

District Marion Public Schools
 School Marion High School
 Review Team Number 5

Transformation Model Required Activities

	No	Yes	Additional Comments
<p>Develop & Increase School Leader & Teacher Effectiveness</p> <p>Requirement 1</p> <p>Replace the principal</p>	<input type="checkbox"/> Continuing with existing principal who does not meet the 2 year rule. <input type="checkbox"/>	<input checked="" type="checkbox"/> Continuing with existing principal who meets the 2 year rule. <input type="checkbox"/> New principal identified and put into place. <input type="checkbox"/> New principal not yet identified, but interview process in place. <input type="checkbox"/> New principal identified, but not put into place. <input type="checkbox"/> New principal not yet identified. Plan to identify new principal in place. <input type="checkbox"/>	
<p>Requirement 2</p> <p>Use of evaluation systems that take into significant account data on student growth as well as other factors</p>	<input type="checkbox"/> There is no indication that a plan for teacher and leader evaluations reflective of student growth is in place. <input type="checkbox"/> Conversations are underway related to the use of student growth in teacher and leader evaluations; nothing is in place at this time. <input type="checkbox"/>	<input type="checkbox"/> A plan is in place that incorporates student growth in teacher and leader evaluations. <input checked="" type="checkbox"/>	Executed agreement is needed.
<p>Requirement 3</p> <p>Evaluation systems are designed with teacher and principal involvement.</p>	<input type="checkbox"/> There is no evidence that staff was involved in designing the evaluation system <input type="checkbox"/>	<input checked="" type="checkbox"/> There is evidence that the staff collaborated in the design of the new evaluation system. <input type="checkbox"/>	
<p>Requirement 4</p> <p>Identify and reward school leaders, teachers, and other staff who have increased student achievement and remove leaders and staff who have been given multiple opportunities to improve professional practice and have not increased student achievement outcomes.</p>	<input type="checkbox"/> There is no plan indicated to identify and reward leaders and/or staff that have increased student achievement <input type="checkbox"/> There is no plan indicated to identify and remove leaders and/or staff that have not increased student achievement <input type="checkbox"/>	<input type="checkbox"/> The plan indicates that staff has multiple opportunities to improve instructional practices with follow ups and timelines. <input checked="" type="checkbox"/> There is a detailed plan to identify and replace leaders and staff not increasing student achievement. <input checked="" type="checkbox"/> The plan indicates how school leaders, teachers, and other staff who have increased student achievement will be rewarded. <input type="checkbox"/>	

<p>Requirement 5</p> <p>Provide staff with ongoing, high quality, job embedded professional development (subject specific pedagogy, differentiated instruction or a deeper understanding of the community served). Professional development is aligned and designed to insure that staff can facilitate effective teaching and learning and have the capacity of successfully implementing school reform strategies</p>	<p><input type="checkbox"/> There is no professional development plan indicated.</p> <p><input type="checkbox"/> A plan for professional development is indicated, yet it is not job embedded, focused, or lacking a timeline.</p> <p><input type="checkbox"/> Professional development consists of a series of workshop activities that are not directly connected to the student outcomes indicated in the plan.</p> <p><input type="checkbox"/></p>	<p><input checked="" type="checkbox"/> Professional development is well defined and occurs on a regular basis with follow up and support aligned with instructional needs.</p> <p><input type="checkbox"/> Plan differentiates for the needs of school personnel.</p> <p><input type="checkbox"/> A timeline is included detailing when and how job embedded professional development will occur (weekly, bi-weekly, monthly).</p> <p><input type="checkbox"/> The plan indicates that school staff was an integral part of designing the professional development.</p> <p><input type="checkbox"/></p>	
<p>Requirement 6</p> <p>Implement strategies such as financial incentives, increased opportunities for promotion and career growth, and/or flexible working conditions designed to recruit and retain staff to meet the needs of students in a transformational school.</p>	<p><input type="checkbox"/> The plan does not indicate if any of these strategies will be available to staff.</p> <p><input type="checkbox"/></p>	<p><input checked="" type="checkbox"/> The plan indicates that one or more of the activities will be available to staff.</p> <p><input type="checkbox"/></p>	
<p>Comprehensive Instructional Reform Strategies</p> <p>Requirement 1</p> <p>Use data to identify and implement an instructional research based program that is vertically aligned from one grade to the next, as well as aligned to state standards.</p>	<p><input type="checkbox"/> The program described does not align with state standards.</p> <p><input type="checkbox"/> The plan describes an instructional program with only a moderate basis in data, research and alignment.</p> <p><input type="checkbox"/> There is no program described.</p> <p><input type="checkbox"/></p>	<p><input checked="" type="checkbox"/> Plan describes an instructional program that is researched based, vertically aligned and aligned with the state standards.</p> <p><input type="checkbox"/></p>	
<p>Requirement 2</p> <p>Promote the continuous use of individual student data (formative, interim, and summative) to inform and differentiate instruction to meet individual student needs.</p>	<p><input type="checkbox"/> There is no evidence that there is a plan to review student data on an ongoing basis for the purpose of adjusting instruction</p> <p><input type="checkbox"/> There is evidence that some data is reviewed; no information is given about how it will be used to modify instruction</p> <p><input type="checkbox"/></p>	<p><input checked="" type="checkbox"/> The plan indicates how staff will use multiple sources of data to differentiate instruction to meet individual student needs.</p> <p><input type="checkbox"/></p>	

<p>Increasing Learning Time and Mechanisms for Community-Oriented Schools</p> <p>Requirement 1</p> <p>Establish schedules and strategies that provide increased time for all students to learn core academic content by expanding the school day, week or year. Provide increased instructional time for core subjects during the school day.</p>	<p><input type="checkbox"/>The plan does not address expanding the learning time for students.</p> <p><input type="checkbox"/>Additional learning time is addressed, yet it does not focus on core academic content</p> <p><input type="checkbox"/>Additional learning time is addressed, but it does not focus on all students.</p> <p><input type="checkbox"/></p>	<p><input checked="" type="checkbox"/>There is evidence of increased learning time for all students in core academic content.</p> <p><input type="checkbox"/></p>	
<p>Requirement 2</p> <p>Provide ongoing mechanisms for family and community engagement.</p>	<p><input type="checkbox"/>The plan does not reflect how ongoing mechanisms for family and community engagement will be provided.</p> <p><input type="checkbox"/></p>	<p><input checked="" type="checkbox"/>The plan details multiple strategies and additional resources to integrate family and community partners into school improvement efforts.</p> <p><input type="checkbox"/>Data is collected to show effectiveness.</p> <p><input type="checkbox"/></p>	
<p>Providing Operational Flexibility and Sustained Support</p> <p>Requirement 1</p> <p>Provide the school operational flexibility (staffing, calendars, time, budgeting) to implement a comprehensive approach to substantially increase student achievement and increase graduation rates.</p>	<p><input type="checkbox"/>Plan does not include any operational flexibility.</p> <p><input type="checkbox"/>Describes a plan to grant additional flexibility, but does not demonstrate capacity to do so.</p> <p><input type="checkbox"/></p>	<p><input checked="" type="checkbox"/>Plan details how operational flexibility will be provided.</p> <p><input type="checkbox"/></p>	
<p>Requirement 2</p> <p>Ensure that the school receives ongoing, intensive Technical Assistance and related support for LEA, SEA or other designated external partner or organization.</p>	<p><input type="checkbox"/>There is no indication of how support will be provided to the school by the LEA or other organizations.</p> <p><input type="checkbox"/>There is no indication that a rigorous process for recruiting external providers will follow a rigorous process for selection.</p> <p><input type="checkbox"/></p>	<p><input checked="" type="checkbox"/>Plan reflects how support will be provided to the school by the LEA and other organizations..</p> <p><input type="checkbox"/>The plan details the process for selecting, contracting and monitoring the external provider.</p> <p><input type="checkbox"/></p>	
<p>If any of the indicators above received a NO, this application WILL be rated incomplete.</p>	<p style="text-align: center;">Incomplete</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p style="text-align: center;">Complete</p> <p style="text-align: center;"><input checked="" type="checkbox"/></p>	<p style="text-align: center;">Conditional</p>

Additional feedback: Executed Agreement is not yet in place. Letter of agreement included but negotiations are not yet completed. Approval is conditional upon receipt of completed agreement, by August 1, 2011, that ensures full implementation of the Transformation intervention. Evidence of contract amendment will be needed for principal as well as teachers to allow for full implementation.

District Marion
 School Marion High School
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Develop & Increase School Leader & Teacher Effectiveness Requirement 1 Replace the principal	<input type="checkbox"/> Continuing with existing principal who does not meet the 2 year rule. <input type="checkbox"/>	<input checked="" type="checkbox"/> Continuing with existing principal who meets the 2 year rule. <input type="checkbox"/> New principal identified and put into place. <input type="checkbox"/> New principal not yet identified, but interview process in place. <input type="checkbox"/> New principal identified, but not put into place. <input type="checkbox"/> New principal not yet identified. Plan to identify new principal in place. <input type="checkbox"/>	It appears that the new principal is in place, however, on page 5 under continuity of leadership, it appears that district is preparing to hire another principal. Please clarify in final submission of the plan.
		Changes highlighted on pages 11 and 12	
Requirement 2 Use of evaluation systems that take into significant account data on student growth as well as other factors	<input type="checkbox"/> There is no indication that a plan for teacher and leader evaluations reflective of student growth is in place. <input checked="" type="checkbox"/> Conversations are underway related to the use of student growth in teacher and leader evaluations: nothing is in place at this time. <input type="checkbox"/>	<input type="checkbox"/> A plan is in place that incorporates student growth in teacher and leader evaluations. <input type="checkbox"/>	Final plan will need to be in place, no later than September 2011.
		Changes highlighted on pages 9, 10, 35 and 36	
Requirement 3 Evaluation systems are designed with teacher and principal involvement.	<input type="checkbox"/> There is no evidence that staff was involved in designing the evaluation system <input type="checkbox"/>	<input type="checkbox"/> There is evidence that the staff collaborated in the design of the new evaluation system. <input checked="" type="checkbox"/>	The system that's put in place for September 2011, needs to be designed with teacher and principal involvement.
		Changes highlighted on 9, 10, 35 and 36	
Requirement 4 Identify and reward school leaders, teachers, and other staff who have increased student achievement and remove leaders and staff who have been given multiple opportunities to improve professional practice and have not increased student achievement outcomes.	<input type="checkbox"/> There is no plan indicated to identify and reward leaders and/or staff that have increased student achievement <input type="checkbox"/> There is no plan indicated to identify and remove leaders and/or staff that have not increased student achievement <input checked="" type="checkbox"/>	<input type="checkbox"/> The plan indicates that staff has multiple opportunities to improve instructional practices with follow ups and timelines. <input type="checkbox"/> There is a detailed plan to identify and replace leaders and staff not increasing student achievement. <input type="checkbox"/> The plan indicates how school leaders, teachers, and other staff who have increased student	Conversations are underway with the education association concerning incentives. Need to indicate opportunities to improve instructional practices with follow-ups and timelines. Plan will need to be in

		achievement will be rewarded. <input type="checkbox"/>	place, no later than September 2011.
		Changes highlighted on pages 9, 10, 36, 37	
Requirement 5 Provide staff with ongoing, high quality, job embedded professional development (subject specific pedagogy, differentiated instruction or a deeper understanding of the community served). Professional development is aligned and designed to insure that staff can facilitate effective teaching and learning and have the capacity of successfully implementing school reform strategies	<input type="checkbox"/> There is no professional development plan indicated. <input type="checkbox"/> A plan for professional development is indicated, yet it is not job embedded, focused, or lacking a timeline. <input type="checkbox"/> Professional development consists of a series of workshop activities that are not directly connected to the student outcomes indicated in the plan. <input type="checkbox"/>	<input type="checkbox"/> Professional development is well defined and occurs on a regular basis with follow up and support aligned with instructional needs. <input type="checkbox"/> Plan differentiates for the needs of school personnel. <input type="checkbox"/> A timeline is included detailing when and how job embedded professional development will occur (weekly, bi-weekly, monthly). <input type="checkbox"/> The plan indicates that school staff was an integral part of designing the professional development. <input checked="" type="checkbox"/>	It appears that a plan is partially in place to deliver job-embedded professional development. Additional detail needs to be provided specifying details and a timeline. <div style="border: 1px solid black; padding: 5px; text-align: center;"> Changes highlighted on pages 37-39 </div>
Requirement 6 Implement strategies such as financial incentives, increased opportunities for promotion and career growth, and/or flexible working conditions designed to recruit and retain staff to meet the needs of students in a transformational school.	<input type="checkbox"/> The plan does not indicate if any of these strategies will be available to staff. <input type="checkbox"/>	<input type="checkbox"/> The plan indicates that one or more of the activities will be available to staff. <input checked="" type="checkbox"/>	It appears that activities are underway to fulfill this requirement. Incentives need to be in place, no later than September 2011. <div style="border: 1px solid black; padding: 5px; text-align: center;"> Changes highlighted on page 9, 10 and 39 </div>
Comprehensive Instructional Reform Strategies Requirement 1 Use data to identify and implement an instructional research based program that is vertically aligned from one grade to the next, as well as aligned to state standards.	<input type="checkbox"/> The program described does not align with state standards. <input type="checkbox"/> The plan describes an instructional program with only a moderate basis in data, research and alignment. <input type="checkbox"/> There is no program described. <input type="checkbox"/>	<input checked="" type="checkbox"/> Plan describes an instructional program that is researched based, vertically aligned and aligned with the state standards. <input type="checkbox"/>	More details are need about how the PLC's will create a viable curriculum. <div style="border: 1px solid black; padding: 5px; text-align: center;"> Changes highlighted on pages 13 and 14 </div>
Requirement 2 Promote the continuous use of individual student data (formative, interim, and summative) to inform and differentiate instruction to meet individual student needs.	<input type="checkbox"/> There is no evidence that there is a plan to review student data on an ongoing basis for the purpose of adjusting instruction <input type="checkbox"/> There is evidence that some data is reviewed; no information is given about how it will be used to modify instruction <input type="checkbox"/>	<input checked="" type="checkbox"/> The plan indicates how staff will use multiple sources of data to differentiate instruction to meet individual student needs. <input type="checkbox"/>	
Increasing Learning Time and Mechanisms for Community-Oriented Schools Requirement 1 Establish schedules and strategies that provide increased time for all students to learn core academic	<input type="checkbox"/> The plan does not address expanding the learning time for students. <input type="checkbox"/> Additional learning time is addressed, yet it does not focus on core academic content <input type="checkbox"/> Additional learning time is addressed, but it does not focus on all students.	<input checked="" type="checkbox"/> There is evidence of increased learning time for all students in core academic content. <input type="checkbox"/>	

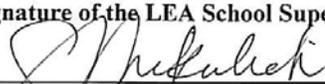
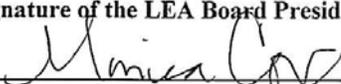
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Requirement 2 Provide ongoing mechanisms for family and community engagement.	<input type="checkbox"/> The plan does not reflect how ongoing mechanisms for family and community engagement will be provided. <input type="checkbox"/>	<input checked="" type="checkbox"/> The plan details multiple strategies and additional resources to integrate family and community partners into school improvement efforts. <input type="checkbox"/> Data is collected to show effectiveness. <input type="checkbox"/>	
Providing Operational Flexibility and Sustained Support Requirement 1 Provide the school operational flexibility (staffing, calendars, time, budgeting) to implement a comprehensive approach to substantially increase student achievement and increase graduation rates.	<input type="checkbox"/> Plan does not include any operational flexibility. <input type="checkbox"/> Describes a plan to grant additional flexibility, but does not demonstrate capacity to do so. <input type="checkbox"/>	<input checked="" type="checkbox"/> Plan details how operational flexibility will be provided. <input type="checkbox"/>	
Requirement 2 Ensure that the school receives ongoing, intensive Technical Assistance and related support for LEA, SEA or other designated external partner or organization.	<input type="checkbox"/> There is no indication of how support will be provided to the school by the LEA or other organizations. <input type="checkbox"/> There is no indication that a rigorous process for recruiting external providers will follow a rigorous process for selection. <input type="checkbox"/>	<input checked="" type="checkbox"/> Plan reflects how support will be provided to the school by the LEA and other organizations.. <input type="checkbox"/> The plan details the process for selecting, contracting and monitoring the external provider. <input type="checkbox"/>	
If any of the indicators above received a NO, this application WILL be rated incomplete.	Incomplete <input checked="" type="checkbox"/>	Complete <input type="checkbox"/>	

Additional feedback:

The purpose of the SIG application is to have a clear and understandable picture of the implementation plan that the LEA intends to put into place and accomplish. In order to do this, an LEA may find it necessary to add more narrative to their plan to clearly articulate the ideas represented in the application. Please feel free to add such narrative.

LEA Application Part I

SIG GRANT--LEA Application
APPLICATION COVER SHEET
SCHOOL IMPROVEMENT GRANTS (SIG)

Legal Name of Applicant: Marion High School	Applicant's Mailing Address: 2213 Twenty Mile Road Marion, MI 49665
LEA Contact for the School Improvement Grant Name: Greg Mikulich Position and Office: Superintendent, Marion Public Schools Contact's Mailing Address: 510 West Main Marion, MI 49665 Telephone: (231) 743-2486 Fax: (231) 743-2890 Email address: gmikulich@marionpublic.org	
LEA School Superintendent/Director (Printed Name): Greg Mikulich	Telephone: (231) 743-2486
Signature of the LEA School Superintendent/Director: X 	Date: 9/13/2010
LEA School LEA Board President (Printed Name): Monica Cox	Telephone: (231) 743-2486
Signature of the LEA Board President: X 	Date: 9/13/2010
<p>The LEA, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the State receives through this application.</p>	

GRANT SUMMARY

District Name:
Marion Public Schools
ISD/RESA Name:
Wexford-Missaukee ISD

District Code: **67050**
ISD Code: **83000**

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>
<u>Marion High School</u>			X					X

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

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

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

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.**

In August of this year, the results of labeling our high school as being a bottom performer were released. Upon notification that Marion High School was on the PLA the following steps outline the process used to analyze the needs of Marion High School.

- A School Reform Steering Committee was formed. Members of this committee include; the Superintendent, the High School Principal, a representative of the Marion Educational Association, a high school math teacher, a high school ELA teacher, and the President of the Marion Schools Board of Education. (Since the initial formation of the committee it has grown to include both parent, community and student representation).
- The School Improvement team attended meetings in Lansing to become educated in the four models. As they became more educated they shared their knowledge of the four models with other stakeholders (i.e. Marion Public Schools staff members, Marion Public Schools school board members, community members).
- While in the process of learning about the four models the team also began considering possible external providers and enlisted support in creating a plan from the Wexford Missaukee Intermediate School District.
- The team reviewed and analyzed the Data Analysis portion of their Comprehensive Needs Assessment. The data contained in this report included but was not limited to; MME, MEAP, student grades, retention rates, graduation rates and drop out rates. The data was disaggregated by gender, Social Economic Status, and Students with Disabilities to further identify needs. Through this review it was confirmed that there were weaknesses in both mathematics and reading. Moreover in grades where test scores were at or above average, there was not sufficient improvement from year to year. With this data, the team sought to create an improvement plan that would address these issues and put in place quality innovations and reforms that could be sustained.

The above process led the School Reform Steering Committee to the Transformation Intervention model. Identified below is summary of the committees processing of the four models.

- Closure Model – Marion High School is the only high school in the district, so the closure model was not an option. The adverse economic impact of closing the school was also a major factor.
 - Restart Model – This model was eliminated for 2 reasons. First the measure seemed too drastic for a school that has always made AYP and was only informed of the PLA status in August. In addition, the research available regarding charter schools indicates that their impact is mixed at best. (Credo, Stanford, 2009)
 - Turnaround Model – This model was rejected because Marion is a small district and unlike larger districts we cannot transfer half of the staff to another building. Simply firing half of the staff was not only too drastic but in our view rather unjust since most of the staff teaches neither ELA nor Math. The uprooting of so many families who have spent much of their lives in our town was also a factor in our deciding to forego this option.
 - Transformation Model – We have selected this intervention because of the four models it most closely aligns to steps we have begun taking towards increased student achievement. We replaced the principal the previous year and are presently in the process of creating and implementing a school improvement plan that contains many measures that are included in the Transformation Model.
- **Describe how the LEA has the capacity to use school improvement funds to provide adequate resources and related support to each Tier I and Tier II school identified in the LEA’s application in order to implement, fully and effectively, the required activities of the school intervention model it has selected.**

Marion High School will successfully and adequately utilize any available school improvement funds. The Marion School Reform Steering Committee will use the Transformation Model template to guide creation, monitor implementation and evaluate our School Transformation Plan.

Due to low test performance by Marion High School students during and prior to the 2008-2009 school year, the Marion School Board of Education released the principal from his contract. Marion Public Schools hired a new high school

principal beginning with the 2009-2010 school year with the expectation that she would create a better learning environment, foster improved instructional delivery, and create a culture where data is the basis of all decision making. As a result of these changes, there would be an increase in student achievement as reflected in MME/ACT and MEAP scores.

The Marion proposal takes a multi-pronged approach. Included in the approach, we will:

- improve classroom delivery by including intensive on-going professional development,
- continue restructuring of our curriculum to align with the Core Content State Standards,
- use data to gauge the effectiveness of classroom instruction,
- introduce strategies for improved classroom management,
- analyze and evaluate the overall effectiveness of our Transformation Plan,
- provide Professional development on teaching methodology such as differentiated instruction and monitor its effectiveness, and
- develop and implement subject specific teaching practices.

After the Transformation Plan has been approved, additional individuals will be involved as subcommittees are created to work out the details necessary to successfully implement our plan. We are also involving the Wexford-Missaukee Intermediate School District, seeking input from our Title 1 Field Service Representative and other professional experts.

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

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

The notification must include the following:

- ✓ A completed online Michigan District Comprehensive Needs Assessment indicating that the district was able to attain only a “Getting Started” or “Partially Implemented” rating (link below) in at least 15 of the 19 areas with a description of efforts to improve.

- ✓
(http://www.advanced.org/mde/school_improvement_tasks/docs/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

Not applicable to the Marion School District

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
 - The Transformation Plan requirements as outlined by the MDE have been charted and strictly followed as we constructed our proposed plan for the School Improvement Grant.
 - Select external providers from the state’s list of preferred providers;
 - Marion High School will contract with the Wexford-Missaukee Intermediate School District with the intention of having them serve as our external provider as per the state of Michigan’s list. The Wexford Missaukee Intermediate School District has recently been approved and added to that list.
 - Align other resources with the interventions;
 - Our proposed Transformation Plan includes many existing resources from within our school district. We will be utilizing administrators including the high school principal and master teachers for quality teacher evaluation to support instructional improvement. We are also committed to reorganizing our professional development in manner that is on-going and embedded and aligned to the needs of the Transformation Plan.
 - Modify its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively
 - The Marion Education Association and the Marion Board of Education have agreed to open, review and amend the following Articles in the contract to meet the requirements of the Transformation Plan:
 - Article 6 – Vacancies, Transfers, Seniority
 - Article 10 – Evaluation
 - Article 13 – Teaching Day

▪ Article 14 – Class Size

The changes within these articles will include; extended learning time, incentives, more flexible work conditions, and a systematic process for the removal of ineffective teachers. The Board, the Administration and the Association shall work collaboratively to complete these changes. Below is the timeline that will be followed to ensure implementation of the amendments by September 2011.

November/December	Meet with MEA Reps
November 16	Plan and SIG Application due
December 18	Approval Notification
January	Vacancy & Transfers, Seniority, Class Size
February	Teaching Day
April	Evaluation Complete
June 1 st	Contract Ratified
Summer 2011	Training on Evaluation tool, steps taken to implement the Transformation Plan
September 2011	Implementation of the Transformation Plan

Please see page 58 and/or Attachment A for the letter of agreement between the Marion Education Association and the administration.

- Sustain the reforms after the funding period ends.
 - During the funding period the following internal controls will be applied to the project to ensure adequate progress monitoring and ongoing evaluation as a means of making program adjustments when necessary. This process will build the capacity within Marion High School so the effective changes implemented during the 3 years of the Transformation Plan will be sustained from within.
 1. Monthly meetings will be held with and chaired by the Marion School Reform Officer, the steering committee, the business manager, and a representative from the WMISD. This meeting will include a review of the project activities for their effectiveness as well as provide an updated detailed timeline.
 2. The principal and high school staff will be expected to maintain a current timeline of project activities that will serve as the basis for the project review at monthly meetings.
 3. The School Reform Officer will provide written feedback to the Steering Committee and archive the feedback documents for MDE project reporting purposes.
 4. The Marion Business Manager will provide a project financial report to the Steering Committee to ensure adequate supervision of project expenditures and guidance regarding any potential project modifications.
 5. The Superintendent will provide an overview of the monthly meetings to the Marion Board of Education.

6. The School Reform Officer will report directly to the Superintendent to ensure effective internal supervision and control of the project.

Upon completion of the funding period, Marion Public Schools and Marion High School anticipate marked positive results for our students; therefore sustainability of specific interventions will be expected and ensured. The following factors will support efforts to sustain the reforms after the funding period ends:

- **Expenses** - Expenses such as the School Reform Officer, the external provider, the extensive professional development, consultant services, the math and reading coaches and the data system development will cease or be reduced at the end of the project period due to building capacity during the three year implementation of the plan. Those expenses that remain will be absorbed as priorities in the high school and district operational budgets.
- **Activities** - Sustaining the credit recovery, dual enrollment, accelerated learning and tutoring will be realized through the appropriation of high school and district discretionary funds based on the evaluation of these activities. It is anticipated that three years of programming experience will yield new insights into program design elements that will be implemented in the future. As appropriate, Federal Title Funds will be used to sustain project activities.
- **Continuity of leadership** – In the event that Marion Public schools loses an administrator during the Transformation Plan and/or after the completion of the Transformation Plan, the district will have in place guidelines to ensure continued implementation of the strategies that have made Marion High School an institution with excellent student outcomes. It has been noted that the turnover rate for principals is very and high and there is a dwindling supply of competent replacements. (Norton, 2003) Principals in high-poverty schools have a shorter tenure and more than twenty percent of newly hired high school principals leave after one year (Fuller and Young, 2008). It is therefore essential that once the reform begins if changes in leadership are necessary those changes must be made so there is continuity in the reform process and a commitment to sustaining the reform that has taken place. To achieve this, Marion High School will include the following guidelines in the selection of any new administrators:
 - The administrator will make a commitment to reform process that is being implemented.
 - The administrator will become familiar with the current School Improvement Plan. The plan will be given to the

candidates prior to interviews. Question will be asked to elicit their attitudes and ideas regarding key elements of the plan.

- When choosing an administrator there will be significant input from the teaching staff. Since at least 50% or more of the staff will lose their jobs if our Transformation effort fails, it is essential that they are in on the hiring of the person who will be leading the effort that will determine their future employment.
- There will be community and student input in the selection process.

- **Staff Empowerment** – Teachers are being held directly accountable for student performance under the recent state and federal mandates. It is therefore essential that they take a significant role in the development of the curriculum and other aspects of the school culture. To truly change the culture of the school, it is important that the teaching staff take ownership of the improvement process. Being passive participants of the process lends itself to victimology where teachers believe their opinions and expertise are not considered or respected. Without buy-in and ownership, change will be superficial and will not be sustained. The following leadership mechanisms will be put in place to ensure teacher buy-in and ownership leading to sustainability of the reform efforts:

- A strong and vital School Improvement Team will be created. This is essential if school reform is to be systemic.
 - The School Improvement Team must be dynamic, an active constantly developing organization that can be sustained and can meet the challenges of the reform process.
 - It must be staff driven with the principal being an active member. The staff should be encouraged and trained to take control of the process. By creating such a culture the reforms can be sustained even with changes, in staff and leadership.
 - The School Improvement Team must be totally involved in the process of reform and school improvement. This body cannot be simply a rubber stamp organization that approves plans developed from above.
 - The School Improvement Team must take leadership and in fact drive the reform process. Members and subcommittees must not simply

wait for the administration to act, but it must accept a leadership role and become an equal partner in the process, proposing and implementing changes without the need for them to be instigated by the administration.

- The members of the School Improvement Team and the staff as a whole must be confident enough to honestly evaluate their performance. Like an quality athlete they must examine their performance and work on sustaining and building on their successes while at the same time analyzing their weakness with the purpose, not of demeaning themselves or other staff members, but of creating and implementing changes that will improve their teaching performance and lead to improved performance on the part of their students.
- Most importantly, with increased authority and empowerment, the School Improvement Team and the teaching staff must accept responsibility for results. It will no longer acceptable to defer total responsibility and/or blame to the administration. With increased control comes increased responsibility.

- **Professional Learning Communities** – Professional Learning Communities will be developed with the purpose of increasing student achievement. The creation of effective K-12

Professional Learning Communities will include the following:

- The PLCs will be departmentalized to the extent that each core content area is considered separately. The PLCs will contain members of the secondary staff teaching the content and the leading innovators in the specific content at the elementary level. PLCs will be created in areas without significant teaching staff by combining content areas and/or including staff members from outside the content area.
- Members of the PLCs will become experts within their content area and knowledgeable in effective instructional strategies.
- PLCs will also include members who are not experts in the particular content in order to add different and possible creative direction to the process.
- The PLCs will meet monthly to create a viable K-12 curriculum. This curriculum will be aligned to the Common Core State Standards and will address both assessment and instruction for all students. The vertical

alignment of the curriculum will be accomplished through common professional planning time for the elementary and the high school. The common alignment documents will be shared with all staff members and housed on the school web site for teacher and administrator access. Once established, the curriculum will be monitored by the principals through walk-throughs and teacher evaluations.

- The PLCs will take ownership for the programs they create and accept responsibility for the results.

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.

Activities are currently being implemented to ensure the successful academic achievement of all students at Marion High School. These activities started during the 2009-2010 school year and will continue through the full implementation of the Transformation Plan. Listed below is the timeline that identifies the implementation of activities prior to and during the Transformation Plan to ensure a successful reform of Marion High School.

2009-2010 and 2010 – 2011 school year activities;

- Student academic interventions.
- Replace the high school principal.
- General school climate intervention with an emphasis on identification of at-risk students.
- Regularly utilize data to plan, change and analyze progress.
- Establish early warning system to ensure student success.
- Develop and adopt research based teacher and administrator evaluation tools.
- Communicate all aspects of the Transformation Plan with the stakeholders to ensure successful implementation.
- Committee Selection and Utilization
- Curriculum Alignment
- Formative, Interim and Summative Assessments – administration and analysis

First year of the Transformation Plan – 2011-2012 school year

1. Hire a School Reform Officer.
2. Employ Math and ELA coaches.
3. Planned, effective communication with all stakeholders.
4. Research based on-going job embedded professional development to support and improve instruction.
5. Implement research based teacher and administrator evaluation tools.

6. Regularly evaluate school's plan progress to ensure capacity and its replication.

During the second and third years of the Transformational Plan, and depending upon the progress and evaluation of the first year, we commit to:

1. Continue committee utilization
 2. Evaluate progress of principal
 3. Continue professional relationship with reform officer
 4. Continue to employ Math and ELA coaches, consider Science and Social Studies coaches
 5. Continue academic and climate interventions
 6. Continue to commit effective communication with all stakeholders
 7. Review curriculum and alignment and common assessment
 8. Continue to utilize data to plan, change and analyze progress
 9. Adhere and react to early warning system for student success. Use results to support future planning.
 10. Continue job embedded professional development
 11. Continue the use of research based teacher and administrator evaluation tools
 12. Continue to plan regular evaluation of school's plan progress to ensure capacity and replication
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.

Marion High School has established the goal of increasing student test scores so that the average rate of improvement will exceed the state requirement for low performing schools. This rate of improvement will continue until such time as the average test scores at Marion High School exceed the state average. The reforms put in place will be sustained to ensure that Marion test scores will remain above the state average.

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

No response needed at this time.

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

No response needed at this time.

8. As appropriate, the LEA must consult with relevant stakeholders (students, teachers, parents, community leaders, business leaders, etc.) regarding the LEA's

application and implementation of school improvement models in its Tier I and Tier II schools. Describe how this process was conducted within the LEA.

This proposal was developed by the Marion Public Schools Reform Steering Committee. Committee members include; the Superintendent, the school board president, the high school principal, the elementary principal, two high school teachers, one elementary teacher, Marion Education Association representation, one parent and one high school student. These individuals received input from the elementary and high school staffs, the Wexford Missaukee Intermediate School District, students, and community members. Throughout the process of developing the plan, the committee provided updates and gathered input from their peer groups.

During school board meetings, the superintendent and school board President have discussed the Transformation model and the formation of a plan for Marion High School within that model.

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.

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.

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 APPROPRIATION 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 II requires that, "No qualified individual with a disability shall, by reason of such disability be excluded from participation in or be denied the benefits of the services, programs, or activities of a public entity,

or be subjected to discrimination by such entity." In accordance with Title II ADA provisions, the applicant has conducted a review of its employment and program/service delivery processes and has developed solutions to correcting barriers identified in the review.

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

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

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

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

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

AUDIT REQUIREMENTS

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

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

IN ADDITION:

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

SPECIFIC PROGRAM ASSURANCES

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

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

SIGNATURE OF SUPERINTENDENT OR AUTHORIZED OFFICIAL

Date

S. Mubulata
11-9-2010

SIGNATURE OF LEA BOARD PRESIDENT

Date

A. Mica
11-9-2010

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.

Baseline Data Requirements

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

Metric	
School Data	
Which intervention was selected (turnaround, restart, closure or transformation)?	Transformation
Number of minutes in the school year?	66,3345
Student Data	
Dropout rate	13.11%
Student attendance rate	80.33%
For high schools: Number and percentage of students completing advanced coursework for each category below	0
Advanced Placement	0
International Baccalaureate	0
Early college/college credit	0
Dual enrollment	17
Number and percentage enrolled in college from most recent graduating class	17 students = 68%
Student Connection/School Climate	
Number of disciplinary incidents	217
Number of students involved in disciplinary incidents	92
Number of truant students	1
Teacher Data	
Distribution of teachers by performance level on LEA's teacher evaluation system	100%
Teacher Attendance Rate	92%

LEA Application Part II

ATTACHMENT III

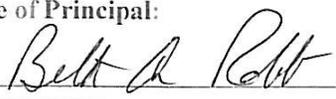
SAMPLE SCHOOL APPLICATION

SCHOOL IMPROVEMENT GRANT – 1003(g)

FY 2010 – 2011

The LEA must provide evidence of a comprehensive needs assessment and the thought process that it engaged in to formulate each school plan. The following form serves as a guide in the thought process. Please submit this form with the application.

School Name and code Marion High School 02378	District Name and Code Marion Public Schools 67050
Model for change to be implemented: Transformation	

School Mailing Address: P.O. Box 0, Marion, Michigan 49665	
Contact for the School Improvement Grant: Name: Greg Mikulich Position: Superintendent Contact's Mailing Address: P.O. Box 0, Marion, Michigan 49665 Telephone: 231-743-2486 Fax: 231-743-2890 Email address: gmikulich@ marionpublic.org	
Principal (Printed Name): Beth Robb	Telephone: 231-743-2836
Signature of Principal: X 	Date: 11-10-10
The School, through its authorized representatives, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the District/School receives through this application.	

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).

Sub Group Academic Data Analysis

Percent of Sub-group meeting State Proficiency Standards

MEAP Assessment Results 7 th grade	Reading			Math		
	2007	2008	2009	2007	2008	2009
Social Economic Status (SES)	52	54	82	65	54	55
Race/Ethnicity	<10	<10	<10	<10	<10	<10
Students with Disabilities	<10	<10	<10	<10	<10	<10
Limited English Proficient (LEP)						
Homeless	<10	<10	<10	<10	<10	<10
Neglected & Delinquent	<10	<10	<10	<10	<10	<10
Migrant						
Gender						
Male	55	52	86	65	70	71
Female	59	73	78	75	62	61
Aggregate Scores	57	63	81	71	65	66
State	72	80	82	73	83	82

Percent of Sub-group meeting State Proficiency Standards

MEAP Assessment Results 8 th grade	Reading			Math		
	2007	2008	2009	2007	2008	2009
Social Economic Status (SES)	51	39	70	42	57	43
Race/Ethnicity	<10	<10	<10	<10	<10	<10
Students with Disabilities	<10	<10	<10	<10	<10	<10
Limited English Proficient (LEP)						
Homeless	<10	<10	<10	<10	<10	<10
Neglected & Delinquent	<10	<10	<10	<10	<10	<10
Migrant						
Gender						
Male	45	38	77	33	57	55
Female	71	67	86	24	59	55
Aggregate Scores	56	54	82	38	58	55
State	77	76	83	72	75	70

Percent of Sub-group meeting State Proficiency Standards

MME Assessment Results 11 th grade	Reading			Math		
	2007	2008	2009	2007	2008	2009
Social Economic Status (SES)	44	32	30	22	27	13
Race/Ethnicity	<10	<10	<10	<10	<10	<10
Students with Disabilities	<10	<10	<10	<10	<10	<10
Limited English Proficient (LEP)						
Homeless	<10	<10	<10	<10	<10	<10
Neglected & Delinquent	<10	<10	<10	<10	<10	<10
Migrant						
Gender						
Male	35	36	28	26	29	16
Female	69	47	35	29	18	13
Aggregate Scores	53	41	31	20	28	15
State	62	60	65	46	49	50

Sub Group Non-Academic Analysis

Year: 2009-2010

Group	# Students	# of Absences		# of Suspension		# of Truancies	# of Expulsions	Unduplicated Counts	
		>10	<10	In*	Out*			In*	Out*
	259								
SES	161	9	200	80	129	2	2	0	0
Race/Ethnicity	14	56	39	37	58	1	1	0	0
Disabilities	49	18	69	5	19	0	2	0	0
LEP	0	0	0	4	0	0	0	0	0
Homeless	22	16	6	12	10	2	0	0	0
Migrant	0	0	0	1	0	0	0	0	0
Gender									
Male	132	165	143	115	193		3	0	0
Female	127	155	134	48	241		0	0	0
Totals	259	320	277	163	434		3	0	0

Year: 2009-2010

Group	# of Students	# of Retentions	# of Dropouts	# promoted to next grade	Mobility	
					Entering	Leaving
SES	161	11	0	150	0	0
Race/Ethnicity	14	0	0	14	0	0
Disabilities	49	0	0	49	0	0
LEP	0	0	0	0	0	0
Homeless	22	0	0	22	0	0
Migrant	0	0	0	0	0	0
Gender						
Male	132	7	0	62	0	0
Female	127	4	0	88	0	0
Totals	259	11	0	150	0	0

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

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 checked="" type="checkbox"/> General Funds <input checked="" type="checkbox"/> Title I Part A <input checked="" type="checkbox"/> Title I Schoolwide <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I Part D	<input checked="" type="checkbox"/> Title I School Improvement (ISI)	<input checked="" type="checkbox"/> Title II Part A <input checked="" type="checkbox"/> Title II Part D <input type="checkbox"/> USAC - Technology	<input type="checkbox"/> Title III
<input type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V Parts A-C	<input checked="" type="checkbox"/> Section 31 a <input type="checkbox"/> Section 32 e <input type="checkbox"/> Section 41	<input type="checkbox"/> Head Start <input type="checkbox"/> Even Start <input type="checkbox"/> Early Reading First	<input checked="" type="checkbox"/> Special Education

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.
 - Marion High School staff has committed their support of this school improvement application by designing a new school improvement plan during the 2009-2010 school year. Marion High School scores on the Michigan Merit Exam have been dropping overall, especially in the areas of Math and Reading. The staff committed to bring changes to the school as they developed a new school improvement plan directed at using data from state assessments to improve instruction and student achievement. The administration moved to replace the high school principal at the beginning of the 2009-2010 school year. The Transformation Plan is seen as an extension of the school improvement plan that was created last year and the move to hire a new principal.
 - The School Improvement Team at Marion High School, which consists of teaching staff, administrators, WMISD personnel and community members analyzed the test data and developed strategies to reduce student achievement gaps. The data was dissected based on overall student performance as well as sub group performance. As the gaps were identified sub groups were created to concentrate on individual academic areas, with a strong emphasis on Math and Reading. Throughout this process the committee looked at professional development opportunities for the staff to support them in their efforts to meet the needs of the sub groups. This professional development will focus on implementation of effective instructional strategies, differentiation of instructional strategies, and monitoring of student achievement through effective data analysis and interpretation.
 - Gaps were identified as the committee reviewed the Comprehensive Needs Assessments (CNA). The identification of these gaps has led to

making instructional improvements. Training in technology to support effective instructional strategies was developed and is being implemented. Lesson plans are being developed with a learning objective and the standard and benchmarks listed for each lesson. Curriculum mapping is being done to ensure all students a guaranteed and viable curriculum. Training for parents in the Parent Connect computer based program that allows parents to track their student's progress on a daily basis, has been scheduled.

Through the evaluation of the strands within the 2009-2010 Ed Yes report, the staff noted the following areas of concern:

- Strand 1: Teaching and Learning – improve the way we use data to meet student's needs and improve the area of reporting data.
- Strand 2: Leadership- staff is actively engaged in the process of school improvement through data analysis, quarterly assessments, department meetings, school improvement meetings and behavior and attendance meetings.
- Strand 3: – Personnel and Professional Learning – all staff meets NCLB criteria while promoting continuous professional learning. Marion High School has implemented a plan to reimburse teacher's college tuition and has provided for professional development within and outside of the school calendar.
- Strand 4: School and Community Relations – this has long been recognized as an area needing improvement for Marion High School. We have developed a system to more effectively communicate with parents and community through a community calendar and a phone call out system. The local newspaper is also used as a venue for keeping the community connected to the school. A volunteer program is being developed with the purpose of increasing the level of engagement between the school and the community.
- Strand 5: - Data and Information Management – parents are able to access student data via the internet through our Power School Parent Connect system. This system instructs parents on their student's progress. Parent Connect is a staff member's friend in that it gives information to parents on a daily basis and keeps them informed. Training is being provided to parents to support them in becoming proficient users of the Parent Connect system. Data

Director is a great instructional tool for staff members as they monitor student achievement. The data warehouse allows for immediate feedback of disaggregated student assessment data. Teachers have had initial training and will continue to be trained to become proficient users of the Data Director warehouse system as a means of monitoring student achievement and making instructional adjustments.

Marion High School staff members realize that the MME results are not acceptable and are taking responsibility to rapidly change the educational process for students at Marion High School.

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

- Marion High School elected to use the Transformational Model as outlined in the School Improvement Grant issued by the State of Michigan. Due to the fact there was clear evidence that a change was necessary, the administration and staff noted beneficial changes for the 2010-2011 school year. Many of these changes were implemented prior the PLA status being announced. Consequently, the Transformation model reflected many of the goals the administration and staff had begun initiating. At this point the steering committee is looking to incorporate strategies which will demonstrate the potential and capacity to support systemic changes. The following activities have been implemented:
 - Replaced the high school principal prior to the 2009-2010 school year.
 - Professional development is being provided to increase teacher effectiveness by aligning curriculum to the state standards and also using common assessments with an emphasis on reading and math.
 - Implemented 7th grade "Boot Camp" to improve student transition from elementary to middle school. This is a crucial transition because the 7th graders are housed in the high school.
 - Moved from a 7 period day to a 6 period day. This schedule allows for an increase of learning time in the core content areas.
 - An assessment plan that incorporates the use of formative, summative, and interim data to improve instruction and increase student achievement.
 - The district has allocated time to promote school improvement efforts through professional development opportunities.
 - School improvement teams, both building and district, will develop processes to ensure the continued growth in student achievement long after the Transformation Plan has been implemented.

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).

Group/ Grade - 11	Reading			Writing			Total ELA			Math		
	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
MME	53	41	31	19	35	13	33	44	NA	20	28	15

Review of the past three years of Marion High School’s MME data indicates scores far below the state average and the expectations of Marion Public Schools. The scores show a declining trend in the number of students meeting the proficient level of achievement. Through the process of completing a Comprehensive Needs Assessment, areas of weakness were identified and are addressed in the Transformation Plan with the purpose of increasing achievement in reading and math.

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

Data and scientifically based research will be used to determine the adjustments needed in the Transformation Plan and School Improvement Grant (SIG) proposal to guide tiered instruction for all students. The Transformation Plan outlines goals in reading, math, science, social studies and writing where data from MME, MEAP, ACT, ACT Plan and ACT Explore will be used to determine gaps in instruction and student learning. The data will be analyzed in all content areas and disaggregated to determine gaps within subgroups including economically disadvantaged and special education students. Beginning with the 2010-2011 school year, common assessments will be administered in all core content areas. Much of this data will be loaded in Data Director where it is disaggregated to the student level. This will allow staff to monitor student learning and adjust accordingly.

To further support the use of data and scientifically based research to guide tiered instruction the staff will be provided professional development through PEAK. This professional development will guide teachers to increasing their instructional effectiveness to address the learning gaps. In addition, Dufour’s Professional Learning Communities will be used to guide job-embedded professional development. An evaluation tool using the work of McRel, Marzano, Danielson and the MEA will be developed. The staff will be evaluated using this research based tool to increase their effectiveness which in turn will positively impact student

achievement. Administrators will receive training to support them in becoming effective evaluators.

An intervention prevention plan will be developed and implemented to maximize the learning for all students. At the base of the intervention prevention pyramid will be the curriculum, instruction and assessment that all students will receive. When the early warning systems identify students who are struggling, level two type interventions will be provided. When students do not respond to level one and two interventions, the student would then be provided with level three interventions to address their learning needs.

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

Scheduled professional development both within and outside of the school day will be used to support time for collaboration. Data from the school improvement plan will be used by the school improvement team to develop schedules for the professional development sessions. The staff will work collaboratively in content area groups as well as cross curricular groups. An effort to include common planning times across grade levels will increase the opportunities for collaboration. Common professional development time will continue to be used to ensure K-12 vertical alignment. The district also plans to commit resources for increased collaborative planning by hiring substitutes and providing stipends for work beyond contracted hours. The staff will continue to participate in multiple collaborative opportunities (i.e. common curriculum review, content specific PLCs, Algebra for All, assessment development etc.) provided through the Wexford Missaukee Intermediate School District.

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

Marion Public Schools realizes that effective reform must include increased parent and community involvement. The following strategies will be incorporated in our Transformation Plan:

- Parents will be provided with contact information for staff members – email, phone, mail.
- Transportation will be provided for parents unable to attend conferences due to lack of transportation. Daycare during conferences will also be provided to foster parental involvement.

- An improvement in dissemination of information published in newsletters, web sites and daily announcements.
- There will be an increase in opportunities for parents to communicate with the high school staff.
- Parental meetings for each grade level will be conducted twice a year. Parents will be informed on topics such as; graduation, Michigan Merit Curriculum requirements, attendance, developing and monitoring an effective student EDP, and supporting student learning at home.
- Training sessions in PowerSchool (the student data system) will be provided for parents. Daytime and evening sessions will be offered. Through these sessions, parents will learn how to access PowerSchool and how to effectively use the information within the data base to keep current with the academic progress of their student.
- Core Content specific parent learning nights will continue to be offered. The purpose of these sessions is to update parents on the content their students are learning, the tools used to teach the content and strategies they can use at home to support the learning.
- A parent survey will be conducted at least once a year to provide input regarding the strengths, issues and concerns at Marion High School.

The Marion community is directly impacted by what happens at the schools, therefore, it is imperative we involve the community in the reform process. Increased involvement will be attained in the following ways;

- Community involvement in the planning and execution of our Transformation Plan.
- Community members will be engaged in the mentoring of struggling students. This will initially be implemented at the junior high and freshman classes with students who have demonstrated a need for positive adult interaction.
- Community members will be involved in our extended learning opportunities. There will be opportunities to share knowledge of content and the skills required to be successful in school and after graduation.
- Community members will serve as positive resources for students.
- Staff members will be encouraged to mentor and become involved in the extended learning opportunities. This mentoring model will support student success.

Marion High School plans to hire a School Reform Officer (SRO) to oversee the implementation of the Transformation Plan. Progress towards the implementation of the plan, the success of the strategies and the possible need to adjust the plan will be discussed with the superintendent on a regular basis.

Marion High School will partner with the Wexford Missaukee Intermediate School District to improve content knowledge and instructional effectiveness. We are also considering partnerships with institutions such as Central Michigan University, Mid-Michigan College and Ferris State University as possible sources for coaching the areas of curriculum design, delivery and assessment.

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.

The following matrix summarizes the proposed activities that address the required and permissible United States Department of Education (USDE) school interventions in the Transformational Model that serve as the focus of the Marion High School Transformation Plan.

Developing Teacher and Leader Effectiveness	
Required Activities	
Replace Principal	<p>The building principal who was deemed ineffective was removed at the end of the 2008-2009 school year.</p> <p>Beth Robb was hired for the 2009-2010 school year and she will be the building level leader through the reform process. In her short tenure with the district she has demonstrated the capacity to create a school environment where student achievement and teacher effectiveness have become the focus.</p> <p>New building level leadership in 2009-2010 and high quality job-embedded professional development opportunities for teachers and administrators are among the activities that will develop teacher and leader effectiveness at Marion High School.</p> <p>Currently, the high school principal is in a dual administrative role as high school principal/athletic director. The administrative roles will be restructured to create a full time high school principal. The high school principal will receive additional training in Walk-throughs, Balanced Leadership (McRel), and Effective Evaluations.</p>
Use rigorous, transparent evaluation systems for teachers and principal –	<p>Marion High School in collaboration with the Marion School Board, the Marion Schools Education Association and the administration will develop and implement a rigorous, transparent evaluation system for teachers and</p>

<p>Student academic achievement/growth data is included as a significant factor in evaluation; -- Multiple observation-based assessments of performance; --Designed and developed with teacher and principal involvement.</p>	<p>administrators. The evaluation tool will be implemented in September 2011 and will incorporate the following:</p> <ul style="list-style-type: none"> ▪ Student academic growth will be included as a significant factor in these evaluations ▪ There will be multiple observation-based assessments of teacher/principal performance. ▪ The evaluation system will be designed and developed with teacher and principal involvement. ▪ A systematic process for removal of ineffective teachers. <p>Models currently being researched include but are not limited to; McRel, Marzano, Danielson, and the Michigan Education Association plan. Throughout the process of developing a new evaluation procedure, the School Reform Steering Committee will solicit teacher and administrator input in the revisions to the evaluation process. Marion's efforts to develop a new evaluation process are being supported by the collaborative efforts of the local districts within the Wexford Missaukee Intermediate School District to create an evaluation tool that will meet the needs of the member schools and also the state requirements for evaluation. In order to provide teachers with appropriate evaluation and feedback on their classroom effectiveness as it directly relates to student achievement and progress the evaluation tool will include a process that will lead to the inclusion of student data as a significant factor in teacher evaluation. To track student achievement over time, the high school will need precise, objective tools. At the same time, assurances are necessary to ensure that the measures used are fair and accurate. Many types of evidence can contribute to the student data. Evidence can include but is not limited to portfolios, administrator input, analysis of student work, documentation of teacher contributions to the school, student and parent reports, teacher leadership participation, mentoring, and test scores. Evaluation of administrators will be performed in a similar manner. Training for teachers and administrators on the evaluation tool will take place prior to the 2011-2012 school year.</p>
<p>Reward school leaders, teachers, staff who have increased student achievement/growth and graduation rates and remove leaders and staff who have</p>	<p>Teachers must be involved in the process of defining teacher effectiveness. As part of the evaluation process, teachers and administrators will work together to determine what skills and knowledge an effective teacher must possess and what outcomes and effective teacher must produce.</p> <p>The Marion Education Association, the Board of Education and the administration are working to develop an equitable, fair system to reward those who have contributed to increasing student achievement, particularly in the</p>

<p>not increased student achievement.</p>	<p>areas of reading and mathematics. The building leadership team will design a proposal for incentives based on the goal of raising overall proficiency levels. The tools used to measure increased teacher effectiveness will include but are not limited to, MME, MEAP, ACT Plan, ACT Explore, and common assessments.</p> <p>Leaders and teaching staff whose students have not demonstrated increases in achievement over time will be properly addressed and if necessary, removed.</p> <p>The Marion School Board, the Administration and the Marion Education Association will work collaboratively to identify the rewards and create the evaluation tool that addresses the removal of ineffective teachers. The changes will be made effective September 2011.</p>
<p>Provide ongoing, high-quality, job-embedded Professional Development (PD) to ensure that teachers are equipped to facilitate teaching and learning.</p>	<p>Marion Public Schools strives to attract and retain highly qualified staff. The administration will work diligently to ensure that opportunities for on-going improvement for new and veteran staff members are available to ensure high quality instruction for all students. The opportunities for job embedded professional development will be provided within the school day, before school, after school, on weekends and during the summer. Incentives will be provided for attending professional development beyond the contracted day.</p> <p>The staff at. Listed below are the focus areas for the job embedded professional development.</p> <ul style="list-style-type: none"> ▪ Classroom walkthrough training will be provided for building principals and the superintendent. Administrators will collaborate with content experts, the school reform officer, and coaches to create an effective and uniform system for walkthroughs. Marion's current superintendent is his last year of Balanced Leadership Training (McRel) and the current principal will begin this training in the fall of 2011. This professional development opportunity will provide strategies to support the administrators in doing effective walk throughs with the purpose of increasing student achievement. ▪ PEAK strategies will be implemented to increase instructional effectiveness through differentiated instruction with the purpose of addressing learning gaps. The PEAK training will begin during the 2011-2012 school year and will continue throughout the Transformation Plan. ▪ Defour's Professional Learning Communities model will be used to intensify the structure and outcomes of the existing PLC's at Marion High School. Looking at student work with the purpose of monitoring instructional effectiveness and making instructional adaptations will be the focus of the PLC professional development. Implementation of effective PLC's will begin during the 2010-2011 school year and will be

intensified during the Transformation Plan.

- K-12 curriculum review is currently being done in math with the support of Instructional Consultants from the Wexford Missaukee Intermediate School District. This curriculum review will be expanded during the 2011-2012 school year to cover all core content areas. We will continue to work with the Instructional Consultants and the consultants who will be working in our district as a result of the School Improvement Grant funding.
- Increased teacher effectiveness will be addressed through the work of Robert Marzano and Ken O'Connor. *Classroom Instruction that Works*, by Robert Marzano will be revisited beginning in the 2011-2012 school year. A book study facilitated by the principal will take place with the purpose of implementing the effective instructional strategies for increased teacher effectiveness. The implementation of these strategies will be monitored through walk-throughs. *15 Fixes for Broken Grades*, by Ken O'Connor will also be studied during the implementation of the Transformation Plan.
- Teachers and administrators are currently having training in the use of Power School and Data Director both as means to monitoring student achievement. This training will be continued during the 2011-2012 school year and beyond as deemed necessary to support effective use by all teachers and administrators.
- Differentiated Instruction is the 3 year professional development focus of the Wexford Missaukee Intermediate School District. During November 2010, teachers and administrators participated in a one day workshop on Differentiated Instruction. At the conclusion of that day, the Marion staff created an action plan to begin the process of implementing Differentiated Instruction. Throughout the 2010-2011 school year this plan will be monitored by the school improvement team for implementation and positive impact on student achievement. Teachers will continue to participate in professional development opportunities related to differentiated instruction as provided by the Wexford Missaukee Intermediate School District as a part of their 3 year professional development plan. Additionally the staff at Marion High School will study the book, *Differentiated Instruction for the Whole Group*, by Betty Hollas during the 2011-2012 school year. This will support and deepen their knowledge of differentiated instruction and provide models for implementation.
- Effective classroom management strategies are being supported during the 2010-2011 school year through a classroom management consultant. Classroom observations are being done by the consultant are then debriefed with the principal and the teacher. There is then an opportunity for the teacher to plan with the consultant. The high school staff is also using the book, *Ultimate Classroom Control Handbook*, by Dave Foley to support their efforts. This model will continue into the 2011-2012 school year. At the point in which classroom management supports increased student achievement in all classrooms, the consultant

	<p>services will be reduced to a monitoring level.</p> <ul style="list-style-type: none"> ▪ The principal will study <i>Failure is Not an Option</i> by Alan M. Blankstein. Information gleaned from this book will be incorporated during the job embedded professional development opportunities beginning in the 2011 school year and throughout the Transformation Plan.
Implement financial incentives, opportunities for career growth, and more flexible work conditions.	The Marion School Board, the Administration and the Marion Education Association will work collaboratively to maintain/implement financial incentives, to provide opportunities for career growth and to create more flexible work conditions. The changes will be made effective September 2011.
Permissible Activities	
Provide additional compensation to attract and retain staff.	Marion Public Schools will utilize current contractual incentives such as in-district stipend, school of choice stipend and graduate credit reimbursement as a means for attracting and maintaining effective instructional staff.
Institute system for measuring changes in instructional practices resulting from PD	Marion High School will monitor the changes in instructional practices as a result of professional development through the development and implementation of a walkthrough protocol. Administrators will receive walk-through training before and during the Transformation Plan.
Include in the planning teachers and principals from other buildings in the LEA	Marion High School has and will continue to include in the planning the administrator and the teachers from Marion Elementary School.

Comprehensive instructional reform strategies

Required Activities

<p>Use data to identify and implement instructional program</p>	<p>The Transformation Plan will provide a framework for using Marion High School student achievement data to support instructional decision making. Such decisions will include but not be limited to differentiated instruction to meet the needs of all students, formative assessment to more effectively monitor learning, and technology as a tool to support student learning. The goal behind these types of activities is to effectively use the data gathered. Marion High School will use data from a variety of sources to meet student achievement and educational goals. These sources include, MEAP, MME, Common Assessments, Work Keys, EDP, Career Cruising, PLAN, Explore and course grades) By using middle school data such as MEAP test data, common assessment data, EDP data, and ACT Explore data students can be identified early as at-risk students and interventions can be developed to ensure timely graduation.</p> <p>Marion High School will continue to use Data Director to identify students who are at-risk. The use of the ACT testing suite will be in place to monitor student progress. Formative, interim and summative common assessment data will be collected to provide teachers feedback about the student’s mastery of the content area. Students who are at-risk for difficulties in critical content areas will be identified and receive tiered interventions as identified in the school’s intervention prevention pyramid..</p>
<p>Continuous use of student data (formative, interim, summative) to inform and differentiate instruction</p>	<p>Marion High School staff will use student data to inform students of the level at which they begin their course work. They will continually up date the students on their progress a towards successful course completion using formative, interim and summative assessment data. This data will also be used by the administration in the annual evaluation process of each teacher.</p> <p>Data will also be used by the teachers to differentiate their instruction according to the students needs. Differentiated instruction is the 3 year (2010-2013) professional development plan for the Wexford Missaukee Intermediate School District. Marion High School teachers will participate in the differentiated instruction professional development opportunities that are offered and apply what is learned in their classrooms. The transfer of the professional learning into practice will be monitored by the administration through walk-</p>

	<p>throughs.</p> <p>The high school Principal collects lesson plans weekly and uses these during walkthroughs which are conducted at least twice daily. The lesson plans provide the principal insight into the content being taught, the alignment of the curriculum to the content expectations, the types of instructional strategies being implemented and the types of assessments being used. Data from the lesson plans and the walk-throughs is used in follow-up conversations with teachers and when planning for professional development.</p> <p>Student progress towards successful completion of the Michigan Merit Curriculum which leads to graduation will be monitored. This monitoring will be done through multiple data points – formative, interim and summative. When a student is identified as at risk for successful completion, appropriate interventions will be put in place to support student success. Additionally, credit recovery classes as well as on-line courses and summer school programs will be provided for students not on track for graduation.</p> <p>Student academic reviews of assessment and/or content expectation mastery are monitored beginning in preschool. Through this process, early interventions can be implemented to identify those students at-risk and increase the chance of timely graduation.</p>
Permissible Activities	
<p>Use and integrate technology-based interventions.</p>	<p>Marion High School will use technology based interventions such as; Parent Connect, IXL, Virtual Learning to supplement Tier I, Tier II and Tier III instruction.</p> <p>An Interactive Learning Center will be created to more effectively meet the diverse needs of our students during regular school hours and during extended learning opportunities. The Interactive Learning Center will be housed in the present High School library which will be updated to incorporate present technology as well as provide the ability to integrate new advances in learning technology as it becomes available. The volumes housed in our library will be updated and consolidated into a focused resource area. Thirty computer stations</p>

	<p>will be added to provide complementary opportunities for regular classes and also provide a center for on line and credit recovery classes. During the extended learning time, these stations will allow individualized instruction using a variety of computer based learning programs. Smaller adjunct rooms will allow for small group or individualized instruction. The Interactive Learning Center will also include a document camera and smart board technology. The extended learning coordinator and the staff will be provided with the necessary training in the use of the instructional technology.</p>
<p>Improve student transition from middle to high school.</p>	<p>Transition form the elementary school to the Jr/Sr High School will begin with three visits to the Jr./Sr. High School.</p> <ul style="list-style-type: none"> ▪ The first visit will be facilitated by the Jr./Sr. High School Principal and the counselor and include a tour of the facility. ▪ During the second visit, each student will be given a schedule and will be paired with a Jr./Sr. High school student for half of the day. This will provide the students with a first hand look at how a Jr./Sr. High day will be for them. ▪ The last visit will consist of the student receiving a mock schedule and using that schedule as if it were their own. A cook out will be conducted to welcome the students to the Jr./Sr. High for the up-coming year. Due to the fact that we are a 7-12 building this is an important transition for our students. <p>Freshman academy – It has been noted in research that more students fail ninth grade than any other grade in high school, and a disproportionate number of students who are held back in ninth grade subsequently drop out. (Herilhy, 2007). To prevent failure in ninth grade, Marion High School will implement a freshman academy. The academy will begin with parent and student meetings the spring before the freshman year. The purpose of these meetings will be to outline the Michigan Merit Curriculum, to identify supports that will be available to ensure successful completion of the Michigan Merit Curriculum and to become familiar with high school policies and procedures. The school year for freshman will begin two weeks prior to the school calendar year with the purpose of building relationships and creating a successful transition into their classes. The most powerful predictors of whether a student will complete high school include course performance and</p>

	<p>attendance during the first year of high school. (Allensworth & Easton, 2005; 2007) Therefore, student monitoring systems (attendance and academic performance) will be in place to ensure the successful transition into high school and to keep students on track for timely graduation.</p>
<p>Increase graduation rates through credit recovery and other strategies.</p>	<p>Graduation rates will be increased by offering students multiple opportunities to successfully complete the Michigan Merit Curriculum. Research has shown that students who miss or fail academic courses are at a greater risk of dropping out of school than their peers. To re-engage these students researchers recommend that schools provide extra academic support (Dynarski et al., 2008). Marion High School will offer opportunities for credit recovery through remedial classes during the regular school day or as extended learning opportunities (e.g., before or after school, evenings, Saturdays, or summer school programs). Data reported by schools suggests that credit recovery programs may have positive effect on earning credits toward graduation, attendance rates, and passing rates on state standardized tests (e.g., Trautman & Lawrence, 2004). Students in these programs will work closely with the teacher to complete the course work as required by the Michigan Merit Curriculum and will work to remove the barriers that prevented them from being successful. Teachers will be attentive to and be provided the support to make instructional adaptations, to address multiple learning styles, to provide actionable feedback to students, to adjust pacing and to provide extra practice opportunities.</p> <p>Additional staff will be provided for the at-risk student population at Marion High School. The positive impact of reduced class size has been well-documented. The STAR Tennessee study is the most well-known and its conclusions have been reinforced by other subsequent research by Bruce J. Biddle and David C. Berliner (2002) and others. Recent research indicates that class sizes of 15 students on average have a positive impact on student learning (Konstantopoulos and Chun 2009). “Students from all walks of life reap long-lasting advantages [from smaller classes], but students from educationally disadvantaged groups benefit particularly.” (Biddle and Berliner, 2002)</p> <p>The Marion School Improvement Grant application includes funding for additional two teachers. One additional teacher will be hired for ELA and one for Math ELA. The focus of their efforts will be the at-risk populations in grades 7-12. Class sizes for these classes will be 17 or less.</p>

<p>Establish early-warning systems to identify students at risk of failure or dropping out.</p>	<p>Early success is crucial to overall student success. Beginning in preschool students enrolled in Marion Public Schools will be monitored to be sure they are on track for academic success – a timely graduation. A K-12 assessment plan will be developed and implemented to provide valuable data to teachers regarding the academic performance of the students. Any student not meeting the desired standards will begin the intervention process identified in each school in the district. The student data will be housed in Data Director and Power School. These systems will allow for the monitoring of student achievement throughout their schooling. PLC’s focused on student learning will also support the at risk student.</p>

Increasing learning time and creating community—orientated schools	
Required Activities	
<p>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</p>	<p>It is the goal of Marion High School to offer innovative means of extending the learning time for the students. More time in the day and or in the school year will not generate positive results unless the practices within the programs change. We must be more effective during regular school hours and offer additional opportunities where the students and their families feel that they would benefit. The following measures will be taken to increase learning time with the purpose of increasing student achievement:</p> <ul style="list-style-type: none"> ▪ The school day will be expanded to add 45 hours to the school year. ▪ The Marion High School Transformation Plan proposes to create an after school Instruction and Tutoring program that will be open to all students. These sessions will be 2 hours a day, four times per week for a minimum addition of 272 hours to the school year. The program will provide assistance to students regardless of ability. Transportation will be provided to increase attendance. Marion will also apply for the

after school feeding program. This model may be duplicated as a before school program to accommodate students who are unable to attend after school.

- The Marion High School Transformation Plan will re-engage students who are struggling academically by providing extra study time and opportunities for credit recovery. These programs will be delivered in remedial classes during the regular school day or as of the extended learning time outlined above, evenings, Saturday school, and summer school programs. In these programs, students will work closely with a teacher either individually or in small groups to complete coursework or credit as required by the Michigan Merit Curriculum. These credit recovery programs will also address the challenges that prevented students from previous success. This may include flexible pacing, adapting instructional methods to match learning styles, extra practice and frequent assessments to inform instruction and to provide feedback to students. A goal of the implementation of the Transformation Plan will be to reduce the number of students seeking credit recovery.
- The dual enrollment program will be expanded to address the challenge of improving student access to and success in college. Marion High School students will simultaneously earn high school and postsecondary credit for the same course while being exposed to the rigor of college-level work.
- Marion High School will implement a computer based program for tutoring in Reading and Mathematics in grades 7-12. Programs are in the process of being researched and will be implemented during the 2011-2012 school year.
- Seat time waiver opportunities will be granted to students who are in need of a flexible academic schedule or for those who did not finish high school.
- The master schedule has been adjusted from a 7 period day to a 6 period day therefore creating more instructional time in core content classes. This additional time in conjunction with the systematic professional development outlined in the plan will an increase in teacher effectiveness during the learning periods.

	<ul style="list-style-type: none"> ▪ Differentiated Instruction within the core content areas will allow students to be scheduled into classes that will best support their instructional needs.
<p style="text-align: center;">Provide ongoing mechanisms for family and community engagement.</p>	<p>Both family and community play an integral role in the success of the students at Marion High School. The Transformation Plan will include multiple opportunities for parents and the community to engage with the purpose of supporting academic success for all. Parents and the community will be invited to engage in the following ways:</p> <ul style="list-style-type: none"> ▪ Family learning nights is a model that is successfully implemented at Marion Elementary School. This model will be duplicated at Marion High School. Through family learning nights parents and community members engage in learning activities that help them to better understand the “high school of today”, become familiar with the content the students are learning, learn effective instructional strategies to support the learning outside of the school and to become familiar with the technology that supports the learning. ▪ Training in Power School will be provided to parents. This tool allows parents to track their student’s academic and behavioral progress in school. Parents will also be trained in using the school website where curriculum documents, a calendar of current events, staff contacts and additional information can be resourced. For parents with no internet access, alternative options will be explored for connecting them to Power School and the school website. ▪ The implementation of a community mentoring program will draw on the expertise that lives in our community. Community members will be utilized during extended learning opportunities and within the school day to mentor students at risk of academic failure. ▪ A peer mentoring program will be established. We are in the process of examining models that will best meet our needs.
Permissible Activities	
Partnering with parents and	D.A.R.E – Marion Schools will continue their partnership with the Osceola County Sheriff’s Department to

<p>community organizations to create safe school environments that meet students' needs.</p>	<p>provide this evidence based program to our students.</p> <p>Marion will endeavor to prevent bullying by educating both staff and students regarding this issue.</p> <p><i>Stay on Track</i>- Marion will continue its partnership with the National Guard and its <i>Stay on Track</i> curriculum, a proven evidenced-based drug-prevention program for middle school student that provides them with the ability to make positive choices regarding life's decisions.</p>
<p>Extend or restructure school day to add time for advisory periods to build relationships between students and staff.</p>	<p>7th grade boot camp is a program that has been developed to promote a successful transition for 6th grade students from the elementary school to the Jr./Sr. High School. This program is designed for both academic and social success by creating consistency throughout the 7th grade teaching team, identifying expectations, providing necessary support systems to the students, and engaging the parents in the transition.</p> <p>Marion High School is seeking to implement a mentoring program that will include staff, community members and peer group members.</p>
<p>Improvement of school climate and discipline, for example, positive behavioral supports, anti-bullying.</p>	<p>Responsible thinking Process (Responsible thinking classroom) is the discipline process that re-engages a students brain and brings them back on task little to no disruption to the learning environment.</p> <p>Zeros Aren't Permitted (ZAP) is a program that does not allow at risk students to fall through the cracks of the educational system. Students who do not complete an assignment or turn in an incomplete assignment will be sent to the supervised ZAP room before school, during their school lunch period, or after school to finish their work.</p> <p>Marion will endeavor to prevent bullying by educating both staff and students regarding this issue.</p>
<p>Offer full-day kindergarten or pre-kindergarten.</p>	<p>All day, every day preschool and kindergarten are a part of the programming at Marion Public Schools. These programs have proven valuable in increasing the academic achievement of our students. As these students move through the system we anticipate that the early interventions that have been implemented will be reflected in our assessment data. Every attempt will be made to maintain these programs.</p>

Providing operational flexibility and sustained support

Required Activities

<p>Give the school sufficient operational flexibility (staffing, calendars/time, budgeting) to implement comprehensive approach</p>	<p>The Marion High School Transformation Plan includes the implementation of flexible schedule options that will provide a comprehensive approach to substantially, improve student achievement outcomes and high school graduation rates. Two examples of this would be to reduce class size and to provide more individualized instruction with the addition of two content area teachers. We will accomplish this goal by implementing flexible schedule options that will provide increased and additional learning opportunities through both extended day and after school options. The Marion School Board, the Administration and the Marion Education Association will work collaboratively to provide operational flexibility to meet the demands of the Transformation Plan. The changes will be made effective September 2011.</p> <p>The Wexford Missaukee Intermediate School District has worked as a strong associate with Marion High School to establish school-based operational flexibility in such areas as curriculum, instruction, assessment and professional development.</p> <p>Marion Public Schools will continue to use available resources for maintaining flexibility in implementing this comprehensive approach.</p>
<p>Ensure the school receives ongoing intensive Technical Assistance from LEA, SEA, or turnaround organization</p>	<p>Marion Public Schools will collaborate with the Wexford Missaukee Intermediate School District and other resources to provide extensive, ongoing technical assistance to ensure that both buildings achieve success. More specifically, additional professional development will focus on Data Director and Power School.</p>

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

- i. Marion High School will use data to develop and refine the improvement plan and goals based on sub groups in need. The staff will use disaggregated student achievement data from ACT, MME, ACT Plan, ACT Explore, Work Keys, MEAP, common assessments, and grades; as well as, student, parent and community perception data to review and revise the Transformation Plan. The data review will take place after the administration of each of the data points listed above. This will allow for timely interventions to be implemented.
- ii. Marion High School will collect, analyze and share data with internal and external stakeholders through:
 1. Power School – grades, attendance, discipline information, emergency contacts, demographics, scheduling, and athletic involvement.
 2. Data Director – MME data, MEAP data, common assessment data, and teacher created assessment data will be available through this venue.

Power School and Data Director are linked therefore allowing student demographic information to be combined with academic achievement data. This tracking will begin at preschool and follow the student through high school.

Marion High School will ensure that all administrators and teachers are able to access and monitor each student’s progress and analyze the results through continuous training on using both Power School and Data Director. This training will include but not be limited to; accessing reports, accessing student information, entering data into the systems, and creating assessments in the system. They will also be provided with Professional Development on analyzing student data so they can plan for curriculum changes, evaluate programs and modify student interventions. These data dialogues will occur at weekly professional development meetings, monthly school improvement meetings and content area meetings.

- iii. Marion High School will adjust instruction based on progress monitoring and data results. This will be done by creating an assessment plan to ensure the effectiveness of the curriculum. Formative, interim and summative assessments will all be a part of this plan. Data from these assessments will be used to evaluate learning and determine what adjustments can be made to instruction to enhance and improve student understanding and proficiency. Teachers, both general education and special education, will meet with the counselor and/or principal to identify students who are academically at risk. Once identified,

interventions will be implemented to ensure academic success. Team meetings will continue to determine the effectiveness of the interventions. The following national assessments will be used to measure progress; ACT, MME, MEAP, ACT plan, ACT Explore, and Work Keys. Common end of unit/course assessments, interim and formative assessments are the local assessments that will be used to monitor student academic achievement.

- iv. The Marion High School Improvement Team along with the principal and superintendent will be the driving forces behind the development of the professional development plan. The District's actions for developing their professional development plans will follow the Michigan School Improvement planning progression. The staff will begin by reviewing/updating the Comprehensive Needs Assessment. From there, goals, objectives and strategies will be determined. This process will begin upon notification from the State of Michigan of their acceptance of the Marion High School Transformation Plan and will be ready for implementation beginning in the 2011-2012 school year. The professional development necessary to achieve completion of the goals will be included in the strategies. The National Staff Development Council (NSDC) Standards for Staff Development will be the resource used for selecting and planning professional development. The standards within the NSDC are identified below.
 1. Context Standards – Staff development that improves the learning of all students.
 - a. Learning Communities - Organizes adults into learning communities whose goals are aligned with those of the school and district.
 - b. Leadership - Requires skillful school and district leaders who guide continuous instructional improvement.
 - c. Resources - Requires resources to support adult learning and collaboration.
 2. Process Standards – Staff development that improves the learning of all students.
 - a. Data Driven - Uses disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement.
 - b. Evaluation – Uses multiple sources of information to guide improvement and demonstrate its impact.
 - c. Research-Based – Prepares educators to apply research to decision making.
 - d. Design – Uses learning strategies appropriate to the intended goal.
 - e. Learning – Applies knowledge about human learning and change.

- f. Collaboration – Provides educators with the knowledge and skills to collaborate.
- 3. Content Standards – Staff development that improves the learning of all students.
 - a. Equity - Prepares educators to understand and appreciate all students, create safe, orderly and supportive learning environments, and hold high expectations for their academic achievement.
 - b. Teaching – Deepens educators’ content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments appropriately.

- 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.

The following individuals will be responsible for overseeing the School Improvement Grant at Marion High School.

Staff Member	Job Title	Percentage of time dedicated to oversight of the school.
Greg Mikulich	Superintendent/Elementary Principal	50%
Katrina Bontekoe	Finance director	15%
Beth Robb	High School Principal (no Athletic Director responsibilities upon approval of the SIG)	100% 66% (without SIG approval)
School Improvement Steering Committee	Teachers, administrators, community member, student, board member	100%
Building School Improvement Team	Teachers, administrator, community member, student, board member	100%
New hire upon approval of the SIG	School Reform Officer	100%
New hire upon approval of the SIG	Extended Learning Coordinator	100%
New hire upon approval of the SIG	Reading and Math Coaches	100%
Diana Salisbury	Administrative Assistant	15%

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

Successful implementation of Marion High School's Transformation Plan will require technical assistance from Marion Central Office staff, Marion Pupil Accounting staff, WMISD staff, outside providers and the Michigan Department of Education. Marion High School's staff members will need to be actively involved in this process and will need assistance from multiple sources to effectively change the focus at Marion High School. Support will be needed in setting up and delivering effective job embedded professional development and measuring how the professional development has impacted student achievement. Marion High School staff will need to work with outside consultants to improve their instruction and seek guidance from curriculum experts to make sure the curriculum is properly aligned and delivered in a timely and effective manner. Marion High School staff will also need support in learning how to use the data, modify instruction to positively impact student achievement. An experienced school reform officer will help the building stay on track and meet the objectives of the Transformation Plan.

Section IV: Fiscal Information

Individual grant awards will range from not less than \$50,000 to not more than \$2,000,000 per school, with grants averaging around \$500,000.

The MDE has asked for a waiver of section 421(b) of GEPA to extend the period of availability of the SIG funds, that waiver automatically applies to every LEA in the State seeking SIG funds. Accordingly, if an SEA is granted this waiver, an LEA must create a budget for the full period of availability of the funds, including the period granted by the waiver.

An SEA that requests a waiver of section 421(b) of GEPA to extend the period of availability of SIG funds may seek to make the funds available for up to two years beyond the regular period of availability. For example, without a waiver, FY 2009 SIG funds will be available until September 30, 2011. Through a waiver, those funds could be made available for up to two additional years – until September 30, 13.

USES OF FUNDS

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

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

Intensive monitoring of grant implementation and evaluation will be required.

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

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

For a listing of allowable uses of funds, go to the guidance document listed on the USED website. <http://www2.ed.gov/programs/sif/applicant.html>

LEA Application Part III

• 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			
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)			
• Timeline		X	
• Points of contact			
Auditing of school financial practices Process	X		
• Consequences		X	

*Modified from Making Good Choices – A Guide for Schools and Districts, NCREL, c2002, 1998

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Marion Schools Education Association

Letter of Agreement

It is agreed between the District and the Association that the following articles in the Master Contract (August 21, 2009 – August 21, 2011) will be opened, reviewed, and amended as necessary to meet the requirements of the Transformation Intervention Plan and School Improvement Grant:

- Article 6 – Vacancies and Transfers
- Article 10 – Evaluation
- Article 13 – Teaching Day
- Article 14 – Class Size

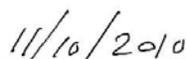
The District and the Association will meet and complete the above changes in accordance with timelines set forth in the Transformation Intervention Plan and School Improvement Grant.

The Board, Administration and the Association shall work collaboratively to complete these changes. The amendments shall be put in place no later than September, 2011.

This agreement will expire with the current school year and will not constitute a precedent or past practice, nor a waiver of rights whatsoever by either party.



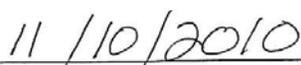
Anne Kohl, President MSEA



Date



Greg Mikulich, Superintendent MPS



Date