department of Education.

School Resource Profile

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

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

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

SECTION II: COMMITMENT

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

Using information gathered using the MDE Comprehensive Needs Assessment - CNA, provide the following information:

1. Describe the school staff's support of the school improvement application and their support of the proposed efforts to effect change in the school.

All staff participates in reviewing, collaborating, and voting to adopt the School Improvement Plan. The whole staff is involved in collaborative discussions to design, evaluate and revise the school improvement plan based upon student performance data and researched best practices. Over 90% of the staff participated in the design, provided input of goals, ideas, and needs based on data. Staff members served on the Curriculum Committee, the sub-committee to write the application, and rotated throughout the grant writing process.

2. Explain the school's ability to support systemic change required by the model selected.

The principal is given sufficient operational flexibility to provide the mechanisms needed for all staff to be effective and changes to be sustained. In addition, the teaching staff is highly motivated to improve the student level of achievement and continue building on existing successes within the past year, such as making AYP and creating an approved school-wide Title I plan.

3. Describe the school's academic in reading and mathematics for the past three years as determined by the state's assessments (MEAP/ MME/Mi-Access).

See pages 48-51 for our student data and results.

4. Describe the commitment of the school to using data and scientifically based research to guide tiered instruction for all students to learn.

The staff will continue to review, analyze and use data and scientifically based research to guide tiered instruction for all students to learn on a consistent basis, however, more time will be provided for such review.

In addition, the building has recently purchased the NWEA suite of assessment and data analysis products. Teachers have received training on its use and implementation and have already begun utilizing it for data analysis. Further time will be allocated once other reforms (i.e. implementation of PLC's) are completed.

5. Discuss how the school will provide time for collaboration and develop a schedule that promotes collaboration.

The school will provide time for collaboration and develop a schedule that promotes collaboration. The school will provide a collaborative schedule based on staff consensus to include the following times allocated for collaboration.

- Monthly staff meetings
- Release time will be provided on a weekly basis to promote and implement Professional Learning Communities beginning in 2011-12 by way of modifying the daily schedule.
- Monthly after school collaboration (School Improvement Team meetings, Data analysis meetings, Department meetings)
- Summer professional development
- Release time will be available for teachers to collaborate.

6. Describe the school's collaborative efforts, including the involvement of parents, the community, and outside experts.

There is a system in place to involve stakeholders for collaborative efforts in the district. We continue to use:

- Provide a Parent Involvement Coordinator
- Two-way communication with parents and community
- Parent and community involvement in the school improvement plan process
- Provide parents and the community with educational workshops
- Collaborate with representatives from the following outside experts: Genesee ISD, Michigan Principals Fellowship-Michigan State University, Oakland ISD, University of Michigan - Flint, Mott Community College, Kettering University, and the Michigan Education Association.

Efforts to collaborate on the Transformation model were extended and included the president of the school board, a Curriculum Committee that includes parents, staff, and community members, a neighborhood association, parent forum, and ISD and HSTW representatives.

SECTION III: PROPOSED ACTIVITIES

1. Describe the proposed activities that address the required US Department of Education (USED) school intervention that the school will use as a focus for its School Improvement Grant.

All intervention activities are explained in detail within B.3 (Descriptive Information) found on pages 58-67

The following matrix summarizes the proposed activities that address the required United States Department of Education (USED) school interventions in the Transformational Model that serve as the focus of the Beecher High School (BHS) School Improvement Grant. The four themes that encompass the strategies in the Transformational Model are the basis for planning: 1) Developing teacher and leader effectiveness; 2) Planning for implementing comprehensive instructional programs using student achievement data; 3) Extending learning time and creating community-oriented schools; and 4) Providing operating flexibility and intensive support.

Transformation Intervention Model Table of Contents

1) Developing and increasing teacher and leader effectiveness

Grant Requirement	Key Activities	Projected Timeline	Funding	Page number in Grant application
Replace Principal	Principal replacement	Completed September 2010	General fund	26
	Leadership coaching	Begin August, 2010	Title IIa or SIG	
	Transformational Manager	June 2011	Pending grant Funding	
Rigorous, transparent evaluation systems for teachers and principal	Evaluation tool that includes student data – growth scores based upon MAP / AYP	Beginning 2011-12 school year	N/A	26-27
	Curriculum Audits included in data	Pending negotiations – 2011 school year		
	Merit Based pay	Beginning 2011-12 school year		
Reward school leaders, teachers staff who have increases student achievement/growth and graduation rates and remove leaders and staff who have not increased student achievement	Evaluation tool that includes student data – growth scores based upon MAP / AYP Merit based pay Removal of leaders and teachers who have not increased student achievement after support is given	Beginning 2011-12 school year	Title IIa or SIG	27

Provide ongoing, high-quality, job-embedded professional development to ensure that teachers are equipped to facilitate teaching and learning	Teachers required to attend Professional Development outside of district's mandated 5 days (either through district or outside, tied to district initiatives – SIP- hour specifics on hours in / out of district)	Begin in 2011-12 school year	Title IIa	27-29
	PLC weekly late start (with student support during that late start)	Begin September 2011	Title Ia funds or SIG for student support	
	Support on Curriculum instruction for advanced classes via The College Board	Summer of 2011	Title IIa	
	Professional development can take place at staff meetings	Beginning January 2011	N / A	
	Technology integration and training (Resources such as Promethean Boards, document cameras, etc... which are already in place)	Starting September 2010	Title IIa funding	
	Training on Differentiated Instruction for all staff	To begin September 2011	Title IIa funding	
	Restructuring of 4 PD days at start of school day	To begin September 2011	General Fund	

Implement financial incentives opportunities for career growth, and more flexible work conditions	Merit pay Career growth opportunities (GISD's Administrative Leadership Academy for aspiring teacher leaders)	Beginning September 2011 Currently Implemented	Title IIa funding or SIG Title IIa	29
Optional				
Institute system for measuring changes in instructional practices resulting from PD	Use of data from Classroom walkthroughs, NWEA, STAR testing, and continuing high yield strategies	Occurring currently	N / A	30

2) Comprehensive instructional reform

Grant Requirement	Key Activities	Projected Timeline	Funding	Page number in Grant application
Use data to identify and implement instructional program	Child study process	September 2010	Title Ia – social worker support	30
	NWEA Measures of Academic Progress score	October 2010	Title Ia	
	Classroom Walk Through data support	Begin September 2010	GISD, if not SIG with Teachscape	
	PLAN, EXPLORE, MME, and ACT testing results	Use in PLC (Sept 2011) and department meetings (Oct 2010)	G/F for test purchase Title Ia for support on how to interpret data	
	Common quarterly assessments	To begin November 2010	N / A	
	Implementation of Springboard curriculum	To begin September 2011	General Funds or SIG	
	PLC weekly late start for reviewing data and interventions	To begin September 2011	N / A	
	Data coordinator	To be brought in September 2011	SIG or Title IIa	

<p>Continuous use of student data (formative, interim, summative) to inform and differentiate instruction</p>	<p>Required intervention during the school day for students that do not make achievement data gains</p> <p>ACT EXPLORE, ACT PLAN, and ACT/MME item analysis</p> <p>NWEA MAP testing 3 times per year</p>	<p>September 2011</p> <p>Currently implemented</p> <p>Currently implemented</p>	<p>SIG or Title Ia</p> <p>General fund</p> <p>Title Ia</p>	<p>30-31</p>
<p>Optional</p>				
<p>Conduct reviews to ensure curriculum is implemented with fidelity and is impacting student achievement</p>	<p>Semi-Annual review of curriculum by curriculum director. Meetings held with departments to ensure alignment and compliance to state standards.</p> <p>Curriculum analysis based on assessment reviews using The College Board for ELA and Math.</p> <p>Creation of Transformational Manager position</p>	<p>August and February of each school year.</p> <p>Quarterly</p> <p>June 2011</p>	<p>N/A</p> <p>N/A</p> <p>Pending SIG funding</p>	<p>31-32</p>
<p>Use and integrate technology-based interventions</p>	<p>NWEA/ DesCartes</p> <p>Career Cruising (Educational Development Plans) Learning Styles Assessment</p>	<p>Fall 2010</p> <p>Currently Implemented</p>	<p>Title Ia</p> <p>EDP grant from GISD</p>	<p>32</p>

(in high schools) Increase rigor (AP, IB, STEM, and others)	Advanced Placement course offerings and pre-AP curriculum through College Board's Springboard suite.	Spring Board beginning of 2011-12 school year, AP Calculus A and English in place.		32
	Restructuring course offerings to include an extra required semester course of Math and ELA for 9 th grade students.	Fall of 2011	General Fund	
	A required ACT Prep course will be offered to second semester sophomores and first semester eleventh grade students.	Fall of 2011	General Fund	
Improve student transition from middle to high school	Develop comprehensive transition program based on small learning community model. (Freshmen Transition Program)	Spring 2011 to prepare freshmen entering Fall 2011.		32-33
(in high schools) Increase graduation rates through credit recovery and other strategies	PLATO credit recovery system Summer Learning Institute	Currently implemented. Summer 2011	Title Ia	33

3) Increasing learning time and creating community-oriented schools

Grant Requirement	Key Activities	Projected Timeline	Funding	Page number in Grant application
Establish schedules to provide increased learning time* --using a longer school day, week, or year schedule to significantly increase the total number of school hours to include additional time for core academic subjects, other subjects, enrichment activities, teacher collaboration or PD	Summer Learning Institute	Summer 2011	SIG or Title Ia	33-34
	After school credit recovery	November 2010	Title Ia	
	Intervention support during the school day (from intervention teacher and pulling during lunch periods)	September 2010	Title Ia (lunch on voluntary basis or supported through SIG funding)	
	Saturday School	November 2010	Pending SIG funding	
	Leadership Camp	August 2011	Pending SIG funding	

Provide ongoing mechanisms for family and community engagement	Parent Involvement Coordinator	Currently Implemented	Title Ia	34-37
	Parent Involvement Policy	Currently Implemented	N/A	
	During and after-school parent meetings and training	Currently Implemented	Title Ia	
	Requiring service hours from students for graduation for community engagement	2011-12 school year	N/A	
Optional:				
Partnering with parents and community organizations to create safe school environments that meet students' needs	BCDC (Beecher Community Development Coalition) – Works with district and township officials to secure Safe Routes Funding (SR2S)	Currently Implemented	N/A	37

4) Providing operational flexibility and sustained support

Grant Requirement	Key Activities	Projected Timeline	Funding	Page number in Grant application
Give the school sufficient operational flexibility (staffing, calendars/time, budgeting) to implement comprehensive approach*	Remove District and/or Contractual Barriers to Implementing PLC's Increased access to funding for professional development for the high school	Beginning 2011-12 school year 2011-12 school year	N/A Title IIa	37-38

Ensure the school receives ongoing intensive Technical Assistance from LEA, SEA, or turnaround organization	Principal Coach through the Genesee Intermediate School District	Currently Implemented	SIG or High Priorities School Grant	39
	Principal's Fellowship through Michigan State University for technical support of building leaders	Currently Implemented	SIG or High Priorities School Grant	
	College Board providing professional development and curriculum support for advanced learning	2011-12 School Year	SIG or High Priorities School Grant	
	GISD providing support on classroom walkthroughs and data analysis and instructional trends	Currently Implemented	SIG or High Priorities School Grant	
	GISD providing support through TeachScape on classroom walkthroughs (CWT)	Currently Implemented	SIG or High Priorities School Grant	

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2. Explain how the school will use data to inform instruction, guide decision-making, and design professional development related to the proposed activities.

i. Discuss how the school will use data to develop and refine its improvement plan and goals based on sub groups in need.

The school will disaggregate growth and proficiency scores using the technology suite from NWEA. This information will then be discussed individually and within committees and necessary decisions will be implemented into instruction.

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

The school will collect school performance indicators from NWEA, The College Board, quarterly common assessments, MME/ACT/Work Keys, administrative reports and teacher data. Staff will have access weekly to discuss student performance. Information will be shared with stakeholders in the following manner: newsletters, staff meetings, parent advisory council meetings, district curriculum meetings, school improvement meetings, parent/teacher conferences, school website, and on posted school data charts.

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

We plan to monitor and collect data from the 9th grade social studies MEAP, ACT EXPLORE and ACT PLAN, as well as the ACT/MME/Work Keys and NWEA MAP testing. Teachers will adjust instruction according to what the data suggests, by differentiated instruction and employing various interventions as necessary.

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

This is currently in progress, and is being developed by the school improvement team. It will be in place and implemented for the 2011-12 school year.

3. List the individuals and job titles of the central office and school personnel who will oversee the school receiving School Improvement Grant – Section 1003(g) funds. Include the percentage of time dedicated to oversight of the school.

- Superintendent Dr. Josha Talison (10%)
- Director of State and Federal Programs Diana Castle (20%)
- Curriculum Directory Annette O'Malley (25%)
- Principal Rodney Prewitt (60%)
- Vice Principal TBD (60%)
- Transformational Manager TBD (100%)
- District Data Manager TBD (20%)

4. Explain specific school improvement technical assistance and evaluation responsibilities needed. Include personnel responsible for coordinating such services.

The following people will provide specific technical assistance with the implementation of the SIG, and implement programs as necessary.

- | | |
|-------------------------------------|----------------|
| • Transformational Manager | TBD |
| • District Data Manager | TBD |
| • BEA President | Martin Zmiejko |
| • Title I field services consultant | Pat Meaux |
| • County Data Coordinator | David Treder |
| • GISD | Joann Pastor |

ATTACHMENT VI

Policies and Practices Change Analysis to Implement the SIG Final Requirements

Depending on the intervention model selected by the LEA, some policy and practice changes may need to be implemented. Please indicate below which are already in place, which are under consideration, and which are not needed.

Polices/ Practices	In Place	Under Consideration	Not Needed
• Leadership councils Composition	X		
• Principal Authority/responsibility	X		
• Duties – teacher	X		
• Duties - principal	X		
• Tenure	X		
• Flexibility regarding professional development activities		X	
• Flexibility regarding our school schedule (day and year)		X	
• Waivers from district policies to try new approaches		X	
• Flexibility regarding staffing decisions			X
• Flexibility on school funding		X	
Job-Embedded Professional Development			
Topic requirements (e.g., every teacher must have 2 paid days on child development every 5 years)	X		

- Content			
• Schedule	X		
• Length	X		
• Financing		X	
• Instructors		X	
• Evaluation	X		
• Mentoring	X		
- Budgeting			
School funding allocations to major spending categories • School staff input on allocation		X	
• Approval of allocation		X	
• Change of allocation midyear		X	
Major contracts for goods and services • Approval process streamlined	X		
• Restrictions (e.g., amounts, vendors)	X		
• Legal clarifications	X		
• Process	X		
• Stipulations (e.g., targeted vs. unrestricted spending)		X	
• Timeline		X	
• Points of contact	X		
• Auditing of school financial practices process	X		
• Consequences		X	

ATTACHMENT VII: Teacher Evaluation Tool

BEECHER COMMUNITY SCHOOLS

Teacher Performance Appraisal System

Teacher's Name

Building

Assignment

School Year

INTRODUCTION

The purpose of this document is, most fundamentally, to enable Beecher teachers and their supervisors to interact meaningfully regarding the professional qualities and behaviors which the school district expects its teaching employees to exhibit. To do this, basic characteristics of highly effective teachers are outlined in the pages which follow. Teachers will be able to measure their own performance using these standards as a measure of excellence.

The appraisal process should be collaborative in nature, so that teachers and supervisors may work together to create a positive climate which focuses on continuous performance improvement.

Finally, this booklet has been designed to promote the idea that teacher effectiveness should be appraised consistently across the district. It should be recognized, also, that the results of each appraisal should be tailored to reflect the unique abilities, needs, and aspirations of each teacher.

DIRECTIONS

For each of the eight basic categories assessed within this booklet, the evaluator will provide an overall rating using the following scale:

4	=	Superior	<i>{Under the Tenure Act, ratings of</i>
3	=	Effective	<i>3 or 4 are viewed as satisfactory}</i>
2	=	Needs Improvement	<i>{Under the Tenure Act, ratings of</i>
1	=	Unacceptable	<i>1 or 2 are viewed as "less than satisfactory" or "unsatisfactory."}</i>
NA	=	No Knowledge or Observation	

In addition to the overall rating in each category, several "specific indicators" are listed. These indicators are intended to illustrate the sorts of specific teacher and/or student behaviors which, when present, will contribute to effective teaching performance. The evaluator will use notations next to these items in order to elaborate upon the overall rating, using the following system:

- + This sign indicates that the evaluator finds the teacher is employing this particular indicator effectively.
- ✓ This sign indicates that the evaluator views this as an area which merits special attention or which the teacher should view as a high-priority item.
- This sign indicates that the evaluator finds this area unacceptable.

Not all of the specific indicators will be marked, and this is intentional, since the purpose of the notations is to project a sense of priority and focus for the teacher. The absence of a notation does not connote either satisfactory or unsatisfactory performance in that area.

This appraisal system has been designed to focus on eight characteristics or qualities which are felt to describe effective teaching performance. They are as follows:

- 1) **classroom management and discipline**
- 2) **rapport/communication**
- 3) **instructional organization**
- 4) **student learning**
- 5) students actively engaged in learning
- 6) delivery of curriculum
- 7) appropriate instructional techniques
- 8) personal and professional qualities

The beginning teacher and the evaluator should also understand that the four characteristics which are printed in bold type are considered to be particularly critical to immediate success in the classroom; the others are no less important, but are expected to be refined as the teacher gains experience.

METHOD OF OBSERVATION AND DETERMINATION

The evaluator will determine the level of learning through observing the class and talking to the teacher and students. These methods may be particularly helpful in evaluating characteristics 4 and 5. The evaluator will observe and/or review such things as:

- a. tests and test results
- b. student-written work
- c. questions students ask
- d. answers students give
- e. classroom discussions
- f. projects
- g. displays of student work
- h. class activities
- i. mastery of activities and/or skills
- j. lesson plans
- k. student assignments
- l. goals and objectives
- m. classroom rules and procedures
- n. district curriculum guides
- o. attendance and grade book

1) **Is there appropriate classroom management and discipline?**

The effective teacher establishes and maintains appropriate management procedures and creates an environment in which students work with a sense of purpose.

Rating System

Overall Rating for this Item

(4) Superior (3) Effective (2) Needs Improvement (1) Unacceptable (NA) No Knowledge or Observation	1st Eval:	2nd Eval:	3rd Eval:
---	--------------	--------------	--------------

Specific Indicators:

<u>1st</u>	<u>2nd</u>	<u>3rd</u>	
—	—	—	a. The teacher is consistent in applying rules and in dealing with students.
—	—	—	b. The teacher establishes and communicates clear and fair rules.
—	—	—	c. The teacher clearly communicates to students what is expected of them, both as to behavior and assignments.
—	—	—	d. Students comply readily with the teacher's expectations regarding behavior and learning.
—	—	—	e. The teacher demonstrates smooth and effective transitions between activities.
—	—	—	f. Students complete assigned tasks and activities and lessons as instructed by the teacher.
—	—	—	g. Students do not disrupt other students from learning as they complete assignments and activities.
—	—	—	h. The teacher treats students in a fair manner.
—	—	—	i. The teacher is actively engaged with students.
—	—	—	j. The teacher positions himself/herself in the classroom in ways which encourage optimum learning.
—	—	—	k. The teacher is aware of the activities that are occurring in the classroom even when working with individual students and responds appropriately.
—	—	—	l. The students are on task.
—	—	—	m. The teachers handles disruptive and/or inappropriate behavior effectively.

COMMENTS:

1st Eval:

2nd Eval:

3rd Eval:

2) Is there suitable rapport and communication?

The effective teacher creates a positive classroom atmosphere in which all students feel comfortable with themselves and each other, where frequent student questions and responses are prized, and in which students are confident that their individual needs are understood.

Rating System

Overall Rating for this Item

(4) Superior (3) Effective (2) Needs Improvement (1) Unacceptable (NA) No Knowledge or Observation	1st Eval:	2nd Eval:	3rd Eval:
---	--------------	--------------	--------------

Specific Indicators:

<u>1st</u>	<u>2nd</u>	<u>3rd</u>	
—	—	—	a. The teacher demonstrates a commitment to the academic success of each and every student.
—	—	—	b. The teacher encourages good behavior and interacts with the students easily.
—	—	—	c. The students ask questions freely and engage in private conversations with the teacher.
—	—	—	d. Students appear comfortable in the classroom.
—	—	—	e. The teacher shows empathy for the students and demonstrates an understanding of their individual needs.
—	—	—	f. The students volunteer willingly to answer questions.
—	—	—	g. The teacher praises the students frequently.
—	—	—	h. The teacher shows patience when working with students.
—	—	—	i. The students are allowed to make choices regarding educational activities in the classroom.
—	—	—	j. The teacher has a sense of humor and can laugh with the students.
—	—	—	k. The teacher is polite and treats each student with respect.
—	—	—	l. The teacher speaks with a positive and enthusiastic tone.
—	—	—	m. The teacher listens to students and accepts feedback.
—	—	—	n. The teacher uses vocabulary appropriate to the age group.

COMMENTS:

1st Eval:

2nd Eval:

3rd Eval:

3) Is there effective instructional organization?

The effective teacher organizes and presents efficient, purposeful, and well-managed lessons conducive to students' learning needs.

Rating System

Overall Rating for this Item

(4) Superior (3) Effective (2) Needs Improvement (1) Unacceptable (NA) No Knowledge or Observation	1st Eval:	2nd Eval:	3rd Eval:
---	--------------	--------------	--------------

Specific Indicators:

1st 2nd 3rd

- | | | | | |
|---|---|---|----|---|
| — | — | — | a. | The teacher has constructed the daily plan so that lessons flow naturally from activity to activity. |
| — | — | — | b. | The teacher provides engaging activities that encourage student involvement and minimize disruptions. |
| — | — | — | c. | The teacher employs an effective instructional plan for students on a daily and long-term basis. |
| — | — | — | d. | The teacher provides an introduction and closure to each lesson. |
| — | — | — | e. | The teacher's materials are readily available and appropriate for the lesson's content. |
| — | — | — | f. | The teacher's required assignments are reasonable and purposeful. |
| — | — | — | g. | The teacher helps students become organized. |
| — | — | — | h. | The teacher allocates appropriate time for the planned activity. |
| — | — | — | i. | The teacher uses various questioning techniques to promote and expand discussions. |

COMMENTS:

1st Eval:

2nd Eval:

3rd Eval:

4) **Are students learning satisfactorily?**

The effective teacher utilizes instructional methods and skills so students master the subject areas, activities and/or skills expected of them.

Rating System

Overall Rating for this Item

(4) Superior (3) Effective (2) Needs Improvement (1) Unacceptable (NA) No Knowledge or Observation	1st Eval:	2nd Eval:	3rd Eval:
---	--------------	--------------	--------------

Specific Indicators:

1st 2nd 3rd

- | | | | |
|---|---|---|--|
| — | — | — | a. Students appear to be learning the subject matter of the class at an appropriate rate. |
| — | — | — | b. Students are learning the activities and/or skills they need to learn in the class at the appropriate rate. |
| — | — | — | c. Students turn to and rely on the teacher as knowledgeable in the subject area and/or activity/skill area. |
| — | — | — | d. Students are mastering or have mastered the goals and objectives for the class. |
| — | — | — | e. Students are prepared for subsequent classes that rely on the current class as a foundation. |
| — | — | — | f. Students are developing critical thinking and problem solving skills. |

COMMENTS:

1st Eval:

2nd Eval:

3rd Eval:

5) **Are students actively engaged in learning?**

The effective teacher establishes a challenging and positive learning environment which encourages active student involvement in the learning process.

Rating System

Overall Rating for this Item

(4) Superior (3) Effective (2) Needs Improvement (1) Unacceptable (NA) No Knowledge or Observation	1st Eval:	2nd Eval:	3rd Eval:
---	--------------	--------------	--------------

Specific Indicators:

1st 2nd 3rd

- | | | | | |
|---|---|---|----|--|
| — | — | — | a. | The teacher provides clear directions for classroom activities. |
| — | — | — | b. | The teacher expects and encourages all students to be actively involved in classroom activities. |
| — | — | — | c. | The teacher provides for individual student differences. |
| — | — | — | d. | The students pay attention when the teacher or other students are speaking. |
| — | — | — | e. | The students approach the teacher with questions and comments. |
| — | — | — | f. | The students show progress towards the goals and expectations of the teacher. |
| — | — | — | g. | The students are actively engaged in a learning activity. |
| — | — | — | h. | The students demonstrate an understanding of classroom goals and objectives. |
| — | — | — | i. | The students readily follow teacher directives. |
| — | — | — | j. | The teacher's high expectations are evident by student response and behavior. |
| — | — | — | k. | The students are responding to the teacher's high expectations and goals. |

COMMENTS:

1st Eval:

2nd Eval:

3rd Eval:

6) **Does the teacher deliver curriculum?**

The effective teacher plans and implements a program of instruction that meets student needs and adheres to the district's adopted curriculum.

Rating System

Overall Rating for this Item

(4) Superior (3) Effective (2) Needs Improvement (1) Unacceptable (NA) No Knowledge or Observation	1st Eval:	2nd Eval:	3rd Eval:
---	--------------	--------------	--------------

Specific Indicators:

<u>1st</u>	<u>2nd</u>	<u>3rd</u>	
—	—	—	a. The teacher demonstrates current knowledge of subject matter.
—	—	—	b. The teacher demonstrates current knowledge of appropriate instructional practices.
—	—	—	c. The teacher follows the district curriculum.
—	—	—	d. The teacher delivers the curriculum at the proper instructional level.
—	—	—	e. The students demonstrate evidence of working toward identified learner outcomes.
—	—	—	f. The teacher's lesson directly relates to desired instructional outcomes.
—	—	—	g. The teacher communicates short-term objectives and long-term goals.
—	—	—	h. The teacher's lessons are presented in a logical sequence.
—	—	—	i. The teacher takes responsibility for student learning.

COMMENTS:

1st Eval:

2nd Eval:

3rd Eval:

7) **Does the teacher use appropriate instructional techniques?**

The effective teacher uses a wide variety of materials, methods and activities appropriate to the levels of all students.

Rating System

Overall Rating for this Item

(4) Superior (3) Effective (2) Needs Improvement (1) Unacceptable (NA) No Knowledge or Observation	1st Eval:	2nd Eval:	3rd Eval:
---	--------------	--------------	--------------

Specific Indicators:

1st 2nd 3rd

- | | | | | |
|---|---|---|----|---|
| — | — | — | a. | The teacher serves various roles in the classroom...ie., coach, discussion leader, consultant, information provider, demonstrator, etc. |
| — | — | — | b. | The teacher plans and provides a variety of appropriate instructional activities. |
| — | — | — | c. | Student assignments and activities are interesting and challenging. |
| — | — | — | d. | The teacher monitors and assists student practice of newly-learned critical skills. |
| — | — | — | e. | The teacher presents lessons and activities which cause students to use higher order thinking processes. |
| — | — | — | f. | The teacher effectively models the skills which students are expected to master. |
| — | — | — | g. | The student approaches assigned tasks independently, with little, if any, further teacher assistance. |
| — | — | — | h. | The teacher continuously monitors student understanding and adjusts instruction accordingly. |
| — | — | — | i. | The teacher provides the student with meaningful feedback when evaluating student work. |
| — | — | — | j. | The teacher plans lessons which relate whenever possible to everyday, real world situations. |
| — | — | — | k. | The teacher is cognizant of, and plans instruction for students with different styles. |
| — | — | — | l. | The teacher develops and administers assessments appropriate to the instructional outcomes. |
| — | — | — | m. | The teacher plans lessons allowing for hands-on student involvement when appropriate. |
| — | — | — | n. | The teacher accesses, when available, technology and other resources beyond the textbook in instructional planning and delivery. |

1st Eval:

COMMENTS:

2nd Eval:

3rd Eval:

8) **Personal and professional qualities.**

The effective teacher demonstrates appropriate personal and professional qualities.

Rating System

Overall Rating for this Item

(4) Superior (3) Effective (2) Needs Improvement (1) Unacceptable (NA) No Knowledge or Observation	1st Eval:	2nd Eval:	3rd Eval:
---	--------------	--------------	--------------

Specific Indicators:

1st 2nd 3rd

- | | | | | |
|---|---|---|----|--|
| — | — | — | a. | The teacher remains current regarding new instructional practices and curriculum issues, and voluntarily undertakes on-going training. |
| — | — | — | b. | The teacher is punctual and seldom absent. |
| — | — | — | c. | The teacher's attire is neat, clean, appropriate, and reflects a high degree of professionalism. |
| — | — | — | d. | The teacher consistently demonstrates the physical ability, emotional stability, self-control, and positive outlook necessary to withstand the stress and strain of teaching. |
| — | — | — | e. | The teacher demonstrates the willingness to be actively involved in such activities as curriculum development, school improvement planning, student activities and/or other professional activities which may involve time beyond the normal school day. |
| — | — | — | f. | The teacher is a team player, and successfully collaborates with colleagues on meeting student school-related needs and other matters. |
| — | — | — | g. | The teacher is knowledgeable about, and complies with, Board policies, administrative rules and regulations, and state laws which pertain to his/her professional responsibilities. |
| — | — | — | h. | The teacher completes necessary written reports accurately and promptly. |
| — | — | — | i. | The teacher communicates regularly and effectively with parents. |
| — | — | — | j. | The teacher sets professional goals to improve instruction and/or classroom performance, and strives to attain those goals. |
| — | — | — | k. | The teacher actively seeks out available resources and/or other staff which may be useful in improving the performance of his/her students or his/her own teaching performance. |
| — | — | — | l. | The teacher exhibits the qualities of reliability and dependability in undertaking his/her professional responsibilities. |
| — | — | — | m. | The teacher is willing to take risks as appropriate to enhance student learning. |

COMMENTS:

1st Eval:

2nd Eval:

3rd Eval:

9) **Student Growth**

Pursuant to Michigan Compiled Law Revised School Code 1249 (MCL 380.1249) Performance Evaluation System, this category constitutes a “significant factor” of the overall evaluation. Student growth may be measured by, but not limited to, student performance on national (ACT, PLAN, Explore), state (MME, MEAP), and local (DRA, Dibels, common grade level and/or course) assessments. This category will also take into consideration the building’s progress toward meeting school improvement goals and the teacher’s participation as an active, contributing member of District and building school improvement, curriculum and professional learning community teams and his/her implementation of District initiatives and school improvement goal strategies in their classroom.

**Data sheet attached*

Rating System

Overall Rating for this Item

(4) Superior (3) Effective (2) Needs Improvement (1) Unacceptable (NA) No Knowledge or Observation	1 st Eval:	2 nd Eval:

Specific Indicators:

1st

2nd

a. Teacher supports and implements district and building initiatives in the classroom.

b. Teacher actively participates as a member of a school improvement team.

c. Teacher implements strategies developed by school improvement teams.

d. Building shows adequate progress toward meeting school improvement goals.

e. Teacher actively participates as a member of professional learning communities.

f. Teacher actively participates as a member of a curriculum development team.

g. Teacher effectively uses formative assessment to drive instruction.

h. Teacher effectively uses summative assessment to assess student knowledge and understanding of content.

i. Students demonstrate adequate (year for a year) growth on standardized assessments [MEAP/MME, EPAS (Explore, PLAN, ACT)].

j. Students demonstrate adequate growth on local assessments (Dibels, DRA, Common Grade Level/Course Assessments).

COMMENTS:

Classroom Visits: No. _____, Approximate length of visits _____, No. of conferences

Classification of staff member for purpose of evaluation (check one).

_____ 1. Probation

- _____ 1st year
- _____ 2nd year
- _____ 3rd year
- _____ 4th year

_____ 2. Tenure

EVALUATOR'S SUMMARY AND RECOMMENDATION: (sheets may be attached)

TEACHER'S COMMENTS: (sheets may be attached)

Date _____ Teacher _____ Evaluator _____

ATTACHMENT VIII

MEMO OF UNDERSTANDING

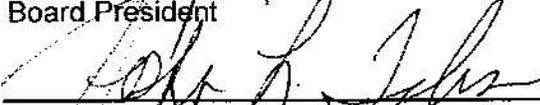
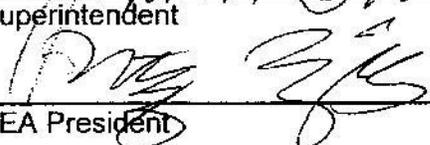
**BETWEEN
BEECHER COMMUNITY SCHOOL DISTRICT BOARD OF EDUCATION
AND
BEECHER EDUCATIONAL ASSOCIATION**

It is understood by the parties that basing any part of a salary increase on satisfactory evaluation, or the following modifications, is agreed to because of the current status of Beecher High School being a "priority school" and therefore working on a "transformational plan" to be submitted to the State of Michigan Department of Education and the federal government. The parties recognize that this is in the best interests of the Board and the teachers while this plan remains in effect, and while Beecher High School has "Bottom 5%" designation. This agreement shall be non-precedent setting. It is specifically understood that the current agreement shall not be re-opened during its duration which ends August 31, 2012.

The parties also understand that while the school is subject to MCLA 380.1280C8 and the transformational intervention model is being implemented:

(a) That any contractual or other seniority system that would otherwise be applicable shall not apply at the public school for the sole purpose of teacher assignment. This subdivision does not allow unilateral changes in pay scales or benefits.

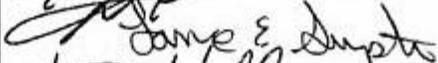
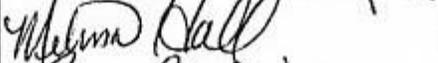
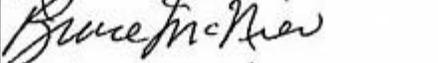
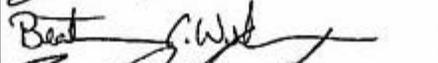
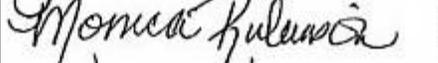
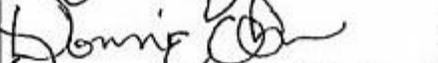
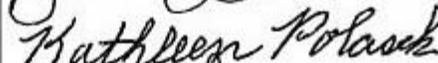
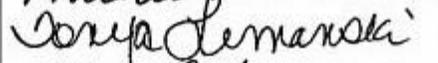
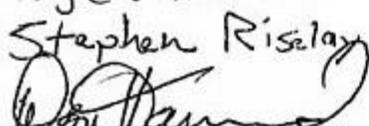
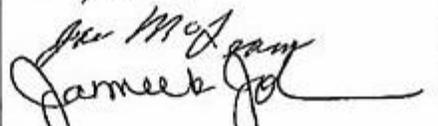
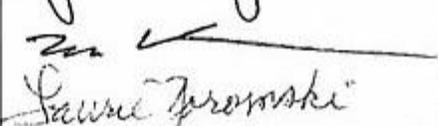
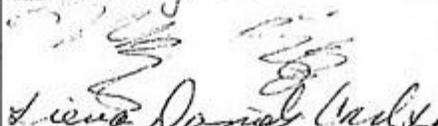
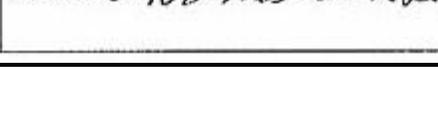
(b) That any contractual or other work rules that are impediments to implementing the redesign plan shall not apply at the public school. Examples would be: extended learning time in core subjects, minutes in the student day, or days in the student year. This subdivision does not allow unilateral changes in pay scales or benefits. Compensation for any change in working conditions would have to be bargained.

 Board President	<u>11-3-2010</u> Date
 Superintendent	<u>11-3-2010</u> Date
 BEA President	<u>11-4-2010</u> Date

ATTACHMENT IX

Beecher High School Transformation

"I agree to support the Beecher High School Transformational model and plan."

Name (please print)	Signature	Position
Molly Field		Career & Tech Teacher
Lance E. Sumpter		Math Teacher
Melissa Hall		Soc. Studies Teacher
Bruce McHie		Counselor
Beatrice C. Williams		Math teacher
Ryan C. Ford Monica Robinson		Business/Teacher
Wendy Melfi		Teacher
Robert C. Fenton		Teacher
Donnie J. Odum		Teacher
Kathleen Polasek		Teacher
Tonya Lemanski		Teacher
Stephen Risley		teacher
 (Donald Hammond)		Teacher
TIM HEJNAL		TEACHER
Joe McLoara		Teacher
JAMEECA JOHNSON		Teacher
Matthew Adams		Teacher
Laurie Zoromski		Teacher
Martin Zmiejro		Teacher
Treva Daniels Carlson		Teacher

ATTACHMENT X

PROFESSIONAL DEVELOPMENT
Request for Data

Staff Name: _____ Title: _____ Bldg: _____

Name of PD: _____ Date(s): _____ Time: _____

Location: _____

Will follow up be needed? YES NO

Have you attended this PD before? YES NO

If yes, how have you implemented what you previously learned?

How will attending this PD allow you to be more effective in your job duties?

How will you demonstrate your learning (be specific)?

How will people you work for and with (students, parents, staff) directly benefit from you attending this PD (be specific)?

Describe the activities you will carry out as a result of this PD (be specific)?

How will this impact changes in your instructional practice?

ATTACHMENT XI

2010-11 Academic Year Testing Calendar

~ September 2010 ~						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
				2	3	4
5	6	7	8	9	10	11
12	13	14	15 9 th grade reading and math STAR test (Hall) *students will test in rm 32 *social studies classes will test *Dana and Kathy will test	16 Network problem with computers – testing postponed for 7 th and 10 th graders for September 22 nd	17 Interventionists have a meeting with Annette O'Malley	18
19	20 11 th grade reading and math STAR test (Jamison)– Kathy *students will test in rm 32 *social studies classes will test	21 12 th grade reading and math STAR test (Jamison) *students will test in rm 32 *social studies classes will test *Dana and Kathy will test	22 10 th grade reading and math STAR test (Zmiejko) – Kathy *students will test in rm 32 *social studies classes will test	23 Star Make-ups 7-12 in rm 32 *Dana and Kathy will test	24 Star Make-ups 7-12 in rm 32 *Dana and Kathy will test	25
26	27 Star Make-ups 7-12 in rm 32 *Dana and Kathy will test	28 Star Make-ups 7-12 in rm 32 *Dana and Kathy will test	29 Star Make-ups 7-12 in rm 32 *Dana and Kathy will test	30 Star Make-ups 7-12 in rm 32 *Dana and Kathy will test	<p>Notes: SCHEDULE MAY CHANGE AS NEEDS ARISE</p> <p>TEACHERS MUST STAY IN TESTING ROOMS TO ASSIST WITH ASSESSING AND WITH BEHAVIOR!!!</p>	

~ October 2010 ~						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1 Star Make-ups 7-12 in rm 32 *Dana and Kathy will test	2
3	4 9 th grade reading NWEA test -Dana *students will test in rm 24 *ELA (Johnson) classes will test all day 10 th grade reading NWEA test -Kathy *students will test in rm 32 *ELA (Melfi)classes will test all day	5 9 th grade math NWEA test -Dana *students will test in rm 24 *Math (Williams) classes will test all day 10 th grade math NWEA test -Kathy *students will test in rm 32 *Math (Zoromski) classes will test all day	6 9 th grade science NWEA test -Dana *students will test in rm 24 *science classes (Hejnal) will test all day 10 th grade science NWEA test -Kathy *students will test in rm 32 *Science classes (Hammond) will test all day	7 9 th grade lang. arts NWEA test - Kathy *students will test in rm 24 *ELA classes (Johnson) will test all day 10 th grade lang. arts NWEA test - Kathy *students will test in rm 32 *ELA classes(Melfi) will test all day	8 Make-ups NWEA grades 9 & 10 *students will test in rm 32 *Dana and Kathy will test	9
10	11 11 th and 12 th grade reading NWEA test *students will test in rm 32 *ELA classes (Robinson) will test all day *Kathy will test	12 11 th and 12 th grade math NWEA test *students will test in rm 32 *Math classes (Sumpter) will test all day *Kathy will test	13 11 th and 12 th grade science NWEA test *students will test in rm 32 *Science classes (Adams) will test all day *Kathy will test	14 11 th and 12 th grade lang. arts NWEA test *students will test in rm 32 *ELA classes (Robinson) will test all day *Kathy will test	15 Make-ups NWEA grades 11 and 12 *students will test in rm 32 *Kathy will test	16
17	18 Make-ups NWEA all high school grades *students will test in rm 32 *Kathy will test	19 Make-ups NWEA all high school grades *students will test in rm 32 *Kathy will test	20 MEAP – Dana, Bruce, and Kathy 9 th grade Social Studies ACT PLAN may be given today also or in December	21 Make-ups NWEA all high school grades *students will test in rm 32 *Kathy will test	22 Make-ups NWEA all high school grades *students will test in rm 32 *Kathy will test	23
24	25	26	27	28	29	30

~ November 2010 ~						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1 NWEA Make-ups 7-12 all sections *students will test in rm 32 *Kathy will test	2 NWEA Make-ups 7-12 all sections *students will test in rm 32 *Kathy will test	3 NWEA Make-ups 7-12 all sections *students will test in rm 32 *Kathy will test	4 NWEA Make-ups 7-12 all sections *students will test in rm 32 *Kathy will test	5 NWEA Make-ups 7-12 all sections and S.E. Testing *students will test in rm 32 and TBA *Kathy and Dana will test	6
7	8 NWEA Make-ups 7-12 all sections and S.E. Testing *students will test in rm 32 and TBA *Kathy and Dana will test	9 NWEA Make-ups 7-12 all sections and S.E. Testing *students will test in rm 32 and TBA *Kathy and Dana will test	10 NWEA Make-ups 7-12 all sections and S.E. Testing *students will test in rm 32 and TBA *Kathy and Dana will test	11 NWEA Make-ups 7-12 all sections and S.E. Testing *students will test in rm 32 and TBA *Kathy and Dana will test	12 NWEA Make-ups 7-12 all sections and S.E. Testing *students will test in rm 32 and TBA *Kathy and Dana will test	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	Notes: Notes: SCHEDULE MAY CHANGE AS NEEDS ARISE TEACHERS MUST STAY IN TESTING ROOMS TO ASSIST WITH ASSESSING AND WITH BEHAVIOR!!!			

~ January 2011 ~						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3 9 th grade reading NWEA test -Kathy *students will test in rm 32 *ELA classes will test (Melfi)	4 10 th grade reading NWEA test -Kathy *students will test in rm 32 *ELA classes will test (Johnson)	5 11 th and 12 th grade reading NWEA test-Kathy *students will test in TBA *ELA classes will test (Robinson)	6 9 th grade math NWEA test -Kathy *students will test in rm 32 *Math classes will test (Williams)	7 10 th grade math NWEA test-Kathy *students will test in rm 32 *Math classes will test (Zoromski)	8
9	10 11 th and 12 th grade math NWEA test-Kathy *students will test in rm 32 *Math classes will test (Sumpter)	11 9 th grade science NWEA test -Kathy *students will test in rm 32 *science classes will test (Hejnal)	12 10 th grade science NWEA test-Kathy *students will test in rm 32 *Science classes will test (Hammond)	13 11 th and 12 th grade science NWEA test-Kathy *students will test in TBA *Science classes will test (Adams)	14 9 th grade lang. arts NWEA test -Kathy *students will test in rm 32 *ELA classes will test (Melfi)	15
16	17 NO SCHOOL	18 10 th grade lang. arts NWEA test-Kathy *students will test in rm 32 *ELA classes will test (Johnson)	19 11 th and 12 th grade lang. arts NWEA test-Kathy *students will test in rm 32 *ELA classes will test (Robinson)	20 NWEA Make-ups 7-12 all sections and S.E. Testing *students will test in rm 32 and TBA *Kathy and Dana will test	21 NWEA Make-ups 7-12 all sections and S.E. Testing *students will test in rm 32 and TBA *Kathy and Dana will test	22
23	24 NWEA Make-ups 7-12 all sections and S.E. Testing *students will test in rm 32 and TBA *Kathy and Dana will test NAEP – 8 th graders	25 NWEA Make-ups 7-12 all sections and S.E. Testing *students will test in rm 32 and TBA *Kathy and Dana will test ½ Day Exams	26 NWEA Make-ups 7-12 all sections and S.E. Testing *students will test in rm 32 and TBA *Kathy and Dana will test ½ Day Exams	NWEA Make-ups 7-12 all sections and S.E. Testing *students will test in rm 32 and TBA *Kathy and Dana will test ½ Day Exams	28 Record Day	29
30	31	Notes: SCHEDULE MAY CHANGE AS NEEDS ARISE TEACHERS MUST STAY IN TESTING ROOMS TO ASSIST WITH ASSESSING AND WITH BEHAVIOR!!!				

~ March 2011 ~						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1 ACT Plus Writing	2 Work Keys Applied Math Reading for Information Locating Information	3 Math, Science, and Social Studies MME	4	5
6	7	8	9	10	11	12
13	14	15 ACT Plus Writing Make-ups	16 Work Keys Make- ups Applied Math Reading for Information Locating Information	17 Math, Science, and Social Studies MME Make-ups	18	19
20	21	22	23	24	25	26
27	28	29	30	31	Notes: Notes: SCHEDULE MAY CHANGE AS NEEDS ARISE	

~ April 2011 ~						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1 ½ day	2
3	4 no school	5 no school	6 no school	7 no school	8 no school	9
10	11 9 th grade reading NWEA test -Kathy *students will test in rm 32 *ELA classes will test (Melfi)	12 10 th grade reading NWEA test -Kathy *students will test in rm 32 *ELA classes will test (Johnson)	13 11 th and 12 th grade reading NWEA test-Kathy *students will test in rm 32 *ELA classes will test (Robinson)	14 9 th grade math NWEA test -Kathy *students will test in rm 32 *Math classes will test (Williams)	15 10 th grade math NWEA test-Kathy *students will test in rm 32 *Math classes will test (Zoromski)	16
17	18 11 th and 12 th grade math NWEA test-Kathy *students will test in rm 32 *Math classes will test (Sumpter)	19 9 th grade science NWEA test -Kathy *students will test in rm 32 *science classes will test (Hejnal)	20 10 th grade science NWEA test-Kathy *students will test in rm 32 *Science classes will test (Hammond)	21 11 th and 12 th grade science NWEA test-Kathy *students will test in rm 32 *Science classes will test (Adams)	22 no school	23
24	25 9 th grade lang. arts NWEA test -Kathy *students will test in rm 32 *ELA classes will test (Melfi)	26 10 th grade lang. arts NWEA test-Kathy *students will test in rm 32 *ELA classes will test (Johnson)	27 11 th and 12 th grade lang. arts NWEA test-Kathy *students will test in rm 32 *ELA classes will test (Robinson)	28 NWEA Make-ups 7-12 all sections *students will test in rm 32 *Kathy and Dana will test	29 NWEA Make-ups 7-12 all sections *students will test in rm 32 *Kathy and Dana will test	30

~ May 2011 ~						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2 NWEA Make-ups 7-12 all sections and S.E. Testing *students will test in rm 32 and TBA *Kathy and Dana will test	3 NWEA Make-ups 7-12 all sections and S.E. Testing *students will test in rm 32 and TBA *Kathy and Dana will test	4 NWEA Make-ups 7-12 all sections and S.E. Testing *students will test in rm 32 and TBA *Kathy and Dana will test	5 NWEA Make-ups 7-12 all sections and S.E. Testing *students will test in rm 32 and TBA *Kathy and Dana will test	6 NWEA Make-ups 7-12 all sections and S.E. Testing *students will test in rm 32 and TBA *Kathy and Dana will test	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27 No School	28
29	30 No School	31 9 th grade reading and math STAR test- Kathy *students will test in rm 32 *social studies classes will test (Hall)	Notes: SCHEDULE MAY CHANGE AS NEEDS ARISE TEACHERS MUST STAY IN TESTING ROOMS TO ASSIST WITH ASSESSING AND WITH BEHAVIOR!!!			

~ June 2011 ~						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1 10 th grade reading and math STAR test – Kathy *students will test in rm 32 *social studies classes will test (Zmiejko)	2 11 th and 12 th grade reading and math STAR test- Kathy *students will test in rm 32 *social studies classes will test (Jamison)	3 Star Make-ups 7-12 in rm 32 *Dana and Kathy will test	4
5	6 Star Make-ups 7-12 in rm 32 *Dana and Kathy will test	7 ½ Day Exams Star Make-ups 7-12 in rm 32 *Dana and Kathy will test	8 ½ Day Exams Star Make-ups 7-12 in rm 32 *Dana and Kathy will test	9 ½ Day Exams Star Make-ups 7-12 in rm 32 *Dana and Kathy will test	10 Record Day	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	Notes: SCHEDULE MAY CHANGE AS NEEDS ARISE	