Attachment III

SIG GRANT--LEA Application

APPLICATION COVER SHEET

SCHOOL IMPROVEMENT GRANTS (SIG)

<table>
<tr>
<td>Legal Name of Applicant:
Clintondale High School</td>
<td>Applicant's Mailing Address:
35200 Little Mack
Clinton Township, Mi 48035</td>
</tr>
<tr>
<td colspan="2">LEA Contact for the School Improvement Grant

Name: George Sassin

Position and Office: Superintendent of Clintondale Community Schools

Contact's Mailing Address: 35100 Little Mack
                               Clinton Township, Mi 48035

Telephone: (586) 791-6300

Fax:

Email address: sassing@clintondaleschools.net</td>
</tr>
<tr>
<td>LEA School Superintendent/Director (Printed Name):
  George Sassin</td>
<td>Telephone: (586)791-6300</td>
</tr>
<tr>
<td>Signature of the LEA School Superintendent/Director:

X _____</td>
<td>Date:

2/23/11</td>
</tr>
<tr>
<td>LEA School LEA Board President (Printed Name):
  Jason M. Davidson</td>
<td>Telephone:
586-791-6300</td>
</tr>
<tr>
<td>Signature of the LEA Board President:

X _____</td>
<td>Date:

2/25/2011</td>
</tr>
</table>

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

GRANT SUMMARY

Di District Name:	**Clintondale Community**	**District Code:**
ISD/RESA Name:	**Schools**	**ISD Code:**

MISD

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

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

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

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

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

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

LEA APPLICATION REQUIREMENTS

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

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

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

CLINTONDALE HIGH SCHOOL

Clintondale High School

Clintondale High School is a small community that prides itself on its ability to transform and adapt to an ever-changing educational climate. Through its willingness to change, Clintondale High School is openly embracing the transformation process. With help from the local community and all school stakeholders, we can quickly become the model for education within the state. This proposal is a template of how a traditional school district could transform itself into a 21st century model for education. Clintondale High School strives to:

- Provide a guaranteed higher education program for all high school graduates thus guaranteeing a post-secondary education option for <u>all</u> students
- Form a working relationship with a Michigan based company that enables us to transform our traditional educational environment to a 21st century approach to education.
- Provide solutions to school wide problems that directly effect student learning i.e. student and teacher absenteeism, lack of teacher expertise, continuity of instruction, integration of technology, increasing learning opportunities without widely increasing costs
- Properly align school resources with our student resources in order to promote learning and understanding thus transforming our school delivery model
- Provide a guaranteed curriculum that enables all staff and students the opportunity to share and collaborate thus learning together
- Create a timely data decision evaluation making process in order to make informed and strategic decisions
- Provide a tiered student support structure that enables students to be evaluated and placed in support programs that are at a student's appropriate grade level and provide for quick student gains
- Provide community and parent support programs that enable our school to create further partnerships with parents and families in order to have a well supported, well rounded educational environment
- Provide a student health program that provides student medical assistance despite a student's insurance or affordability issues.
- Provide a thorough teacher and staff development program that promotes student learning and professional growth

Clintondale High School strives to enhance the high school experience for its students. CHS is determined to generate and promote the most well rounded and career/college ready student.
In the attempt to provide a guaranteed college program for students, we have formed a unique relationship with Baker College in Clinton Township, Michigan. Through Baker College's 'Everyone Deserves a Chance' admissions program, each Clintondale High School graduate will receive a $6000.00 scholarship. CHS has made much advancement in technology as well. Lansing based Techsmith Corporation has committed to assist in the endeavors of CHS to transform our informational delivery system to one of an automated delivery intensive collaborative system.

We feel that one of the most important transitions that we can make is transforming our school's teaching model from a traditional delivery system to an automated digital delivery intensive collaborative system. With classroom content being digitized and automatically delivered to teachers and students, classroom time can be used to promote in-depth higher order thinking. A teacher would no longer be burdened with delivering information. They would have the responsibility of creating student-learning projects that promote a student's understanding of a topic. Thus, the best teachers, using the best practices, would create a school's classroom information. This information would be delivered using a web based automated delivery system to each student and staff member on a daily or weekly basis. This approach allows students to use their expert classroom teacher for what they have been trained to do and allows a school to streamline their information services (see Appendix A for Transforming model).

Clintondale High School, along with parents, community members, and external stakeholders are committed to student achievement, student preparedness, and community involvement. With the assistance of the SIG grant monies, CHS can facilitate the changes needed to make success a reality for the students in our charge.

Table of Contents

Job Embedded Professional Development
Instructional Practices
Using Research to Guide Instruction

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

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

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

Clintondale High School reviewed multiple data sources to determine the needs of CHS in order to select the most appropriate intervention model. Subsequently, we, as a collaborative group, reviewed our passing/failing rates, attendance, discipline, enrollment, and achievement on state and local assessments, which allowed us to come to the conclusion that Clintondale High School students were being under served, and that a transformational change was necessary in order to provide quality educational services to our students, parents, and community.

Under consideration were the four models that were provided by the MDE. We had selected the Transformational Model after considering the following:

4th Option: Closure. Not an option since it is the only high school within the Clintondale school district.

3rd Option: Restart. Restart was not selected because not all students are experiencing low graduation rates as the high school has historically graduated over 80% of its students. The high school had improved by 9% in reading from 2009 to 2010 and 10% in science during that period. In addition, a 3% improvement had also been made in social studies during that time period. This is reflective of our staff's competencies and also our students' efforts. Our students and our community voted for our school for three straight years "Macomb Daily's Favorite High School".

2nd Option: Turnaround. Based on the historic high graduation rates and the improvement of our students' MME scores from 2009 to 2010 and our upward trend in four of our five state assessment areas during the past four years we felt that our staff is capable of serving our students very well and that major adjustments to our staff were not necessary.

1st Selected Option: *Transformation*

The mission of Clintondale High School, in cooperation with the community, is:

Preparing today's learners to be tomorrow's leaders

This mission statement is the cornerstone for the Transformation Model being implemented. Clintondale Community Schools and its board of education are committed to assist the Tier II Clintondale High School and fully implement the proposed Michigan Transformation Model.

Transformation was our choice for reform at Clintondale High School. A transformation model was selected for the following characteristics:

- Evidence of pockets of strong instructional staff capacity

- Evidence of response of prior reform efforts

The following data supports the characteristics:

- Significant improvement in reading (9%) and science (10%) over the past year

- Social studies scores have remained constant despite fluctuations in other core scores

Numerous reform efforts have been implemented prior to the school being placed on the 5% chronically lowest performing schools list. The following are examples of the most recent reform efforts that have been embedded into the daily high school practices:

- **The development and implementation of a new 9th grade Center**

- **Instituted a web based and before and after school tutoring programs**

- **Formed teacher led learning groups through the integration of student friendly technologies and the digitations of curriculum in order to reduce the failure rate of poor students**

- **Development and implementation of instructional videos and screen captures in order to expand our students' learning day, without additional costs**

- **Implemented high quality professional development training for school staff through the Macomb ISD**

- **Changed high school policies in order to meet the current students' needs**

- **Installed a comprehensive student data analysis tracking system with common assessments in order to make data driven instructional decisions via Data Director.**

- **Partnered with St. John Health Systems in order to provide a School Based Health Clinic within CHS**

Additionally, Clintondale High School has completed a comprehensive needs assessment (CNA) as mandated by the Michigan Department of Education. The CNA provides longitudinal analysis of multiple data over a three-year period. It should be noted that improvement in reading, science and social studies were seen this past year, which is a credit to our teaching staff, and it is in alignment with the transformation model while demonstrating that school stakeholders are working toward positive change.

Clintondale High School was accredited through Advance-ed. Our Quality Assurance Review (QAR) took place in 2008. Our community played an instrumental role in assisting the QAR team in thoroughly assessing and accepting the progress and growth within the high school. Students, along with parent groups and community members, formed a partnership where all stakeholders had a voice in the representation of our school. Through this QAR, our vision becomes a reality. By suggestion from the QAR team, we adapted new advancements in assessing and analyzing data. Through this process, we showed growth in many areas. Through this accreditation, all standards and policies have been met. A yearly self-assessment (SA) is used as one tool to assist in identifying areas of strength and opportunities for improvement. Our School Improvement Team continues to work to engage all members of the staff and community in daily decisions regarding the high school.

On August 16th, 2010, the superintendent, Mr. George Sassin received notification from the Michigan Department

of Education. Administrators, along with the NCA chair, attended a meeting sponsored by the Michigan Department of Education. Clintondale High School staff members were notified that the school was identified for improvement and were informed on this matter at the first staff meeting on Tuesday, September 7th, 2010. The School Improvement team immediately convened to evaluate this information and generate input for the future of Clintondale High School.

All stakeholders were then informed about the Michigan Department of Education's Identification of Clintondale High School as a lower achieving school.

The School Improvement team immediately convened to evaluate this information and generate input for the future of Clintondale High School:

- **School Improvement team analyzed and evaluated the process**

- **Formulated committees: School Improvement, research, content areas**

- **Contacted stakeholders via Newsletter and internet**

- **Sent home letters of notification**

- **Actively sought out feedback and input**

- **Held meeting with School Board Members**

- **Determined appropriate pathway: Transformation model**

- **Actively engaged students in transformation process**

- **Retained the MISD as a resource and service provider**

Based on this feedback, many students, parents, and community members have played an active role and taken the initiative in the Transformation process of Clintondale High School. Students were allowed to submit feedback in classrooms and via the internet expressing their needs, concerns, and insight. Parents responded to the letters and emails and offered assistance in the formation of the changes to be addressed within the high school.

It is the expectation that the Transformation Model will in all areas increase student achievement. Our Transformational Model team will align district objectives unifying the school, parents, and community stakeholders. We are committed to supporting school improvement strategies and aligning professional development in each area of our Tier II school.

Clintondale High School will ensure that the leadership will be sustained and operational flexibility will be implemented. Full support will be given by all levels of the School Improvement Team combined with the transformation team to incorporate:

a) **Universal screening (NWEA)**

b) **Evaluations and progress monitoring**

c) **District level/student level action plan**

d) **Data analysis team to measure the increase of student achievement**

Student achievement is our primary goal in each area. Therefore, building teachers and administrators will be evaluated annually. As stated above, student achievement and program effectiveness will drive professional development.

Those involved with the teacher leadership initiative will work with the Macomb Intermediate School District to

provide immediate assistance to jump-start the process in September 2011. The real methodology for systemic change begins and ends with ongoing authentic dialogues about important questions. Training through the MISD will be provided for staff. Department heads have been re-instated in the high school. Staff has and will continue to develop and administer bi-weekly ACT like assessments in order to measure instructional effectiveness, student processing and skill level. Data results are reported using Data Director and electronic Scan-Tron. A required reporting rubric will be filled out by each teaching staff member and given to the department heads and to the building principal. Department head meetings are held with the school administration in order to review the assessment results. Content-area discussion during staff meeting time will be held the following week in order to propose any recommendations to administration or change instructional techniques and direction.

Assessments
The ACT/ MME, MEAP, ELPA, PLAN, EXPLORER, Scholastic Reading/Math Inventory, basic training in analysis, are used to review student performance and the effectiveness of the school. These summative assessments serve to let the CHS team establish a baseline as well as make real time program and instructional decisions. It is imperative that the training is focused on data inquiry, the development of common assessments, and the use of progress monitoring tools. In addition to the training being offered by the MISD, our staff continues training within their individual content areas to ensure a quality educational experience for all of our students. Scholastic Reading and Math STAR Assessments were given to all incoming 9th graders (136) in the fall of 2010. These assessments were given in order to test basic skill level and to properly place students in the correct reading and math classes. Adjustments were then made to a student's schedule. A student was placed in a 9th grade READ 180 class if they read below grade level, and a 9th grade Algebra class with a math support lab if they were a grade level behind.
In addition, to focus on academic interventions and data analysis, Clintondale High School will continue to implement a positive behavior support program. Students' attendance and behavior will be monitored quarterly as it relates to improved academic achievement.

Implementation of Data Director and staff training was given to all teaching staff members in the fall/winter of 2010. Instructional staff used Data Director to host common assessments, analyze data and have school improvement data led discussions. These discussions were and are being held during school staff meetings, in-services and school improvement, and department chair staff meetings in order to vary and improve instructional techniques.

Along with Data Director, the NWEA universal screening tool will be adopted as a data measurement tool. Student-centric education starts with detailed, accurate information about where each child is on his or her learning journey. NWEA offers a robust set of services that deliver this insight to the teacher, as often as four times a year. Our students will be screened in math and science to develop a clearer picture of our students' standing and allow the staff the ability to develop an intervention pathway.

Assessments are state-aligned through a computer-based testing system, MAP, which is built on 30 years of research and refinement, and adapts to the child in real-time as the test progresses for a pinpoint picture of learning achievement and readiness. Professional development is offered through on-site and online courses to help the teacher make the most of the data and embrace best practices for student-centered learning. Classroom resources are provided with several tools to translate data into lessons targeted to the exact things a student is ready to learn. Data is reported, in timely, actionable reports to help guide decision-making at every level. Thus, enhancing student achievement.

Technology
According to Robert Marzano in his book *Classroom Instruction that Works* students being able to identify similarities and differences, summarize, test hypotheses and staff reinforcing effort and providing recognition and feedback can significantly increase student achievement. Therefore, our Social Studies teaching staff developed a "Google Group" which allowed our staff to create a web based learning group in order to create a more flexible and collaborative learning situation. This approach also enabled a teacher to individually better monitor their student's learning. The instructional staff developed questions within the Google Group that allowed students to identify

similarities and differences within a topic and summarize and test hypothesis in order to create learning groups as a way to better monitor student learning. Thus, in an at-risk civics class, the control group of 23 students reduced their failure rate by 17%. In addition, this group moderately out performed a similar civics class that was categorized not at-risk. The Social Studies Department is currently developing a school wide Google Groups initiative to meet the needs of their students. When polled, students and teachers revealed that this free web-based tool allows for staff to track and comment on their students' work from their cell phones and/or computers while away from school. In addition, students are able to access their academic library of work twenty-four hours a day and seven days a week. Furthermore, it enabled students to work current technologies, as well as form a learning group that enables students to learn with their peers.

PowerSchool has been implemented in August 2010. PowerSchool allows for our certified teachers to track student work and for parents to receive daily updates of their student's attendance, grades, and missing assignments. All staff has been trained in PowerSchool in August of 2010, and student information was made available for parents on-line in January of 2011. The school district will create and provide video screen captures using the software Camtasia, and host the videos on the district website as a reference.

The following comprises a list of actions to be taken as well as already implemented.

- **Listing of Data Evaluation, Monitoring and Tracking Tools**

- **North West Evaluation Association (NWEA) universal screening tool for new students**

- **Scholastic Star Reading and Math Web based Assessments (Implemented Fall, 2010)**

- **Data Director (Implemented Fall / Winter of 2009/10)**

- **Video cameras in order to video record lessons for self-evaluation and web based communication (Fall/ Winter of 2009/10) www.youtube.com/dragoninstruction**

- **Instituted Five Department Heads (August, 2010) for direction and communication model**

- **Recreated Staff Meetings and Department Head Meetings for increased staff collaboration time (May, 2010)**

- **Developed and administered bi-weekly skill and ACT based assessments (September, 2010)**

- **Web Based Learning Groups (Implemented Spring, 2010)**

Community Support

Clintondale Community Schools is committed to providing community supports and resources. Due to the increased number of students who are economically disadvantaged within our high school, the district has instituted a School Based Health Clinic staffed with a school nurse practitioner and a licensed and registered psychologist that is located directly within our high school. This enables our students to receive sufficient physical and mental health care in order to achieve academic success. The clinic is open 8:00 a.m. to 4:00 p.m. all year round.

The Macomb ISD sponsors the WIA program (Workforce Investment Act). Two WIA workers are located within our high school. These workers attend the needs of our 40 most "needy" students, Monday thru Friday, 7:00 to 3:00 p.m. during the school year. Students are assisted with such tasks as finding employment, the college application processes, and with state and federal assistance. Students are selected based on a family's total yearly income.

A guaranteed scholarship program was established in 2007 with Baker College in Clinton Township, Michigan. This 100% college guarantee is unique to just CHS graduates. Baker College gives each CHS graduate $6000 ($1500/

annually) towards their advanced degree programs. This unique opportunity enables students to attend college despite the lack of financial means. Furthermore, through Baker's unique "open" enrollment all students have an equal opportunity to attend school. In addition, Baker College graduates have a 95% job placement rate.

The high school and school district has provided food and clothing to those in the community who need it most. A large storage place has been set aside for clothing and a food supply. Students receive community service hours for helping to collect food and clothing as well as organizing and distributing the items.

Parent and family interventions is a high priority within Clintondale Community School District. It is vital that the school district not only educate their students and teachers but also their parents and community.

School Operations
Providing operating flexibility and intensive support for staff is mandatory. Clintondale High School's staff has been empowered to make decisions that are based on student achievement. For example, the school improvement team has developed a bi-weekly assessment schedule and has recently taken part in setting up department and content collaboration meetings dates and times. In addition, they have formulated content area reporting rubrics so that meeting communication is clearly expected and student achievement is emphasized.

Operating flexibility and operational support provided will enable students to have the opportunity to enroll in 0 hour or 7th hour in order to receive additional academic support. They will also have the opportunity to receive one on one tutoring during these same hours. In addition, students will have the opportunity to enroll in a summer credit recovery program. Furthermore, students can enroll in an enrichment course that are hosted on-line and delivered to their mobile device.

Clintondale High School will now contract with the Macomb Intermediate School District to help coordinate and implement our Transformation Reform Model. This partnership has implemented a disciplined approach as begun September 2010 with Data driven dialogues. The School Leadership Team and School Improvement Team will use this data to drive decisions to form a clear data picture of the school's growth. This was the initial development of our instrumental data team. The focus of our Transformation plan will be to implement technology to drive our data and increase student achievement.

Data Analysis
A data technology coach will promote an instructional change with technology as an intervention program. The instruction and leadership provided would assist staff that will produce outcomes and strategies, decision-making, data-analysis, academic planning, and our overall outcome of student achievement. This position will perform a variety of duties associated with the acquisition, management, and analysis of achievement, attendance, behavior and test scores to develop a comprehensive Response To Intervention (RTI) program. In addition, curriculum coaches will help teachers focus on the delivery of meaningful instruction. These effective strategies will be implemented with support from Clintondale High School's superintendent, director of business, human resources, technology coordinator, administrative staff, new principal, assistant principal, instructional leadership coaches, data technology coach, teachers, parents, and community members.

We have currently established a comprehensive system to analyze our data to measure student achievement. This system has been in place since September 2009. Through Data Director, professional development enrichment of Data Driven Dialogues, and our School Improvement Data Analysis Team, we have reliable data to analyze student growth and achievement. Our parents and community have supported our efforts in adopting the new Transformational Model. Through board meetings and staff meetings, our community and all stakeholders have a continued voice in representing Clintondale High School. We are holding monthly meetings to engage stakeholders and give them the opportunity to disaggregate our data and assist in the school reformation process. Our school website, school newsletter, and PowerSchool, along with perception data; will provide meaningful feedback in understanding the gap and the need for improvement in the area of student achievement. All parties will evaluate

this system annually to analyze the information to ensure reliability and validity.

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

Comprehensive Needs Assessment
According to Clintondale High School's Comprehensive Needs Assessment in conjunction with our school's assessment report summary, all characteristics are rated as implemented or exemplary. All of the characteristics described are rated as exemplary or highly functional. Only seven areas are noted as implemented or operational. These areas are showing growth and are noted in our annual yearly progress. Our School Improvement Team maintains strength in developing our implemented areas to foster growth to eventually meet the exemplary status. The school district has in place several evaluation committees that require the review of any academic programming, personnel and school district expenditures. In addition, we also have a web-based purchasing approval system that provides additional checks and balances.

Clintondale Community Schools strives to provide an excellent education. Each student, regardless of demographics will receive the same education. In 2009, our QAR took place and we received full NCA accreditation. Based on the recommendations from the state, we have improved in all areas. Our staff is dedicated to continual school improvement. We have a team dedicated to maintaining the learning environment that best fits each student's needs.

Clintondale High School is aligned to the state's benchmarks and content expectations, which are used to support school-wide decision-making. Our data is pulled from multiple sources to monitor student achievement. We are constantly updating and reviewing our data based on core assessments and state tests. Our entire staff is trained to analyze, assess, and review the data relating to student achievement. Clintondale High School performs internal reviews of the data to identify trends within our population and determine changes to improve learning.

School Improvement
Since 2009, Clintondale High School has been using Data Director to access student achievement and demographic data. The school district has fully implemented a data analysis system called Data Director. This effort was achieved through the collective and collaborative effort of the Macomb ISD. MISD has trained the staff and our teaching staff members that have been assigned as trainers have trained new staff locally. Therefore, teaching staff evaluate student learning through bi-weekly department led assessments that measure students college readiness skills and the effectiveness of our instruction. Those assessments are scored through Data Director and internal scan-trons so the feedback can be immediate. Collaborative staff meetings with department heads, administration, and teaching staff are held bi-weekly to review the results and make adjustments in the instruction. Teachers perform on-going formative assessments in class in order to measure their student's competence and teacher effectiveness within their daily lessons. Administrative walk-throughs and evaluations are conducted to ensure instructional focus is on student achievement.
Our school improvement team also uses Data4SS and AdvancEd to monitor student achievement. The MISD has provided innumerable Professional Development days for training so that we are able to identify those students with individual needs. Our School Improvement team is committed to utilizing data and evaluating our growth.

The local community approved a capital improvement bond in 2007-08. Annual updates to the building have been made to keep our buildings well maintained.

The high school has adhered to the requirements set forth by North Central Accreditation, Michigan Department of Education, State of Michigan, and the U. S. Department of Education. As a school improvement effort, we

collaboratively formulate a school improvement plan and evaluate it daily, monthly, and annually in order to ensure that student learning progress is occurring.

The high school's curriculum is aligned with the state college readiness standards and with the high school course expectations. High school staff has attended monthly meetings through the Macomb Intermediate School District to receive curricular updates and K-12 school district personnel meet monthly as a curriculum council in order to review curriculum as well district level.

Building and District Level
The high school evaluates student learning through the use of formative assessments. Through the use of web-based services such as polleverywhere.com and Google Groups, staff has seen a significant reduction in classroom failures of over 20% and an increase in student engagement of over 30%. In addition, in order to measure college readiness, our high school evaluates our students by using the Explorer, Plan and MME results. The staff has also used practice ACT tests available to them. The results have been positive as the composite ACT score for the class of 2010 rose 1.5 points in just one year. The results are shared with the staff, school improvement committee, department chairs, local administration, central office, and the Board of Education.
Materials and technology needed for instruction are in place. New teachers have a strong induction process. PD is available both at the building and district levels. Primarily personnel within the district provide it.

Budgets are in place for annual updates for materials and technologies. Department heads, teaching staff, administration before purchases are made, reviews all new and existing materials. All purchases have to exhibit the ability to improve student understanding and learning and are evaluated using a three tier processes starting at the building level and then progressing to central office and to the curriculum council to the Board of Education. The school's technology needs are assessed annually and purchases have been regularly made in order to bring the latest technologies and services into our classrooms.

Reversing the Model: Classroom Time Used for Understanding
With classroom content being digitized and automatically delivered to teachers and students, classroom time can be used to promote in-depth higher order thinking. A teacher would no longer be burdened with delivering information. They would have the responsibility of creating student-learning projects that promote a student's understanding of a topic. Thus, the best teachers, using the best practices, would create a school's classroom information. This information would be delivered using a web-based automated delivery system to each student and staff member on a daily or weekly basis. This approach allows students to use their expert classroom teacher for what they have been trained to do and allows a school to streamline their information services. For example, a teacher could provide content creating a PPT using Camtasia. Students can spend time reviewing the information the previous night. The next day in class, all students would be involved in various projects that promote class content engagement and understanding. Therefore, instead of the majority of classroom time being used to deliver information it would be used to develop a better understanding of the information. Instructional staff have had ongoing staff development on integration of technology into their daily practice and as a result, staff have developed and initiated a Youtube channel at http:www/youtube.com/dragoninstruction that has over 25,000 views by our students and others. We are happy to announce that just recently, we have been contacted by an outside agency to receive permission to use our instructional Youtube videos. The following Youtube clips gives you an example of our proposed classroom /school transformation concept:

http://www.youtube.com/watch?v=BXSBcM0RhB0&feature=related

http://www.youtube.com/watch?v=uHK_a9SuTIk&feature=related

To begin, twenty percent (20%) of our teaching staff has begun transforming our classroom routines and content delivery and our students and staff have seen some impressive results.

- **Engagement / homework rates have jumped from 30% participation to 97%.**

- **A 26% reduction in our failure rate between all ninth grade World History students.**

Also, an increase in student understanding and collaboration has reduced our student discipline and behavioral issues.

As a result of our school efforts, we are ecstatic to announce that the Lansing based Techsmith Corporation has recently volunteered time, expertise, and resources to our school to ensure we can make this monumental shift. Mr. Troy Stein, Techsmith's Customer Solutions Engineer, has committed one day a week to work with staff and administration to help our school transform from a traditional school to a digital school. It is our intention that we would become the state and national model for information delivery, technology integration, and increased student academic achievement. The following are some examples:

- **Google Groups**

- **Screen capturing**

- **Automated instruction**

- **Blogging**

- **youtube videos**

The District's curriculum is aligned with the Michigan Grade Level and High School Content Expectations. Multiple measures are used to support school-wide decision-making. Clintondale uses multiple sources as evidence to monitor student achievement. Each year the district provides the following to measure student achievement:

Local District Level
School analysis of MME and MEAP during annual Board of Education workshops and district/community wide monthly curriculum meetings to examine student achievement trends, purchases, and curriculum alignment.
Bi-weekly district level principal meetings are held to review district policies, student learning concerns, current learning trends, curriculum related purchases, student behaviors and district initiatives.

Building Level
Individual school analysis of MME/MEAP is done through bi-weekly Department Chair meetings, bi-weekly staff meetings, school improvement days, and teacher pullout collaboration days.
MME student results are mailed home to parents and placed into their educational history report.

Teacher assessment of MME/MEAP progress is done through the use of bi-weekly core assessments and bi-weekly department meetings, and through teacher instructional techniques used in class:

- **Assessment of new students through Star Math and Reading in order to provide grade level information and proper educational setting or placement**

- **Assessment of all 9th graders using the Explorer Test**

- **Assessment of all 10th graders using the Plan Test**

- **Data Director was introduced and all of the high school staff was trained to use the data-mining program. Additional training will be available through the MISD through the Regional Data Initiative.**

A systematic plan is in place to recruit, train, mentor, and retain both present and new staff. An evaluation plan is in place for all staff. Provisions are made for assistance where improvements are needed. Planning time is available for grade or content level teachers to collaborate during the school day (see Appendix B for letters of union contract and agreement).

The high school actively pursues highly qualified staff. Interviews are conducted using a committee format that represents the community, teachers, students and administrative staff. Questions are formulated and share with the interviewing committee prior to any interviews taking place. Questions regarding a person's background in student achievement, classroom management, research-based strategies are addressed. Potential staff is requested to perform a sample lesson to the interview committee to ensure competency. The interviewee is interviewed by building personnel, human resources and then the Superintendent and Board President before a recommendation is given to the Board of Education. New staff is assigned a mentor teacher in their area of expertise. In-services are provided throughout the year and collaboration time is given at our bi-weekly staff meetings.

Teachers are evaluated using the current agreed upon contractual agreement. Walk-throughs have been performed monthly for all 40 teaching staff members. Observation notes have been shared with staff. Discussions focus on improving student achieving and instruction have been held with follow up observations and discussions held. Written evaluations have been conducted and adjustments to the instructional practices have been noted. Numerous staff members have noted improvement in our daily student achievement as a result. The Charlotte Danielson Model for Evaluation is the agreed upon evaluation model for the 2011-12 school year.

Planning time is available for all staff within their regular teaching schedule. Teachers actively collaborate using the following methods:

- Full day pullouts, department head meetings, half-day in-services, bi-weekly staff meetings, curriculum council meetings, web-based communications and school improvement. Please note in the 2011-12 school year, a 1/2 day early release calendar has been agreed upon. Staff will meet twice month in order to increase collaboration time and communication.

- Technology-based instruction training is made available at staff meetings and school in-services.

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

The following interventions have been enacted or plan to be implemented:

- **Professional Development***

- **North West Evaluation Association universal screening tool for new students**

- **Star Reading and Math***

- **Scholastic Reading Inventory to assess reading level and place students in correct English Language Arts program-Read 180**

- **Lenses on Learning***

- **Corrective Reading, tier III reading Intervention**

- **Guided academics course: Mathematics support lab**

- **Accelerated Math for Intervention, tier III math intervention**

- **The combination of Carnegie Learning Curricula and Cognitive Tutor**

- **Family Resource Center (Mental Health Counselor)***

- **Data and Intervention Specialist**

- **Data Director***

- **Instructional literacy and math coaches**

- **Extended school day for zero hour and seventh hour**

- **Summer literacy and math program/summer school practices***

- **Principal/leadership coach**

- **Mental health model to support academic learning***

- **Positive Behavior Support* I Can LEAD**

- **Explorer and Plan Test***

- **Before and after school tutoring***

- **On-line Credit Recovery***

- **Summer school practices***

- **Reader's Apprenticeship (RA) training***

- **Strategic Writing Instruction for Teachers (SWIFT)***

- **Strategic Literacy Instruction (SLI)***

- **E2020 training for credit recovery***

- **Teacher/Student Mentoring Program**

- **Close and Critical Reading***

- **Adaptive Schools***

- **Student Achievement Network Series***

*Denotes intervention already in practice

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

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

List of Recommended Interventions

NWEA universal screening tool

Reading Interventions

- **Read 180 (Implemented Fall, 2010 for 9th graders) tier II**

- **Corrective Reading, tier III reading intervention**

- **WestED Reading Apprenticeship Curriculum**

- **Paraprofessionals to help support ELA achievement**

- **Reading coach**

In the fall of 2010, the high school implemented a READ 180 program for 100 students who were assessed by Star Reading and Math.

Rationale and Research for the Implementation of READ 180 within the 9th grade Center
According to Minda Aguhob, Ed.M. Scholastic Research & Validation October 18, 2006 and 2007:
The Miami-Dade middle school READ 180 students revealed significant reading achievement level gains on the FCAT. A total of 68% of READ 180 middle school students exceeded the expected FCAT developmental scale score gain of 110 points, or one year's worth of reading growth. A total of 27% of FCAT Levels 1 and 2 READ 180 middle school students advanced one or more reading levels. Students performing at FCAT Level 1 averaged annual reading gains of two years or more. READ 180 students' mean FCAT gains surpassed district-wide mean FCAT.

Second Study
Seminole County Public Schools collaborated with researchers at Florida Center for Reading Research and Florida State University during the school year 2005-2006 to compare the effects of reading interventions in high school, including READ 180. A total of 286 9th and 10th grade students in seven high schools were randomly assigned to twelve READ 180 classrooms. The FCAT Reading assessment was used to measure the effectiveness of READ 180 at six months of intervention (August 2005 to March 2006) while the SRI measured effectiveness of READ 180 during the whole intervention (August 2005 to May 2006). FCAT Reading results showed an increase of at least one reading level for 25% of the READ 180 students. For Level 1 students, 29% gained one Reading level or more, and 13% of all students (both Levels 1 and 2) reached Level 3 or above. Further, READ 180 research study students averaged at least one year of reading growth on FCAT Reading, and tenth grade READ 180 research study students averaged almost two years of reading growth — and three times the reading growth of all tenth graders in Seminole County. These improvements in tenth grade for READ 180 students were particularly noteworthy given that overall district performance in tenth grade was not as good as district performance in ninth grade.
These two separate research studies are an example of why we chose to purchase READ 180 software for our new 9th Grade Center.

According to a study by Christine A. Espin and Stanley L. Deno Remedial and Special Education, November/December 1993; vol. 14, 6: pp. 47-59: of 121 10 grade students and their reading levels. Results of correlation analyses revealed low-moderate to moderately high correlations between reading measures and scores on a classroom study task, grade point average, and achievement test performance

Tier I Intervention- Literacy Coach, paraprofessionals, Close and Critical Reading

Tier II Intervention — WestED Reading Apprenticeship, Read 180, Guided Academic Teacher

Tier III Intervention- Corrective Reading, Paraprofessionals

Math Interventions

- **Before and After School tutoring by certified math staff (Implemented fall, 2010)**

- **Carnegie Mathematics Curriculum, tier II**

- **Guided Academics course, tier II mathematics intervention**

- **Accelerated Math for Intervention, tier III**

- **Paraprofessionals to help support Math achievement**

- **Math coach**

Tier I Intervention – Math Coach, Math Support paraprofessionals

Tier II Intervention – Math Support Lab

Tier III Intervention – Accelerated Math, Guided Academics teacher, paraprofessionals

Other Interventions

- **E20/20 Free Credit and Summer School Credit Recovery**

- **Summer literacy and math programs**

- **Data Intervention Specialist**

- **Extended school day for zero and seventh hours; based on a six (6) period day**

- **Opportunity Center Academy / for at-risk freshman and sophomores**

- **Automated Learning Center (ALC) for continuity of instruction and student and teacher absenteeism**

- **Literacy coaches**

Technology Interventions

The purchase of technology will be used to update classroom instructional resources. This technology allows us to keep pace with the 21st century learner. Technology in-services will be given to staff, so that they become comfortable with using technology. The following list will be described in greater detail in Part II.

- **800 Apple iPads with Intervention Software**

- **50 Classroom LCD projectors**

- **40 TI 83 Set of Calculators for students to check out and for tutoring programs**

- **2 TI Navigator 3**

- **CBR for 35 (calculator based ranger)**

- **Classroom sets of TI- Nspires – 7 sets**

- **Professional Development for TI-Nspire**

- **50 Mimeos Smart White Board**

- **50 Elmo Document Cameras**

- **25 remote answer Clicker sets**

- **Flip cam and hand held video cameras in order to record lessons for self-evaluation and web based communication**

Family Interventions

Supporting Research / Study

According to Seaman, Popp & Darling, 1991; National Center for Family Literacy, 1993 after participating in a family literacy program:

41 percent either were in some form of higher or continuing education program or had definite plans for enrolling; 35 percent were employed; 41 percent were not receiving any form of public assistance; and well over half of the parents were still serving as volunteers in their children's elementary schools 1 to 3 years after leaving the program.

Please note: Over 80 percent of the parents who enrolled in the program were unemployed, had not completed high school, and had an income of less than $7,000 per year, primarily from public assistance.

Other Interventions

School Based Health Clinic
Due to the increased number of students who were economically disadvantaged within our high school, the district has instituted a *School Based Health Clinic* staffed with a school nurse practitioner, and a licensed and registered psychologist that is located directly within our high school. This enables our students to receive sufficient physical and mental health care in order to achieve academic success. The clinic is open 8:00 a.m. to 4:00 p.m. all year round. This first year of operation, St. John's school-based health clinic serviced the following:

- **Performed 116 sports physicals**
- **Serviced 144 students for mental health issues**
- **Acute or sick visits: 337**

WIA School Aid Program
The *Macomb ISD sponsors the WIA program*. Two WIA workers are located within our high school. These workers attend the needs of our 40 most poor students Monday thru Friday 7:00 to 3:00 p.m. during the school year. Students are assisted with such things as finding employment, college application processes and with state and federal assistance. Students are selected based on a family's total yearly income.

Baker College Guaranteed Scholarship Program
A Baker College 100% guaranteed scholarship program for all CHS graduates was established in 2007 between Clintondale Community Schools and Baker College in Clinton Township, Michigan. Through Baker College's generosity, each CHS graduate receives a $6000 scholarship ($1500/ annually) towards one of their advance degree programs. This unique opportunity enables students to attend college despite the lack of financial means. Furthermore, through Baker's unique "open" enrollment for all students, each graduate is automatically enrolled

and has equal opportunity to attend a post-secondary school. In addition, Baker College graduates have a 95% job placement rate.

CANDO Program
The high school and school district provides food and clothing to those in the community who need it most. A large storage place has been set aside for clothing and a food pantry. Students receive community service hours for helping collect food and clothing as well as organizing and distributing items.

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

- **Macomb Intermediate School District**

- **AdvancED Michigan**

- **Carnegie Learning**

Align other resources with the interventions
Clintondale Community Schools is committed to utilizing other resources such as Title IIA, Title III, and designated funds from Section 31A, IDEA and general fund dollars to support the transformation efforts. The Superintendent will work with the Clintondale High School administrative team to coordinate all interventions to ensure improved achievement.
Aligned within our school budget, specific resources in addition to the SIG grant will be used to implement specific components.

Through Title IIA monies:

- **West Ed Apprentice**

- **TI Nspires**

- **Professional Development for TI Nspires**

- **Lenses on Learning**

- **Principal Leadership Coach**

31A monies:

- **Literacy coach**

- **Math coach**

- **Free Credit Recovery**

- **Summer Literacy/Academic Boot camp**

These components and/or professional development opportunities will not only engage staff and students with new learning experiences, but will be fully implemented along with those resources and learning interventions within our SIG grant proposal. Many of these, such as Lenses on Learning, West Ed Apprenticeship, and Free Credit

Recovery are already in place (see Appendix B for letters of union contract agreement).

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

Clintondale High School has a positive working relationship with all personnel and administration and can all stakeholders collaborate to ensure implementation.

Clintondale High School will continue to receive technical assistance from the Macomb Intermediate School District. Clintondale High School staffs developed a positive relationship with MISD consultants and rely on their expertise. Clintondale High School, along with the CHS Board of Education and its union will also continue their support by providing administrative guidance and the pledge to utilize general fund dollars along with other grants to support transformation strategies and interventions.

Clintondale Community Schools Board of Education, administrators, and teachers will continue to work collaboratively as we move forward with the interventions as outlined in the SIG application. Representatives from each of these groups will meet weekly at the beginning of implementation of the grant to ensure that the transformation strategies and interventions are being implemented with fidelity and according to the established timeline.

Sustain the Reforms After the Funding Period Ends
The district will continue to work with all administrators and departments to ensure that reforms will continue following the grant-funding period. Reforms will be adjusted, according to the needs of the students identified by screenings, testing and common assessment results, and attendance and discipline rates. The school district will also explore the use of technology to reduce the cost and increase its overall effectiveness. The district will attempt to align other resources with interventions, grant dollars, and general fund dollars will be reallocated to sustain appropriate transformation interventions.
Teachers having on-going problems after IDP's are implemented Clintondale Community schools will continue and maintain all implementation strategies associated with the transformation model after funding concludes. Teachers and leaders who cannot demonstrate progress will be removed. The goal will be to focus on classroom visits, daily walk-throughs, weekly lesson plans and professional development for continuous improvement to promote school achievement. Teachers and leaders must adhere strictly to the State and National benchmarks. Should concerns exist about leaders and staff who are not able to correlate their teaching to increase student achievement standards, opportunities for improvement through the creation of formal evaluation and possible specific Individual Development Plans (IDP) would take place.

Teachers or leaders will be graded quarterly based on student achievement. The results must demonstrate that students are learning and improving. Yearly, a formal evaluation will support the documentation. Teachers or leaders will be rewarded and recognized as well as removed if not showing continuous improvement. There will be follow-up communications with staff members and professional conversations regarding need for improvement. This feedback will provide opportunities to increase classroom effectiveness.

Failure to comply with these terms in accordance to the employee contract and Michigan legislation will lead up to possible removal. Teachers demonstrating increased student achievement will be rewarded based upon the bargaining agreement between the teacher's union and the Clintondale School Board of Education.

Clintondale High School, through the Transformation implementation, will continue to raise student achievement

and success. This will be accomplished through Title II and Section 31A of the school's district fund. Through the Transformational Model's implemented success, Clintondale Community School's enrollment will increase, thus providing a positive effect on the district's general fund. This will allow Clintondale to continue the interventions already in place.

The teachers, parents, staff, and community members will be surveyed in order to solicit feedback relating to the high school's needs. The community will be directly involved in this positive change process; therefore, enabling the school to be more prepared for sustainable change. We believe that the Data Intervention Specialist will play an integral role in providing information and guidance to the teaching staff, administration, and parental groups regarding the use of data to increase student achievement as outlined in the school improvement grant. It is our belief that with the help of the Data Intervention Specialist, along with the Macomb Intermediate School District, the three-year transformational period will build sustainable leadership in staff.

With the implementation of the School Improvement Grant, the enrollment of Clintondale High School will increase, positively affecting the district's general fund. We believe the interventions will continue. Clintondale High School is presently in a difficult financial situation and looks forward to rebuilding the culture and climate of our school with the School Improvement Grant funds. Our staff feels fortunate to have this opportunity to provide a more advanced and comprehensive educational experience.

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

Program Timelines with Embedded Professional Development

Job-embedded and sustainable professional development or teaching and administrative staff have been embedded into the culture of Clintondale High School through the Macomb Intermediate School District for some time. In total, our school and staff have attended 119 days of professional development in 2009/2010 and will continue to do so. In addition, administration and teaching staff have and will continue to take part in the Teacher Leader Initiative. The School Improvement Team has a highly functioning job within Clintondale High School. Many hours of professional development are dedicated to training the members. The members in turn disseminate the information gathered and train the members. Any member of Clintondale staff is able to join the School Improvement Team or attend meetings or professional development seminars. Parents, para-professionals, and secretaries all take an active part in assisting the needs of the members for the betterment of the school. New staff members are assigned a mentor who develops an individual professional development plan that is evaluated by the School Improvement Team.

The following list describes, in detail, the action steps taken, the person responsible for the action and its oversight, start and end date, and the success metric used to evaluate the intervention plan.

The Adaptive Schools

The Adaptive Schools Model is about developing strong schools in which collaborative faculties are capable of meeting the challenges of today and the uncertain challenges of tomorrow. Schools are making remarkable gains in improving student achievement, increasing attendance, attaining higher post-school accomplishments, and developing satisfying relationships with communities.

Clintondale High School, in conjunction with the Macomb Intermediate School District, is including the work of Bob G

Bruce Wellman from **The Adaptive Schools**. Training and implementation has already begun.

Start Date/End Date: October 26-27, 2010, two teachers and two administrators attended the first sessions. The s
will be attended winter/spring 2011.
Person Responsible: Janeen DenBaas
Success Metric: Initiative to continue to develop teacher and leader effectiveness.
Plan for Sustainability: Teachers and staff will be given the opportunity to attend conferences regarding adaptive
schools. Information will be shared with staff and implementation will begin starting spring, 2011.   Funds will be
allocated through the general fund. A percentage of the conference funds will be offset by the Macomb
Intermediate School District.

New Principal Hiring

Clintondale High School's School Improvement team, along with the administration and school board will be
actively searching for a new principal.

Start/End Date: January 1, 2011-July 30, 2011
Person Responsible: George Sassin/Superintendent
Success Metric: New principal with turnaround experience
Plan for Sustainability: The new principal will be attending monthly school improvement initiatives offered
through the Macomb Intermediate School District.

NWEA Universal Screening Tool

Student-centric education starts with detailed, accurate information about where each child is on his or her
learning journey. NWEA offers a robust set of services that deliver this insight to the teacher, as often as four
times a year.

Start/End Date: Will begin immediately in September 2011 based on any new student entering Clintondale High
School. On-going screening process.
Person Responsible: Meloney Cargill/Administrator
Success Metric: Increase of average growth relative to the prior year in math and science content. Increase in all
students' grade level equivalency scores in mathematics, English and science
Professional Development: On-site and online courses are available for staff. Training will begin in July 2011.
Plan for Sustainability: The high school will develop an annual assessment calendar. They will share the results
with staff, administration and parents periodically throughout the year. General funds will be used to offset any
additional future costs.

Star Reading and Math

Star Reading and Math has helped determine the reading level of each student, measured individual and class
growth, and forecasted results on standardized tests.

Start/End Date: September 2010-ongoing
Person Responsible: Dawn Sanchez/Administrator
Success Metric: An annual increase in all students' grade level equivalency scores in reading and mathematics.
Professional Development: Teachers were trained in a two-day seminar with implementation of software in
August 2010. Results were analyzed and students were placed in appropriate competency levels.
Plan for Sustainability: The high school will develop an annual assessment calendar. They will share the results

with staff, administration and parents periodically throughout the year. General funds will be used to offset any additional future costs.

Reading Interventions

READ 180 for all students. Because of the transition rate of our student body we feel that it is imperative to have a prescriptive reading program for all students.

Tier I Intervention- Literacy Coach, paraprofessionals, close and Critical Reading

Tier II Intervention – West ED Reading Apprenticeship, Read 180, Guided Academic Teacher

Tier III Intervention- Corrective Reading, F.A.S.T. Reading- Guided Academic Teacher, Paraprofessionals

Start/End Date: September 2010-ongoing
Person Responsible: ELA Department/Dawn Sanchez and Meloney Cargill/Administrators
Success Metric: Student's will increase their reading index scores two or more grade levels. Students will also show increases on the Plan and MME/ACT.
Professional Development: Took place in August 2010. October 2010,
in-service. November 2010, Teacher walk-through.
Plan for Sustainability: The school district will commit to hiring a highly qualified teacher. Furthermore, it will also provide training for any staff within the program and will commit 31A At-Risk funds in order to offset any further costs.

Lenses on Learning

Research proves that American students perform better on tasks that measure knowing math facts and procedures than on tasks measuring application, conceptual understanding, or reasoning to solve unfamiliar problems (NCEC, 2008) American teachers tend to teach procedural, rather than conceptual, knowledge of mathematics (Stigler & Hiebert, 2009; Stigler et al, 2005)

Start/End Date: September 2010/on-going
Person Responsible: Dawn Sanchez/Administrator
Success Metric: Teacher's will develop and implement a teacher leader group in which implements and coordinates peer-to-peer instructional evaluation and conferencing.
Professional Development: Presently, a team of five teachers and administrators has begun monthly sessions. This professional development will enhance classroom learning while building a foundation for Clintondale High School's School Improvement Plan.
Plan for Sustainability: The school district will provide release time and conference opportunities to staff for self-improvement efforts. These opportunities will be taken out of the district's general fund.

Corrective Reading, Tier III reading intervention

Corrective Reading is designed to promote reading accuracy (decoding), fluency, and comprehension skills of students in third grade or higher who are reading below their grade level. The program has four levels that address

students' decoding skills and six levels that address students' comprehension skills. All lessons in the program are sequenced and scripted. *Corrective Reading* can be implemented in small groups of four to five students or in a whole-class format. *Corrective Reading* is intended to be taught in 45-minute lessons four to five times a week. For the study reviewed in this report, only the word-level skills components of the *Corrective Reading* program were implemented. This program will be implemented for students in Tier III.

Start/End Date: September 2011/on-going
Person Responsible: Robert Dameron/Janeen DenBaas
Success Metric: Annual increases in our at-risk students' grade equivalency scores and increased college readiness scores on the MME/ACT.
Professional Development: July 2011
Plan for Sustainability: The school district will commit to hiring a highly qualified teacher. Furthermore, it will also provide training for any staff within the program and will commit 31A At-Risk funds in order to offset any further costs.

Accelerating Instruction and Tutoring in Mathematics: Grades 9-12

CHS Mathematics Department has implemented a before and after school tutoring program that is conducted by certified and highly qualified mathematics teachers.

Start/End Date: This program was implemented in September 2010. Process will be on going.
Person Responsible: Tom Fiori
Success Metric: Students will increase there core computation skills for which apply to our higher-level mathematics courses: Algebra I, Geometry and Advance Algebra. In addition, we will increase our college readiness scores on the Explorer, Plan and ACT/MME.
Professional Development: Teachers already trained will implement training for all new staff teaching mathematics.
Plan for Sustainability: The school district will commit to hiring a highly qualified staff member to implement and oversee day-to-day instruction. Furthermore, it will also use 31A At-Risk funds in order to offset any further costs.

The combination of Carnegie Learning Curricula and Cognitive Tutor

This tutorial merges algebra textbooks with interactive software developed around an artificial intelligence model that identifies strengths and weaknesses in an individual student's mastery of mathematical concepts. The software customizes prompts to focus on areas in which the student is struggling and routes the student to problems that address those specific concepts.

Start/End Date: September 2011/on-going
Person Responsible: Tom Fiori
Success Metric: The high school will see a reduction in the overall failure rate in mathematics and make increases in college ready math skills as measured by the Explorer, Plan and ACT/MME.
Professional Development: Professional Development includes initial training, coaching, in-classroom support, and customized professional development beginning July 1, 2011.
Plan for Sustainability: The school district will provide adequate technological resources, as well as timely training for staff. The funds will be offset by at-risk and general fund expenditures.

Literacy and Math Coaching

These practices close student achievement gaps. Coaching is school-based professional development that assigns

educators with specific knowledge and skills to work with teacher colleagues to improve classroom practice.

Start/End Date: September 2011/on-going
Person Responsible: MISD
Success Metric: Explores student engagement and coaching's contribution to teacher's ability to reflect on and change classroom practice. Explores the strengths, challenges, and influence on the individual, the school, the district, and the state to link learning to build sustainability.
Professional Development: Coaches will meet bi-weekly with math and English Department to discuss results and implement constructive teaching strategies.
Plan for Sustainability: The school district is committed to retaining these coaches after the funding period ends.

Data Director

Implementation of Data Director and staff training was given to all teaching staff members in the fall/winter of 2010. Instructional staff used Data Director to host common assessments, analyze data and have school improvement data led discussions. These discussions were and are being held during school staff meetings, in-services and school improvement meetings and department chair staff meetings in order to vary and improve instructional techniques.

Start/End Date: October 2009/on-going
Person Responsible: Janeen DenBaas
Success Metric: Teachers and staff will create internal assessments and place them on Data Director. Bi-weekly data collection and conferencing will be held to analyze internal assessment results. Student assessment results will be shared in a timely basis with all stakeholders and decisions regarding student progress and learning will be made as a result. The high school will maintain a flexible infrastructure and policies in order to meet the needs of every student
Professional Development: Staff has been trained in a five-series training by the MISD. New staff will be trained by MISD.
Plan for Sustainability: Data Director rights and access will be obtained through the MISD. Janeen Denbaas, School Improvement Co-Chair, will train staff. Digital content i.e.. Screen capture videos will be created in order to provide additional follow up training. Collaboration sessions will be held twice a month to discuss trending data. Individual academic progress meetings will be held with teachers, parents, students, counselors and administration. Update regarding student progress will be daily available to parents through PowerSchool Parent Portal.

Math Labs

Math Lab is designed to be an extension of the Algebra I math course. Students taking the course are identified through a placement test that shows that they are three grades or more behind current grade level (9).

Start/End Date: September 2010/on-going
Person Responsible: Building Principal
Success Metric: The high school will see a reduction in the overall failure rate in mathematics and make increases i math skills as measured by the Explorer, Plan and ACT/MME.
Professional Development: Algebra I teachers were trained by the MISD and are presently implementing Math La new Block schedule in the 9th grade center.
Plan for Sustainability: The school district will commit to hiring a highly qualified staff member to implement and

day instruction. Furthermore, it will also use 31A At-Risk funds in order to offset any further costs.

Data Intervention Specialist

The role of the Data Intervention Specialist is to provide support to the transformation model requirements as established by the Michigan Department of Education for Clintondale High School. An essential function of the position is to provide information and guidance to the teaching staff, administration, and parental groups regarding the use of data to increase student achievement as outlined in the School Improvement Grant (SIG). This position will perform a variety of duties associated with the acquisition, management, and analysis of achievement, attendance, behavior and test scores to develop a comprehensive Response To Intervention (RTI) program.

Start/End Date: September 2011/on-going
Person Responsible: Greg Green
Success Metric: The high school and district staff will collect data and make data related decisions that improve student achievement as it relates to the following areas: curriculum, course offerings, parent programs, technology integration, instructional practices, extended learning opportunities, local cooperative agreements, corporate partnerships and staff educational opportunities. All efforts will be related to the increase in student achievement and learning opportunities.
Professional Development: Data Intervention Specialist will implement bi-weekly trainings based on new technologies for staff as needed.
Plan for Sustainability: The school district will commit to hiring a highly qualified administrator who is well versed in instructional practice, data collection and distribution and communication. This person also has to be well versed in instructional research and design and shown prior school administrative experience and success.

Technology-based Interventions

- **800 Apple iPads with Intervention Software**

- **50 Classroom LCD projectors**

- **40 TI 83 Set of Calculators for students to check out and for tutoring programs**

- **2 TI Navigator 3**

- **CBR for 35 (calculator based ranger)**

- **Classroom sets of TI- Nspires – 7 sets**

- **Professional Development for TI-Nspire**

- **50 Mimeos Smart White Board**

- **50 Elmo Document Cameras**

- **25 remote answer Clicker sets**

- **Flip cam and hand held video cameras in order to record lessons for self-evaluation and web based communication**

Start Date/End Date: July 1, 2011/on-going
Person Responsible: Len Lewandowski/Director of Technology
Success Metric: Teachers and students seamlessly integrate the Technology including. TI Navigators, LCD Projectors, Apple I Pad's, Mimeos, Elmo's, Clickers, Flip cameras as instructional and learning tools on a daily basis. These tools for success will be measured on our ability to adapt our instruction to individual meet our students needs.   Access will allow our teacher's greater instructional adaptability and our student's greater ability to collaborate with peers and staff, expanded their learning opportunities, and providing greater individual tutoring and organization.
Professional Development: Training for technology-based interventions will be
provided and decided upon based on product recommendations and scheduled
trainings provided with the technology.
Plan for Sustainability: The school district will provide staff training, as well as, develop policy for use and distribu
and other technologies. Staff and students will be trained by the Data / Technology Interventionist on the effective u
the implementation of effective applications and learning software. All teachers instructional practices will be evalua
technology integration of these technologies and their classroom effectiveness, as well as, their instructional design
learning. The school district will also commit general funds to help maintain Apple products and other technologies

I Can LEAD Program

Leadership - Education - Achievement – Desire

In order to promote positive school behavior and achievement within the high school, as well as provide a consistent message that aligns with our vision and mission statement, our teaching staff will introduce an **I Can LEAD** Program.   **I Can LEAD** symbolizes what we value in our students at the high school. Students will be recognized for their accomplishments and contributions at the high school that encompass academic achievement, participation and improvement.

Start Date/End Date: November 2011-March 2011
Person Responsible: Kim Spriggs
Success Metric: Students are recognized for their accomplishments and contributions that encompass academic achievement, participation, and improvement. The high school will have a decrease in their in overall discipline rate.
Plan for Sustainability: The high school will develop a coordinated effort that involves student leadership, parents, school improvement team members, teachers, and administration to administer leadership programming opportunities. General funds will be used to offset any costs of the program.

Challenge Day

Challenge Day's mission is to provide youth and their communities with experiential workshops and programs that demonstrate the possibility of love and connection through the celebration of diversity, truth and full expression.

Our 6 1/2-hour Challenge Day program is designed for 100 students. Our program is created to build connection and empathy, and to fulfill our vision that every child lives in a world where they feel safe, loved, and celebrated. Challenge Day is more than a one-day program. It is the spark that ignites a movement of compassion and positive change, known as the **Be the Change movement**.

Start Date/End Date: February 2012-February 2012
Person Responsible: Elizabeth Dalton
Success Metric: The high school will have a decrease in their overall discipline rate
Plan for Sustainability: The high school will look to reach out to surrounding school districts in order to share the

costs of such a program.

Apple Technological support provider

Incorporate and support a framework and support system that teaches and guides teacher collaboration efforts that builds leadership capacity. This support provider will help to engage and motivate our learners and provide teachers another opportunity to differentiate their instruction.

Start Date/End Date: April 2011-ongoing (pending pre-implementation dollars
Person Responsible: Apple instructional liaison
Success Metric: Teachers and students seamlessly integrate the technology including Ti Navigators, LCD projectors, I-Pads, Mimeos, Elmo's, Clickers, Flip Cameras as instructional and learning tools on a daily basis. These tools for success will be measured on our ability to adapt our instruction to meet individual student needs.
Plan for Sustainability: The school will provide staff training as well as develop as policy for use of I-Pad and other technologies. All teachers' instructional practices will be evaluated based on the technology integration into their respective classrooms and its effectiveness as well as their instructional design and student learning. The school will also commit general funds to help maintain Apple products and other technologies.

Before and After School Tutoring

This program is in place in the high school. Trained and certified staff is available before and after school for one hour. Tutoring is available for all content areas.

Start/End Date: September 2010/on-going
Person Responsible: Kristi Schneider/Tom Fiori
Success Metric: The high school will see a reduction in the overall failure rate in the core academic classes for grades 9-12 and increases on the MME/ACT.
Plan for Sustainability: The school district will provide a time, a facility, highly qualified staff members, as well as, at-risk and general funds to cover expenditures.

Year 1 Timeline

June 2011
- Develop additional duties for department chair persons
- Develop job description for data technology coach
- Set year 1 calendar dates in conjunction with stakeholders and external providers
- Continue collaboration with staff to build capacity for change
- Finalize planning and set first year goals
- Post math and literacy coach positions
- Develop comprehensive professional development schedule for year 1
- Provide positive behavior support training to all staff
- Plan and purchase technology and support
- Professional development including differentiated instruction, READ 180, Accelerated Math, North West Education Association

July 2011
- Hire new principal based on Transformation Model requirements
- Begin full-implementation of Grant
- Submit school improvement plan to state
- Begin training schedule for NWEA data
- Host parent and community events
- Begin training of staff with Data Technology Support Coach
- Continue staff professional development training
- Hire math and literacy coaches
- Professional development including differentiated instruction, READ 180, Accelerated Math, North West Education Association

August 2011
- Continue full-implementation of Grant
- Provide job-embedded professional development for all staff in Grant support programs
- Professional development including differentiated instruction, READ 180, Accelerated Math, North West Education Association
- Submit updates of progress for school improvement grant to all stakeholders
- Data technology coach continues to train and implement all technology and intervention software to instructional staff and administration
- Training for leadership team and staff on NWEA data interpretation
- Meet with counselors to discuss class scheduling for 2011/2012 as it relates to the SIG
- School improvement team meets and prepares final reccommendations for assessments and training

September 2011
- Professional development including differentiated instruction, READ 180, Accelerated Math, North West Education Association
- Administer primary NWEA screening
- Bi-weekly professional learning community meetings norms established
- Parent and Family Resource Center Open
- Open House Math and English Tutors
- Teacher/Student Mentoring program
- Lenses on Learning
- Reading 180
- Positive Support System I Can Lead
- Instruction Literacy and Math Coaches
- Positive Behavior Support I Can Lead
- Carnegie Learning Curricula and Cognitive Tutor
- Literacy and Math Coaching
- Data Intervention Specialist training
- Corrective Reading Tier III Reading Intervention
- Tier I, II, III interventions for reading and math introduced
- Teacher and administrator evaluation introduced
- Data Director training for new staff
- Monitor implementation of technology plan
- Conduct on-going data meetings to include all stakeholders

October 2011
- Conduct teacher walk-through and observations by administration
- Teacher/mentor observations and meeting

- Math and English Tutors
- Lenses on Learning
- Reading 180
- Instruction Literacy and Math Coaches
- Positive Behavior Support I Can Lead
- Carnegie Learning Curricula and Cognitive Tutor
- Teacher/Student Mentoring program
- Conduct department, staff and administration data analysis meetings
- Conduct staff instructional effectiveness and collaboration meetings
- Teacher in-services conducted by the district and MISD
- Explorer and Plan Test given to 9th and 10 grade students
- 9th Grade Social Studies MEAP
- Math Labs
- Data Director
- Conduct on-going data meetings to include all stakeholders

November 2011
- Conduct teacher walk-through and observations
- Teacher/mentor observations and meetings
- Math and English Tutors
- Lenses on Learning
- Reading 180
- Positive Support System I Can Lead
- Instruction Literacy and Math Coaches
- Positive Behavior Support I Can Lead
- Carnegie Learning Curricula and Cognitive Tutor
- Literacy and Math Coaching
- Data Intervention Specialist
- Corrective Reading Tier III Reading Intervention
- Conduct department, staff and administration data analyzing meetings
- Conduct staff instructional effectiveness and collaboration meetings
- Teacher in-services conducted by the district and MISD
- Evaluation of the 9 - 12th grade 1st Quarter GPA, attendance and discipline rates compared to 2009-10 9th – 12th graders
- Math Labs
- Data Director
- Conduct on-going data meetings to include all stakeholders

December 2011
- Conduct teacher walk-through and observations by administration
- Teacher/mentor observations and meetings
- Math and English Tutors
- Lenses on Learning
- Reading 180
- Instruction Literacy and Math Coaches
- Positive Behavior Support I Can Lead*
- Carnegie Learning Curricula and Cognitive Tutor
- Literacy and Math Coaching

- Data Intervention Specialist
- Corrective Reading Tier III Reading Intervention
- Conduct department, staff and administration data analysis meetings
- Conduct staff instructional effectiveness and collaboration meetings
- Teacher in-services conducted by the district and MISD
- Math Labs
- Data Director
- Conduct on-going data meetings to include all stakeholders

January 2012
- Conduct teacher walk-through and observations by administration
- Teacher/mentor observations and meetings
- Conduct NWEA mid-year screening
- Math and English Tutors
- Lenses on Learning
- Reading 180
- Carnegie Learning Curricula and Cognitive Tutor
- Literacy and Math Coaching
- Data Intervention Specialist
- Instruction Literacy and Math Coaches
- Positive Behavior Support I Can Lead
- Carnegie Learning Curricula and Cognitive Tutor
- Corrective Reading Tier III Reading Intervention
- Conduct department, staff and administration data analysis meetings
- Conduct staff instructional effectiveness and collaboration meetings
- Teacher in-services conducted by the district and MISD
- Evaluation of the 9 - 12th grade 2nd Quarter GPA, attendance and discipline rates compared to 2009-10 9th – 12th graders
- Math Labs
- Data Director
- Review state assessment data results to revise plan as needed
- Conduct on-going data meetings to include all stakeholders

February 2012
- Complete teacher walk-through and observations by administration recommendations given to Central Administration for review
- Teacher/mentor observations and meetings
- Math and English Tutors
- Lenses on Learning
- Reading 180
- Positive Support System I Can Lead*
- Instruction Literacy and Math Coaches
- Positive Behavior Support I Can Lead*
- Carnegie Learning Curricula and Cognitive Tutor
- Literacy and Math Coaching
- Data Intervention Specialist
- Corrective Reading Tier III Reading Intervention
- Conduct department, staff and administration data analyzsis meetings
- Conduct staff instructional effectiveness and collaboration meetings
- Teacher in-services conducted by the district and MISD

- Math Labs
- Data Director
- Conduct on-going data meetings to include all stakeholders

March 2012
- Complete teacher walk-through and observations by administration and recommendations given to Central Administration for review
- Teacher/mentor observations and meetings
- Math and English Tutors
- Lenses on Learning
- Reading 180
- Instruction Literacy and Math Coaches
- Positive Behavior Support I Can Lead*
- Carnegie Learning Curricula and Cognitive Tutor
- Literacy and Math Coaching
- Data Intervention Specialist
- Corrective Reading Tier III Reading Intervention epartment, staff and administration data analysis meetings
- Conduct staff instructional effectiveness and collaboration meetings
- Teacher in-services conducted by the district and MISD
- MME/ACT Testing
- Math Labs
- Data Director
- Challenge Day
- Conduct on-going data meetings to include all stakeholders

April 2012
- Evaluation of the 9 - 12th grade 3rd Quarter GPA, attendance and discipline rates compared to 2009-10 9th – 12th graders
- Conduct teacher walk-through and observations by administration finished and recommendations given to Central Administration for review
- Teacher/mentor observations and meetings
- Math and English Tutors
- Literacy and Math Coaching
- Instruction Literacy and Math Coaches
- Positive Behavior Support I Can Lead*
- Carnegie Learning Curricula and Cognitive Tutor
- Data Intervention Specialist
- Corrective Reading Tier III Reading Intervention
- Lenses on Learning
- Reading 180
- Conduct department, staff and administration data analyzing meetings
- Conduct staff instructional effectiveness and collaboration meetings
- Teacher in-services conducted by the district and MISD
- Creation of a Master Teaching Schedule for 2012-13 school year
- Recommendations for supplies and needs sent to the Superintendent for review
- Outline and distribution of parent and summer programming for the summer/ fall of 2011
- Math Labs
- Data Director
- Conduct on-going data meetings to include all stakeholders

May 2012

- Complete teacher walk-through and observations by administration finished and recommendations given to Central Administration for review
- Teacher/mentor observations and meetings
- Math and English Tutors
- Lenses on Learning
- Literacy and Math Coaching
- Data Intervention Specialist
- Instruction Literacy and Math Coaches
- Positive Behavior Support I Can Lead*
- Carnegie Learning Curricula and Cognitive Tutor
- Corrective Reading Tier III Reading Intervention
- Reading 180
- Positive Support System I Can Lead
- Conduct department, staff and administration data analysis meetings
- Conduct staff instructional effectiveness and collaboration meetings
- Teacher in-services conducted by the district and MISD
- Conduct on-going data meetings to include all stakeholders

June 2012

- Complete teacher walk-through and observations by administration finished and recommendations given to Central Administration for review
- Teacher/mentor observations and meetings
- Math and English Tutors
- Lenses on Learning
- Reading 180
- Instruction Literacy and Math Coaches
- Positive Behavior Support I Can Lead*
- Carnegie Learning Curricula and Cognitive Tutor
- Math Labs
- Literacy and Math Coaching
- Data Intervention Specialist
- Corrective Reading Tier III Reading Intervention
- Data Director
- Conduct department, staff and administration data analysis meetings
- Conduct staff instructional effectiveness and collaboration meetings
- Teacher in-services conducted by the district and MISD
- End of year benchmark assessment using NWEA
- Student applications are distributed for summer learning programs
- Purchase materials, equipment, and supplies for upcoming school year
- Finalize 2012/2013 schedule
- High School Graduation

Timeline of delineated steps taken to implement selected interventions over years two and three

September / October 2012

- NWEA Science/Math Screening
- Accelerated Instruction and Tutoring in Mathematics
- Math and English Tutors

- Positive Support System Mosaic Day
- Parent and Family Resource Center Open
- Lenses on Learning
- Reading 180
- Math Labs
- Data Director
- Star Reading and Math
- Positive Behavior Support Plan reviewed with all school staff
- Meeting and bi-weekly assessment schedule established with administration, department heads and teaching staff
- Develop and Implement a walk through and teacher evaluation schedule
- Data Director and PowerSchool Training for new staff
- Lesson plan creation and assessment staff in-service
- 9th Grade MEAP
- On-going meetings with Apple Technological Support Provider to develop and support implementation of technology

November 2012
- Parent Teacher conferences
- Implement Teacher Mentor Observations
- Conduct department, staff and administration data analysis meetings
- Conduct student/mentor activities
- Math and English Tutors
- Lenses on Learning
- Reading 180
- Positive Support System "I Can Lead"
- Conduct staff instructional effectiveness and collaboration meetings
- Positive Behavior Support and recognition awards given out
- Conduct teacher walk-through and observations by administration
- Teacher in-services conducted by the district and MISD
- Evaluation of the 9 - 12th grade 1st Quarter GPA, attendance and discipline rates compared to 2010-11 9th – 12th graders
- Math Labs
- Data Director
- On-going meetings with Apple Technological Support Provider to develop and support implementation of technology

December 2012
- Conduct department, staff and administration data analysis meetings
- Conduct staff instructional effectiveness and collaboration meetings
- Conduct student/mentor activity
- Math and English Tutors
- Lenses on Learning
- Reading 180
- Teacher/mentor observations and meetings
- Conduct teacher walk-through and observations by administration
- New class offering discussions and analysis by building administration, staff and community
- Math Labs
- Data Director
- On-going meetings with Apple Technological Support Provider to develop and support implementation of technology

January 2013
- Develop and create summer literacy opportunities
- Implement video creation schedule with certified staff
- Conduct department, staff and administration data analysis meetings
- Conduct staff instructional effectiveness and collaboration meetings
- Conduct student/mentor activities
- Identify 9th grade students who are highest at-risk of failing for Opportunity Center Academy
- Conduct teacher walk-through and observations by administration
- Teacher/mentor observations and meetings
- Math and English Tutors
- Lenses on Learning
- Reading 180
- New class creation and approval from Clintondale Board of Education
- Evaluation of the 9 - 12th grade Semester GPA, attendance and discipline rate compared to 2011/2012 9th – 12th graders
- Math Labs
- Data Director
- On-going meetings with Apple Technological Support Provider to develop and support implementation of technology

February 2013
- Implement video creation schedule with certified staff
- Conduct department, staff and administration data analysis meetings
- Conduct staff instructional effectiveness and collaboration meetings
- Conduct student/mentor activities
- Identify 9th grade students who are highest at-risk of failing for Opportunity Center Academy (OCA)
- Math and English Tutors
- Positive Support System "Challenge Day"
- Lenses on Learning
- Reading 180
- Identify any 8th graders who are highest at-risk for the OCA
- Positive Behavior Support and recognition awards given out
- Conduct teacher walk-through and observations by administration
- Teacher/mentor observations and meetings
- Review the ACT/MME schedule with parents, students and staff
- Teacher in-services conducted by the district and MISD
- 8th grade to 9th grade orientation and tour
- Math Labs
- Data Director
- On-going meetings with Apple Technological Support Provider to develop and support implementation of technology

March 2013
- Administer the MME / ACT test
- Positive Behavior Support and recognition awards handed out
- Conduct teacher walk-through and observations by administration
- Positive Support System Mosaic Day
- Teacher/mentor observations and meetings
- Conduct department, staff and administration data analysis meetings
- Conduct staff instructional effectiveness and collaboration meetings
- Parent Teacher conferences
- Math and English Tutors
- Lenses on Learning
- Reading 180
- Surveys given out to students and parents and results reported
- Conduct student/mentor activities

- Math Labs
- Data Director
- On-going meetings with Apple Technological Support Provider to develop and support implementation of technology

April 2013
- NWEA Science/Math Screening
- Surveys given out to students and parents
- Evaluation of the 9 - 12th grade 3rd Quarter GPA, attendance and discipline rates compared to 2011-2012 9th – 12th graders
- Create Extended Learning Opportunities schedule
- Positive Behavior Support and recognition awards handed out
- Conduct teacher walk-through and observations by administration finished and recommendations given to Central Administration for review
- Teacher/mentor observations and meetings
- Math and English Tutors
- Lenses on Learning
- Reading 180
- Conduct department, staff and administration data analyzing meetings
- Conduct staff instructional effectiveness and collaboration meetings
- Parent Teacher Conferences
- Math Labs
- Data Director
- On-going meetings with Apple Technological Support Provider to develop and support implementation of technology

May 2013
- Positive Behavior Support and recognition awards handed out
- Conduct teacher walk through and observations by administration
- Teacher/mentor observations and meetings
- Math and English Tutors
- Lenses on Learning
- Reading 180
- Conduct department, staff and administration data analysis meetings
- Conduct staff instructional effectiveness and collaboration meetings
- Teacher in-services conducted by the district and MISD
- Creation of a Master Teaching Schedule for 2013-2014 school year
- Recommendations for supplies and needs sent to the Superintendent for review
- Outline and distribution of parent and summer programming for the summer/ fall of 2013
- Math Labs
- Data Director
- On-going meetings with Apple Technological Support Provider to develop and support implementation of technology

June 2013
- Complete teacher walk-through and observations by administration finished and recommendations given to Central Administration for review
- Teacher/mentor observations and meetings
- Math and English Tutors
- Lenses on Learning
- Reading 180
- Instruction Literacy and Math Coaches
- Carnegie Learning Curricula and Cognitive Tutor
- Math Labs
- Data Director

- Conduct department, staff and administration data analysis meetings
- Conduct staff instructional effectiveness and collaboration meetings
- Teacher in-services conducted by the district and MISD
- High School Graduation
- On-going meetings with Apple Technological Support Provider to develop and support implementation of technology

September 2013
- Professional development including differentiated instruction, READ 180, Accelerated Math, North West Education Association
- Bi-weekly professional learning community meetings norms established
- NWEA Science/Math Screening
- Parent and Family Resource Center Open
- Open House Math and English Tutors
- Teacher/Student Mentoring program
- Lenses on Learning
- Reading 180
- Instruction Literacy and Math Coaches
- Carnegie Learning Curricula and Cognitive Tutor
- Literacy and Math Coaching
- Corrective Reading Tier III Reading Intervention
- Tier I, II, III interventions for reading and math
- Teacher and administrator evaluation introduced
- Data Director training for new staff
- On-going meetings with Apple Technological Support Provider to develop and support implementation of technology

October 2013
- Conduct teacher walk-through and observations by administration
- Teacher/mentor observations and meeting
- Math and English Tutors
- Positive Support System Mosaic Day
- Lenses on Learning
- Reading 180
- Instruction Literacy and Math Coaches
- Carnegie Learning Curricula and Cognitive Tutor
- Teacher/Student Mentoring program
- Conduct department, staff and administration data analysis meetings
- Conduct staff instructional effectiveness and collaboration meetings
- Teacher in-services conducted by the district and MISD
- 9th Grade Social Studies MEAP
- Math Labs
- Data Director
- On-going meetings with Apple Technological Support Provider to develop and support implementation of technology

November 2013
- Conduct teacher walk-through and observations
- Teacher/mentor observations and meetings
- Math and English Tutors
- Plan Test
- Lenses on Learning

- Reading 180
- Instruction Literacy and Math Coaches
- Carnegie Learning Curricula and Cognitive Tutor
- Literacy and Math Coaching
- Data Intervention Specialist
- Corrective Reading Tier III Reading Intervention
- Conduct department, staff and administration data analyzing meetings
- Conduct staff instructional effectiveness and collaboration meetings
- Evaluation of the 9 - 12th grade 1st Quarter GPA, attendance and discipline rates compared to 2012-2013 9th – 12th graders
- Math Labs
- Data Director
- On-going meetings with Apple Technological Support Provider to develop and support implementation of technology

December 2013
- Conduct teacher walk-through and observations by administration
- Teacher/mentor observations and meetings
- Math and English Tutors
- Lenses on Learning
- Reading 180
- Instruction Literacy and Math Coaches
- Carnegie Learning Curricula and Cognitive Tutor
- Literacy and Math Coaching
- Data Intervention Specialist
- Corrective Reading Tier III Reading Intervention
- Conduct department, staff and administration data analysis meetings
- Conduct staff instructional effectiveness and collaboration meetings
- Math Labs
- Data Director
- On-going meetings with Apple Technological Support Provider to develop and support implementation of technology

January 2014
- Conduct teacher walk-through and observations by administration
- Teacher/mentor observations and meetings
- Math and English Tutors
- Lenses on Learning
- Reading 180
- Carnegie Learning Curricula and Cognitive Tutor
- Instruction Literacy and Math Coaches
- Carnegie Learning Curricula and Cognitive Tutor
- Corrective Reading Tier III Reading Intervention
- Conduct department, staff and administration data analysis meetings
- Conduct staff instructional effectiveness and collaboration meetings
- Teacher in-services conducted by the district and MISD
- Evaluation of the 9 - 12th grade 2nd Quarter GPA, attendance and discipline rates compared to 2012-2013 9th – 12th graders
- Math Labs
- Data Director
- On-going meetings with Apple Technological Support Provider to develop and support implementation of technology

February 2014
- Complete teacher walk-through and observations by administration recommendations given to Central Administration for review
- Teacher/mentor observations and meetings

- Explorer Test
- Math and English Tutors
- Lenses on Learning
- Reading 180
- Positive Support System "Challenge Day"
- Instruction Literacy and Math Coaches
- Carnegie Learning Curricula and Cognitive Tutor
- Literacy and Math Coaching
- Data Intervention Specialist
- Corrective Reading Tier III Reading Intervention
- Conduct department, staff and administration data analyzsis meetings
- Conduct staff instructional effectiveness and collaboration meetings
- Teacher in-services conducted by the district and MISD
- Math Labs
- Data Director
- On-going meetings with Apple Technological Support Provider to develop and support implementation of technology

March 2014
- Complete teacher walk-through and observations by administration and recommendations given to Central Administration for review
- Teacher/mentor observations and meetings
- Math and English Tutors
- Lenses on Learning
- Reading 180
- Positive Support System Mosaic Day
- Instruction Literacy and Math Coaches
- Carnegie Learning Curricula and Cognitive Tutor
- Literacy and Math Coaching
- Data Intervention Specialist
- Corrective Reading Tier III Reading Intervention epartment, staff and administration data analysis meetings
- Conduct staff instructional effectiveness and collaboration meetings
- Teacher in-services conducted by the district and MISD
- MME/ACT Testing
- Math Labs
- Data Director
- Challenge Day
- On-going meetings with Apple Technological Support Provider to develop and support implementation of technology

April 2014
- Evaluation of the 9 - 12th grade 3rd Quarter GPA, attendance and discipline rates compared to 2012-2013 9th – 12th graders
- Conduct teacher walk-through and observations by administration finished and recommendations given to Central Administration for review
- NWEA Science/Math Screening
- Teacher/mentor observations and meetings
- Math and English Tutors
- Literacy and Math Coaching
- Instruction Literacy and Math Coaches
- Carnegie Learning Curricula and Cognitive Tutor
- Data Intervention Specialist
- Corrective Reading Tier III Reading Intervention
- Lenses on Learning
- Reading 180
- Conduct department, staff and administration data analyzing meetings

- Conduct staff instructional effectiveness and collaboration meetings
- Teacher in-services conducted by the district and MISD
- Creation of a Master Teaching Schedule for 2014-2015 school year
- Recommendations for supplies and needs sent to the Superintendent for review
- Outline and distribution of parent and summer programming for the summer/ fall of 2011
- Math Labs
- Data Director
- On-going meetings with Apple Technological Support Provider to develop and support implementation of technology

May 2014
- Complete teacher walk-through and observations by administration finished and recommendations given to Central Administration for review
- Teacher/mentor observations and meetings
- Math and English Tutors
- Lenses on Learning
- Literacy and Math Coaching
- Instruction Literacy and Math Coaches
- Carnegie Learning Curricula and Cognitive Tutor
- Corrective Reading Tier III Reading Intervention
- Reading 180
- Conduct department, staff and administration data analysis meetings
- Conduct staff instructional effectiveness and collaboration meetings
- On-going meetings with Apple Technological Support Provider to develop and support implementation of technology

June 2014
- Complete teacher walk-through and observations by administration finished and recommendations given to Central Administration for review
- Teacher/mentor observations and meetings
- Math and English Tutors
- Lenses on Learning
- Reading 180
- Instruction Literacy and Math Coaches
- Carnegie Learning Curricula and Cognitive Tutor
- Math Labs
- Literacy and Math Coaching
- Data Intervention Specialist
- Corrective Reading Tier III Reading Intervention
- Data Director
- Conduct department, staff and administration data analysis meetings
- Conduct staff instructional effectiveness and collaboration meetings
- Teacher in-services conducted by the district and MISD
- High School Graduation
- On-going meetings with Apple Technological Support Provider to develop and support implementation of technology

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.

SCHOOL SUMMARY REPORT

All Students

MICHIGAN Department of Education

mme — Michigan Merit Examination

Grade 11
Spring 2010

District Name: CLINTONDALE COMMUNITY SCHOOLS
District Code: 50070

School Name: CLINTONDALE HIGH SCHOOL
School Code: 00731

MME READING

Year	* No. of Students Assessed	Scale Score		Performance Levels				
		Mean	** Margin of Error	4-Not Proficient	3-Partially Proficient	2-Proficient	1-Advanced	Levels 1 & 2
Scale Score Range		(950-1250)		(950-1077)	(1078-1099)	(1100-1157)	(1158-1250)	(1100-1250)
2010	179	1092	1090-1094	27%	28%	45%	0%	45%
2009	209	1087	1082-1092	31%	33%	36%	0%	36%
2008	183	1087	1082-1092	31%	34%	34%	1%	35%
2007	181	1090	1086-1094	30%	28%	42%	1%	43%

MME SCIENCE

Year	* No. of Students Assessed	Scale Score		Performance Levels				
		Mean	** Margin of Error	4-Not Proficient	3-Partially Proficient	2-Proficient	1-Advanced	Levels 1 & 2
Scale Score Range		(950-1250)		(950-1086)	(1087-1099)	(1100-1142)	(1143-1250)	(1100-1250)
2010	180	1086	1083-1089	43%	13%	41%	3%	43%
2009	208	1079	1073-1085	52%	14%	32%	1%	33%
2008	181	1081	1075-1087	48%	22%	29%	2%	31%
2007	180	1085	1079-1091	45%	18%	36%	1%	37%

MME WRITING

Year	* No. of Students Assessed	Scale Score		Performance Levels				
		Mean	** Margin of Error	4-Not Proficient	3-Partially Proficient	2-Proficient	1-Advanced	Levels 1 & 2
Scale Score Range		(950-1250)		(950-1050)	(1051-1099)	(1100-1145)	(1146-1250)	(1100-1250)
2010	180	1076	1073-1078	13%	67%	18%	1%	19%
2009	206	1073	1068-1078	15%	64%	21%	0%	22%
2008	181	1073	1068-1078	19%	61%	20%	0%	20%
2007	175	1073	1068-1078	18%	62%	19%	0%	19%

MME SOCIAL STUDIES

Year	* No. of Students Assessed	Scale Score		Performance Levels				
		Mean	** Margin of Error	4-Not Proficient	3-Partially Proficient	2-Proficient	1-Advanced	Levels 1 & 2
Scale Score Range		(950-1250)		(950-1085)	(1086-1099)	(1100-1128)	(1129-1250)	(1100-1250)
2010	181	1110	1108-1112	13%	22%	46%	18%	65%
2009	208	1108	1105-1111	19%	19%	45%	17%	62%
2008	184	1109	1106-1112	13%	26%	46%	16%	61%
2007	177	1109	1106-1112	10%	26%	47%	18%	64%

MME MATHEMATICS

Year	* No. of Students Assessed	Scale Score		Performance Levels				
		Mean	** Margin of Error	4-Not Proficient	3-Partially Proficient	2-Proficient	1-Advanced	Levels 1 & 2
Scale Score Range		(950-1250)		(950-1088)	(1089-1099)	(1100-1127)	(1128-1250)	(1100-1250)
2010	180	1071	1068-1074	62%	17%	19%	2%	21%
2009	208	1072	1066-1078	61%	15%	22%	3%	25%
2008	180	1075	1070-1080	62%	19%	18%	1%	19%
2007	181	1076	1072-1080	66%	14%	18%	2%	20%

* Includes students who received valid scores.
** This is the likely range within which the true mean scale score would fall for the students listed on this report.

Due to rounding, percentages might not total 100%.

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Spring 2010 Run Date: 06/11/2010 P14SD500B

49% of our students scored proficiently (levels 1 and 2) on the reading portions compared to the MISD average of 62%. This has shown a gain of 25.6% over two years, higher than the AYP goal of approximately 7% each year. 22% of our students scored proficiently (levels 1 and 2) on the writing portion compared to the MISD average of 40%. This has shown a gain of 0% over two years, significantly lower than the AYP goal of approximately 15% each year. 24% of our students scored proficiently levels (1 and 2) on the mathematics portion compared to the MISD average of 47%. This has shown a gain of 14.3% over two years, higher than the AYP goal of approximately 10% each year.

Based on a review of 2010 ACT data for Clintondale High School:

The mean reading score for our students was 16.1 compared to the state mean of 19.6.

The mean writing score for our students was 6.2 compared to the state mean of 6.6.

The mean mathematics score for our students was 16.5 compared to the state mean of 19.5.

Causes for the gap:

In the area of reading:

For the Reading portion of the 2010 MME, ethnicity (*Black, Not of Hispanic Origin*) played a major role in the percentage of level 1&2 decrease. White students scored 63% (level 1&2) whereas *Black, not of Hispanic Origin* scored 31% (levels 1&2). However, little gap currently exists between males and females scoring levels 1&2: Males (46%), Females (43%) respectively. In addition, economically disadvantaged students scored 43% (levels 1&2) compared to non-disadvantaged at 47%. Of noted impact on our scores is the Total student with Disabilities scoring levels 1&2 at only 17%. Surprisingly, the *Total All Except Students with Disabilities* section revealed a significant difference between *Black, Not of Hispanic Origin* (32%) and White (73%) scoring levels 1&2.

In the area of Writing:

For the Writing portion of the 2010 MME, ethnicity (*Black, Not of Hispanic Origin*) played a major role in the percentage of level 1&2 decrease. White students scored 37% (level 1&2) whereas *Black, not of Hispanic Origin* scored 8% (levels 1&2). In addition, economically disadvantaged students scored 16% (levels 1&2) compared to non-disadvantaged at 25%. Of noted impact on our scores is the Total Student with Disabilities scoring levels 1&2 at only 4%. Surprisingly, the *Total All Except Students with Disabilities* section revealed a significant difference between *Black, Not of Hispanic Origin* (9%) and White (43%) scoring levels 1&2.

In the area of Mathematics:

For the Mathematics portion of the 2010 MME, ethnicity (*Black, Not of Hispanic Origin*) played a major role in the percentage of level 1&2 decrease. White students scored 39% (level 1&2) whereas *Black, not of Hispanic Origin* scored 10% (levels 1&2). The data showed little difference for economically disadvantaged students, score 21% (levels 1&2) compared to non-disadvantaged at 22%. Of noted impact on our scores is the Total student with Disabilities scoring levels 1&2 at only 4%. Surprisingly, the *Total All Except Students with Disabilities* section revealed a significant difference between *Black, Not of Hispanic Origin* (11%) and White (45%) scoring levels 1&2.

Goal 1: Reading

Content Area: English Language Arts

Student Goal Statement: Students will increase reading proficiency by 10%.

Gap Statement: Based on the 2009/2010 School Data Profile, there is an achievement gap of:

35% on ACT/MME between African American (AA) students and other ethnicities

26% on ACT/MME between Students with Disabilities SWD's and non SWD's

28% on grade level end of unit test between AA and other ethnicities

32% on grade level end of unit tests between SWD's and non-SWD's

Reading Goal: CHS goal is to raise MME/ACT Reading scores by 10%

Goal 2: Math

Content Area: Math

Student Goal Statement: Students will increase math proficiency by 10%.

Gap Statement: Based on the 2009/2010 School Data Profile, there is an achievement gap of:

39.6% on ACT/MME between African American (AA) students and other ethnicities

24.5% on ACT/MME between SWD's and non SWD's

20% on grade level end of unit test between AA and other ethnicities

42% on grade level end of unit tests between SWD's and non-SWD's

Math Goal: CHS goal is to raise MME/ACT Math scores by 10%

Need of SIG due to math and reading scores, poverty level, and the schools ability to leverage resources.

Before and during the first school year of the Transformational Plan we commit to:

- **Committee Selection and Utilization**

- **Replace principal**

- **Student academic interventions**

- **School racial climate interventions**

- **General school climate interventions with an emphasis on identified at-   risk students**

- **Alignment of curriculum and common assessments**

- **Research based professional development to support and improve instruction**

- **Develop and adopt research based teacher and administrator evaluation tools**

- **Planned, effective communication with all stakeholders**

- **Employ math and ELA coaches**

- **Hire school reform officer**

- **Regularly utilize student data to plan, change and analyze progress**

- **Establish early warning system to ensure student success**

- **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:

- **Continue committee utilization**

- **Evaluate progress of principal**

- **Continue academic and climatic interventions**

- **Continue and add to aforementioned professional development**

- **Review curriculum alignment and common assessments**

- **Continue research based teacher and administrator evaluation tools**

- **Continue to commit effective communication with all stakeholders**

- **Continue to employ math and ELA coaches, consider science and social studies coaches**

- **Continue professional relationship with reform officer**

- **Adhere and react to early warning system for student success. Use results to support future planning.**

- **Continue to plan regular evaluation of school's plan progress to ensure capacity and replication**

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

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

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.

On August 16th, 2010, the superintendent, Mr. George Sassin received notification from the Michigan Department of Education. Administrators, along with the NCA chair, attended a meeting sponsored by the Michigan Department of Education. Clintondale High School staff members were notified that the school was identified for improvement and were informed on this matter at the first staff meeting on Tuesday, September 7th, 2010. The School Improvement team immediately convened to evaluate this information and generate input for the future of Clintondale High School:

- **School Improvement team analyzed and evaluated the process**

- **Formulated committees: School Improvement, research, content areas**

- **Contacted stakeholders via Newsletter and internet**

- **Sent home letters of notification**

- **Actively sought out feedback and input**

- **Held meeting with School Board Members**

- **Determined appropriate pathway: Transformation model**

- **Actively engaged students in transformation process**

- **Retained the MISD as a resource and service provider**

Based on this feedback, many students, parents, and community members have played an active role and taken the initiative in the Transformation process of Clintondale High School. Students were allowed to submit feedback in classrooms and via the internet expressing their needs, concerns, and insight. Parents responded to the letters and emails and offered assistance in the formation of the changes to be addressed within the high school.

Through this process, all stakeholders were informed about the Michigan Department of Education's identification of Clintondale High School as a lower achieving school. All stakeholders were given the opportunity to provide input to the School Improvement Grant. Further student input is still being obtained through student participation of the Grant Application process.

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.

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

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

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

ASSURANCES AND CERTIFICATIONS
STATE PROGRAMS

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

CERTIFICATION REGARDING LOBBYING FOR GRANTS AND COOPERATIVE AGREEMENTS

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

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

The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participating in this transaction by any Federal department or agency. Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal. **OG-4929** **Rev. 8/06** **Michigan Department of Education**

Grants Coordination and School Support **--PAGE 1-**

AUTHORITY: **P.O. Box 30008, Lansing, Michigan 48909** *Direct questions regarding this form to (517) 373-1806.*

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

SCHOOL IMPROVEMENT GRANT BUDGET

APPLICANT INFORMATION

TYPE OR PRINT:

APPLICANT	Legal Name of District Clintondale Community Schools	District Code 50070
	Address of District 35100 Little Mack	
	City and Zip Code Clinton Township, 48035	Name of County Macomb

CONTACT PERSON	Name of Contact Person George Sassin	Title Superintendent	Telephone (Area Code) (586) 791-6300
	Address 35100 Little Mack	City Clinton Township,	Zip Code 48035

GRANT FUNDS REQUESTED: $2,591,102 for the three year grant period

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

DATE 2/24/2011

SUPERINTENDENT OR
AUTHORIZED OFFICIAL _____
                        SIGNATURE

TYPED NAME/TITLE   George Sassin, Superintendent

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

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

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

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

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

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

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.

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

2/24/11

SIGNATURE OF LEA BOARD PRESIDENT

Date

2/25/2011

SCHOOL BUILDING BUDGET

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

SCHOOL BUILDING

Legal Name of School Building Clintondale High School	Building Code 50070	Name and Title of Authorized Representative George Sassin, Superintendent	
Mailing Address (Street) 35200 Little Mack		Signature	
City Clinton Township,	Zip Code 48035	Telephone (Area Code/Local Number) (586) 791-6300	Date Signed (m/d/yyyy)
Name and Title of Contact Person George Sassin Superintendent		Mailing Address (If different from agency address) 35100 Little Mack, Clinton Township, Mi 48035	

SCHOOL IMPROVEMENT GRANT BUDGET APPROVAL FORM

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

1. BUDGET SUMMARY FOR: Please Insert Building Name

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

BUDGET OBJECTS:

FUNCTION CODE	FUNCTION TITLE	SALARIES	BENEFITS	PURCHASED SERVICES	SUPPLIES & MATERIALS	CAPITAL OUTLAY	OTHER EXPENDITURES	TOTAL EXPENDITURES
110	Instruction -- Basic Programs							
120	Instruction -- Added Needs							
210	Pupil Support Services							
211	Truancy/Absenteeism Services							
212	Guidance Services							
213	Health Services							
214	Psychological Services							
216	Social Work Services							
220	Instructional Staff Services							
221	Improvement of Instruction							

225	Instruction Related Technology							
227	Academic Student Assessment							
230	General Administration							
232	Executive Administration							
240	School Administration							
250	Support Services Business							
257	Internal Services							
266	Operation and Maintenance							
280	Central Support Services							
281	Planning, Research, Development, and Evaluation							
283	Staff/Personnel Services							
300	Community Services							
311	Community Services Direction							
331	Community Activities							
	SUBTOTAL							
	Indirect Costs _____ % Restricted Rate							
	TOTAL							

2. BUDGET DETAIL

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

See Attachment A & B

_____

Date   **BUSINESS OFFICE REPRESENTATIVE SIGNATURE**

_____

Date   **SUPERINTENDENT/DIRECTOR SIGNATURE**

District Code	Grant Number	Project Number	CFDA Number	Project Type	Starting Date	Ending Date	Fiscal Year
50070	081550 * * *	1112	84.388A	Regular	1/1/2011	9/30/2014	2011

Function Codes	Function Title	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
110	Basic Programs							$0
120	Added Needs	$76,924	$23,076	$15,000	$117,583			$232,583
210	Support Services – Pupil				$15,500			$15,500
220	Support Services – Instructional Staff	$150,001	$44,999	$10,321	$1,077,104	$134,678		$1,417,103
230	General Administration							$0
240	Support Services – School Administration							$0
250	Support Services – Business	$11,538	$3,462					$15,000
260	Operation and Maintenance of Plant							$0
270	Pupil Transportation Services							$0
280	Central Support Services							$0
310	Community Services – Direction							$0
330	Community Activities	$38,462	$11,538		$500			$50,500
360	Welfare Activities							$0
	Sub Total	$276,925	$83,075	$25,321	$1,210,687	$134,678	$0	$1,730,686
	Indirect Cost						$37,300	$37,300
	Total	$276,925	$83,075	$25,321	$1,210,687	$134,678	$37,300	$1,767,986

BUSINESS OFFICE REPRESENTATIVE

PROJECT CONTACT PERSON

(586) 791-6300
PHONE
(586) 791-6300
PHONE

smithr@clintondaleschools.net
EMAIL
sassing@clintondaleschools.net
EMAIL

Attachment A

School Level Budget				
Name	Building	Allocation	Carryover	Budget
Clintondale High School	00731	$0	$0	$1,730,686
Total		$0	$0	$1,730,686

ARRA School Improvement Grant (SIG) II 2011 Budget Detail

For Clintondale High School

120 - Added Needs

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
125 - Added Needs – Compensatory Education	Clintondale High School: 1 Literacy Coach and 1 Math Coach	2	$76,924	$23,076					$100,000
125 - Added Needs – Compensatory Education	Clintondale High School: Purchase services for free credit recovery and mobile phone credit recovery distribution systems from Learncast.com				$15,000				$15,000
125 - Added Needs – Compensatory Education	Clintondale High School: Various software programs including Reading 180, Corrective Reading, Accelerated Math, Carnegie Cognitive Tutor, and Northwest Evaluation					$110,083			$110,083
125 - Added Needs – Compensatory Education	Clintondale High School: Computers for Reading 180 Software					$5,000			$5,000
125 - Added Needs – Compensatory Education	Clintondale High School: Supplies for peer to peer tutoring					$2,500			$2,500
	Sub-Total	2	$76,924	$23,076	$15,000	$117,583			$232,583

210 - Support Services – Pupil

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
212 - Support Services – Pupil – Guidance Services	Clintondale High School: Challenge day, positive behavior support systems, and 9th grade transition activities					$15,500			$15,500
	Sub-Total					$15,500			$15,500

220 - Support Services – Instructional Staff

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total

Attachment B

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
221 - Improvement of Instruction	Clintondale High School: Data Analyst / Instructional Technology Specialist	1	$115,385	$34,615					$150,000
221 - Improvement of Instruction	Clintondale High School: Professional development using "Tools and Talk" books					$890			$890
	Sub-Total	1	$115,385	$34,615		$890			$150,890
225 - Computer–Assisted Instruction	Clintondale High School: 50 LCD Projectors					$25,000			$25,000
225 - Computer–Assisted Instruction	Clintondale High School: 50 Mimio Interactive Whiteboards					$44,950			$44,950
225 - Computer–Assisted Instruction	Clintondale High School: 50 Elmo Document Cameras					$31,250			$31,250
225 - Computer–Assisted Instruction	Clintondale High School: 10 Classroom Assessment Clicker Sets					$35,000			$35,000
225 - Computer–Assisted Instruction	Clintondale High School: 2 TI Navigators						$25,600		$25,600
225 - Computer–Assisted Instruction	Clintondale High School: 7 sets of TI Nspires					$28,966			$28,966
225 - Computer–Assisted Instruction	Clintondale High School: 50 42-inch LCD TVs for Classrooms					$30,000			$30,000
225 - Computer–Assisted Instruction	Clintondale High School: 7 flip cameras and 2 hand-held cameras with tripods for teacher filming and review					$2,500			$2,500
225 - Computer–Assisted Instruction	Clintondale High School: 30 Computers for Literacy Lab					$25,000			$25,000
225 - Computer–Assisted Instruction	Clintondale High School: 800 Apple Wi-Fi Ipads					$446,400			$446,400

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
225 - Computer–Assisted Instruction	Clintondale High School: 800 Ipad Cases					$29,328			$29,328
225 - Computer–Assisted Instruction	Clintondale High School: 35 Bretford Ipad Mobility Carts					$59,185			$59,185
225 - Computer–Assisted Instruction	Clintondale High School: 60 MacBook Pros for Teachers					$65,818			$65,818
225 - Computer–Assisted Instruction	Clintondale High School: 60 MacBook Maintenance Agreements				$10,321				$10,321
225 - Computer–Assisted Instruction	Clintondale High School: 60 MacBook Screen Upgrades					$2,817			$2,817
225 - Computer–Assisted Instruction	Clintondale High School: Apple Server (includes maintenance and installation)						$54,078		$54,078
225 - Computer–Assisted Instruction	Clintondale High School: HS Library Wireless Campus System						$55,000		$55,000
225 - Computer–Assisted Instruction	Clintondale High School: Intervention software for Ipads					$250,000			$250,000
	Sub-Total				$10,321	$1,076,214	$134,678		$1,221,213

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
226 - Instructional Staff Supervision and Direction	Clintondale High School: Program director	0.33	$34,616	$10,384					$45,000
	Sub-Total	0.33	$34,616	$10,384					$45,000

250 - Support Services – Business

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
252 - Fiscal Services	School business personnel will oversee the expenditures of the SIG funds. They will track the expenditures and ensure they comply with the grant requirements.	0.1	$11,538	$3,462					$15,000

ARRA School Improvement Grant (SIG) II 2011 Budget Detail (cont'd)

For Clintondale High School

		FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
	Sub-Total	0.1	$11,538	$3,462					$15,000

330 - Community Activities

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
331 - Community Activities	Clintondale High School: Parent support programs					$500			$500
331 - Community Activities	Clintondale High School: Social Worker	0.5	$38,462	$11,538					$50,000
	Sub-Total	0.5	$38,462	$11,538		$500			$50,500
	Sub Total	3.93	$276,925	$83,075	$25,321	$1,210,687	$134,678		$1,730,686
	Indirect Cost (Max Allowed: 1%)								$0
	Grand Total								$1,730,686
	Allocation								$0

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

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

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

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

❑ **X** Extending the period of availability of school improvement funds.

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

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

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

SIG GRANT—School Building Application

APPLICATION COVER SHEET

SCHOOL IMPROVEMENT GRANTS (SIG)

Legal Name of School Building: Clintondale High School School Building Code: 00731	Mailing Address: **35200 Little Mack** **Clinton Township, MI.** **48035**

School Building Contact for the School Improvement Grant

Name: **George Sassin**

Position and Office: **Superintendent of Clintondale Community Schools**

Contact's Mailing Address: **35100 Little Mack, Clinton Township, MI.**
48035

Telephone: (586) 791-6300

Fax:

Email address: sassing@clintondaleschools.net

LEA School Superintendent/Director (Printed Name): George Sassin	Telephone: 586-791-6300
Signature of the LEA School Superintendent/Director: X	Date: 2/23/11
LEA School LEA Board President (Printed Name): Jason M. Davidson	Telephone: 586-791-6300
Signature of the LEA Board President: X	Date: 2/25/2011

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

Section A

1. Possible model to use for analysis of data.

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

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

Sub Group Academic Data Analysis

Grade:
Standards   **Percent of Sub-group meeting State Proficiency**

Group	Reading			Mathematics		
	Year1	Year2	Year3	Year1	Year2	Year3
Social Economic Status (SES) As=Asian	AA26.2 As50	AA28.3 As50	AA43.2 As60	AA14.3 As29	AA18.1 As25	AA20.6 As40
Race/Ethnicity	24.7	27.3	30.8	7.6	9.1	9.5
Students with Disabilities	5	4	17.4	0	0	4.2
Limited English Proficient (LEP)	0					
Homeless	NA					
Neglected & Delinquent	NA					
Migrant	NA					
Gender						
Male	34	34.9	46.3	23	24.3	23.9
Female	29	40.6	42.9	15.1	24.8	17.2
Aggregate Scores						
State						

Sub Group Non-Academic Analysis   Year: 09/10

Group	# Students	# of Absences		# of Suspension		# of Truancies	# of Expulsions	Unduplicated Counts	
		>10	<10	In*	Out*			In*	Out*
SES	416	268	148						
Race/Ethnicity	700	480	220		857	10	2		
Disabilities	113	54	59						
LEP	3		3						
Homeless	2		2						
Migrant									
Gender									
Male	363								
Female	337								
Totals									

Year:09/10

Group	# of Students	# of Retentions	# of Dropouts	# promoted to next grade	Mobility	
					Entering	Leaving
SES	416					
Race/Ethnicity	700					
Disabilities	113					
LEP	3					
Homeless	2					
Migrant						
Gender						
Male	363					
Female	337					
Totals						

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Enrollment and Graduation Data – All Students

Year:09/10

Grade	# of Students	# Students enrolled in a Young 5's program	# Students in course/grade acceleration	Early HS graduation	# of Retentions	# of Dropout	# promoted to next grade
K							
1							
2							
3							
4							
5							
6							
7							
8							
9	194						
10	196						
11	198						
12	184						

Number of Students Enrolled in Extended Learning Opportunities

Year:09/10

Number of Students in Building by grade	# Enrolled in Advanced Placement Classes	# Enrolled in International Baccalaureate Courses	# of Students in Dual Enrollment	# of Students in CTE/Vocational Classes	Number of Students who have approved/reviewed EDP on file
6					
7					
8					
9		4			149
10		4			114
11	6	4		8	81
12	2		10	17	149

2. School Building Capacity – Resource Profile

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

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

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

3. School Building Commitment

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

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

On Aug 24, 2010, a team consisting of administrators, teachers and NCA chair attended a meeting in Lansing to discuss Clintondale High School being appointed to the "Persistently lowest achieving schools". When staff reported back to school, the School Improvement team along with the principal and department heads informed the staff of the development. Our entire staff attended the first group meeting and efforts immediately progressed. The staff made a commitment to improve the ineffective educational practices in place at Clintondale High School. They then began the implementation of Clintondale High Schools improvement plan.

Stakeholders

There has been strong community involvement within the Clintondale Community School district. The community itself takes the initiative to support our students in various ways. Local businesses and restaurants such as Wendy's, Buffalo Wild Wings, Fernandias Beauty College, have been involved in fundraisers, community events, community theater, and sporting events. The Metro Credit Union has had a student-run banking facility within Clintondale High School for the past five years. All of these stakeholders were notified of our current status and have pledged their continued support of Clintondale Community Schools. Many of the parents of our students work and/or have ties within these establishments. Their desire is to see Clintondale High School maintain its presence as a strong academic institution within the community.

St. John School Based Health Clinic

Due to the increased number of students who were economically disadvantaged within our high school, the district has instituted the St. John School Based Health Clinic staffed with a school nurse practitioner, and a licensed and registered psychologist that is located directly within our high school. This enables our students to receive sufficient physical and mental health care in order to achieve academic success. The clinic is open 8:00 a.m. to 4:00 p.m. all year round. This first year of operation, St. John's school-based health clinic serviced the following:

- **Performed 116 sports physicals**
- **Serviced 144 students for mental health issues**
- **Acute or sick visits: 337**

The Macomb ISD sponsors the WIA program

Two WIA workers are located within our high school. These workers attend the needs of our 40 most poor students Monday thru Friday 7:00 to 3:00 p.m. during the school year. Students are assisted with such things as finding employment, college application processes and with state and federal assistance. Students are selected based on a family's total yearly income.

Baker College Guaranteed Scholarship Program

A Baker College 100% guaranteed scholarship program for all CHS graduates was established in 2007 between Clintondale Community Schools and Baker College in Clinton Township, Michigan. Through Baker College's generosity, each CHS graduate receives a $6000 scholarship ($1500/ annually) towards one of their advance degree programs. This unique opportunity enables students to attend college despite the lack of financial means. Furthermore, through Baker's unique "open" enrollment for all students, each graduate is automatically enrolled and has equal opportunity to attend a post-secondary school. In addition, Baker College graduates have a 95% job placement rate.

CANDO Program

The high school and school district provides food and clothing to those in the community who need it most. A large storage place has been set aside for clothing and a food pantry. Students receive community service hours for helping collect food and clothing as well as organizing and distributing items. These stakeholders play a significant role in Clintondale Community School's future. Each institution has been notified and hopes to maintain their current relationship status with Clintondale High School. These organizations want to continue their support and relationship with Clintondale High School and therefore are offering their assistance in the Transformation process. As many of the aforementioned business leaders and personnel are either graduates of Clintondale High School or live within the community, their dedication to Clintondale High School is evident by their attendance at board meetings, emails, as well as constant contact with the school's administrative offices.

SIG Notification, Collaboration Efforts and Meetings

- August 16, 2010 – Michigan Department of Education notified Clintondale Community Schools about Clintondale High School at 11:00 a.m. being added to the chronically lowest 5% poor performing school's list.

- August 17, 2010 Superintendent met with Board of Education re: 5% list and SIG 7:00 a.m.

- August 18, 2010 – High School Building Principal and Superintendent met with Macomb Intermediate School District and other local districts regarding the ramifications of being placed on the lowest 5% list at 8:00 a.m.

- August 19, 2010 - Sent informational letter home to all parents and local residents regarding Clintondale High School and SIG and state reform measures

- August 24, 2010 – CCS Superintendent, MISD representative, High School Principal, High School Assistant Principal, 9th Grade Director, NCA chair teacher met in Lansing, Michigan with MDE officials and 92 other school districts at 9:00 a.m. to 2:00 p.m. discussing being placed on the lowest 5% performing list and the required reform efforts.

- August 30, 2010 High School Principal met with entire (49) high school staff at 8:00 a.m. to discuss high school being placed on the lowest 5% performing list and its required reform efforts.

- Superintendent met with local board and union representatives, and local stakeholders to discuss the four model options.

- September 10, 2010 at 8:00 a.m. to 3:30 p.m. the High School team consisting of the five department chairs, NCA chair, High School Principal, met with MEA representatives at Macomb ISD to discuss each reform model and review written plan submission strategy for the SIG.

- September 15, 2010 Clintondale Community Schools notified MDE of its transformation model selection.

- On September 17, 2010 a preliminary leadership team was formulated to write the school district's plan for the SIG. The leadership team consists of three high school administrators, 10 teaching staff members, five department heads, one NCA chair, one central office representative, two MEA representatives, and two parents.

- On September 22, 2010 12:45 to 1:45 p.m. High School Principal met with local union representative and MEA attorney to check on the status of the written plan and offered additional resources in helping to write and develop the plan.

- September 19, 2010 2:40 p.m. to 3:40 p.m. - High School Administration met with Department Chairs to discuss first round of lesson plans, walk through trends, construction of common assessments, and handed out ACT competency and testing strategies information.

- September 26, 2010 2:40 to 3:40 - High School Staff Meeting conducted. Content area team members met with Department Chairs to discuss lesson plan development and core assessments to be administered Thursday, September 30, 2010.

- September 26, 2010 3:40 to 4:15 - School leadership team met to discuss collaboration agenda for October 1, 2010.

- On September 23, 2010 8:00 a.m. to 2:30 p.m. Collaboration meeting with NCA chair and teaching staff member and MISD consultants to begin the writing process.

- Oct 1, 2010 8:00 a.m. to 2:30 p.m. – Leadership team met to discuss and construct written plan. Students, parents, and stakeholders were invited to give input in the process.

- October 4, 2010 to present-Leadership team works diligently to complete task.

- Over the next four months, the Transformation Leadership Team, along with the entire staff, dedicated time and effort in creating a transformational shift regarding the availability of available technological advances.

- January 5th, 2011- the NCA chairs along with administration went to Lansing to learn about the appropriate restructuring of the SIG grant. This information was brought to the entire staff and stakeholders at the January 10th staff and board meetings.

- Staff and stakeholders began sharing and implementing learning centers focused on technology already in place in their individual classroom environments. These learning centers were shared at staff meetings and board meetings. This approach led to the formation of a collaborative learning community here at Clintondale High School.

- After school tutorials were implemented to strategically plan and implement a change in culture for the school that refocuses on data driven individualized student instruction. With our grant from TechSmith, data driven sustainability was enacted and developed to increase teacher effectiveness and increase student achievement.

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

In 2009-2010 Clintondale High School saw the need for change. Our NCA team, with direction from our Principal, consulted our students, staff and community and began the process. We dedicated each staff meeting to build tutorials

regarding Data-Driven Dialogues and School Wide Assessment Instruction. This increased communication and dialogue for Student Achievement. Our focus will always be on student achievement involving the entire district.

Bi-Weekly Common ACT Assessments, Department Chair and Collaboration Meetings

- Starting in the fall of 2010, teaching staff developed and administered bi-weekly ACT based assessments in order to measure instructional effectiveness, student progress and skill level. Data results are reported using data director and electronic Scan-tron. A reporting rubric will be filled out by each teaching staff member and given to the department heads and to the building principal. Department head meetings are held with the school administration in order to review the assessment results. Content area meetings are held the following week in order to make any recommendations to administration or change instructional techniques and direction.

Academic Initial Screening

- Scholastic Reading and Math STAR Assessments were given to all incoming 9th graders (136) in the fall of 2010. These assessments were given in order to test basic skill level and to properly place students in the correct reading and math class. Adjustments were then made to the students' schedules. Student were placed in a 9th Grade / READ 180 class if they read below grade level and a 9th grade Algebra class, with a math support lab, if they were a grade level behind.

Power School

- Power School was implemented in August 2010. Power School allows for our certified teachers to track student work and for parents to receive daily updates of their student's attendance, grades and missing assignments. All staff was trained in Power School in August 2010, and student information will be available for parents on-line starting in January 2011. In December 2010, parents will be mailed Power School log-on directions. The school district will create and provide video screen captures using the software, Camtasia, and hosting the videos on the district website as a reference.

Administrative Classroom Walk-Through

- The administration knows the importance of bell-to-bell, minute to minute-focused instruction in a classroom. Walk-throughs are scheduled between the building principal and assistant principal to ensure research-based practices are going on daily within a classroom setting.

Teacher Evaluation

- The Clintondale Community School District and MEA/NEA Local 1 Clintondale Education Association will collectively bargain an agreement pertaining to a method of compensation that includes job performance as a significant factor in determining compensation and also implemented a rigorous, transparent, and fair evaluation system to evaluate teacher job performance. The collective bargaining agreement provides that teachers will be evaluated one (1) time during each school year utilizing an approved evaluation instrument. The evaluation system will be based on the research of Charlotte Danielson. The evaluation focuses on teacher preparation and planning; classroom environment; instructional practices; and professional development, and is, in part, based upon data on student growth.

- The school district and MEA/NEA Local 1, the bargaining representative that is certified to represent the district's teachers, expect to agree upon a teacher evaluation system with focus on the Charlotte Danielson framework model. Since there are added training and implementation costs associated with the training and institution of such evaluation program which if agreed upon, would applicable to new teachers, tenured teachers, and teachers in need of assistance, such agreement and implementation would be dependent upon grant funding in the beginning, at least.

- Proposed additional improvement step/reforms beyond those measures already being taken as described in this application, can only be implemented if funds are approved beyond those already available to district.

Teacher / Mentor Partnership Observation

- In order to improve instructional quality, staff will volunteer to create a teacher/mentor observation partnership and schedule. Teaching staff members will conduct classroom observations of one another. A rubric of post observation questions will be used to help guide the observation process. Staff will then collaborate with one other regarding the overall effectiveness and review any suggestions a teaching staff member may have. One follow up observation/meeting shall occur after the initial observation/meeting. Videotaping would be permissible as long as all interested parties have received prior written consent.

- Creation of instructional videos @ www.youtube.com/dragoninstruction enables students to have classroom content available 24 hours a day, 7 days a week. In addition, this allows for proper alignment of curriculum and better continuity among instructional staff.

Principal Accountability

Clintondale Community Schools has adopted and administrative evaluation schedule that is performed annually. The administrative evaluation model encompasses nine different areas. All areas are related to research based school improvement strategies and student achievement. The administrative evaluation is tied to our school district's decision regarding the retention, promotion and dismissal of an administrator.

Nine specific areas will be evaluated in relationship to a school and/or district 's student growth and performance. Student growth and performance will be measured by all state issued assessments such as ACT, MME and MEAP, as well as locally based student growth assessments. All administrators will be given ample support with timelines for student academic improvement. Implementation of timelines for student growth will be established and reviewed annually.

Teacher Collaboration Time

Teacher collaboration is the foundation for learning. Clintondale High School holds bi-weekly staff meetings. Half of each meeting is dedicated to teacher collaboration. Formative and summative assessment results are analyzed and data driven dialogues take place within each department. Bi-weekly assessment results are analyzed for gaps and needs throughout each core content area. Curriculum meetings are held where all staff is invited to collaborate within the school district. Department heads are then responsible for collecting and reporting data findings to the rest of the staff and administration. If a teacher would like to collaborate with another teacher outside of the regular teaching day, they may do so and be reimbursed through mentor-partnership agreement.

Job-embedded Professional Development

Similar to students, learners, teachers, and school principal benefit from having more opportunities to learn. These opportunities are only successful when school districts make time, space and structures available to support professional development. Job embedded professional development also demonstrates a commitment to teacher and principal learning. Job embedded professional development is most successful when it is aligned with the school curriculum, state standards, and assessment of learning, when it is structured in a manner that addresses the needs of the school. Job embedded professional development often takes place during the work day. The MISD as an external provided to Clintondale Community Schools, is rigorous in updating the principal and teachers on available professional development training. The MISD also often pays for substitute reimbursement so that teachers and principal are able to participate in trainings. The principal, as part of the school improvement team, is able to promote collaboration and increase student achievement.

Professional development trainings:

- **North West Evaluation Association universal screening tool for new students**

- **Star Reading and Math***

- **Scholastic Reading Inventory to assess reading level and place students in correct English Language Arts program-Read 180**

- **Lenses on Learning***

- **Corrective Reading, tier III reading Intervention**

- **Guided academics course: Mathematics support lab**

- **Accelerated Math for Intervention, tier III math intervention**

- **The combination of Carnegie Learning Curricula and Cognitive Tutor**

- **Family Resource Center (Mental Health Counselor)***

- **Data and Intervention Specialist**
- **Data Director***

- **Instructional literacy and math coaches**

- **Extended school day for zero hour and seventh hour**

- **Summer literacy and math program/summer school practices***

- **Principal/leadership coach**

- **Mental health model to support academic learning***

- **Positive Behavior Support* I Can LEAD**

- **Explorer and Plan Test***

- **Before and after school tutoring***

- **On-line Credit Recovery***

- **Summer school practices***

- **Reader's Apprenticeship (RA) training***

- **Strategic Writing Instruction for Teachers (SWIFT)***

- **Strategic Literacy Instruction (SLI)***

- **E2020 training for credit recovery***

- **Teacher/Student Mentoring Program**

- **Close and Critical Reading***

- **Adaptive Schools***

- **Student Achievement Network Series***

- **Tool Talk**

  *Denotes intervention already in practice

Program Timelines with Embedded Professional Development
Job-embedded and sustainable professional development or teaching and administrative staff have been embedded into the culture of Clintondale High School through the Macomb Intermediate School District for some time. In total, our school and staff have attended 119 days of professional development in 2009/2010 and will continue to do so. In addition, administration and teaching staff have and will continue to take part in the Teacher Leader Initiative. The School Improvement Team has a highly functioning job within Clintondale High School. Many hours of professional development are dedicated to training the members. The members in turn disseminate the information gathered and train the members. Any member of Clintondale staff is able to join the School Improvement Team or attend meetings or professional development seminars. Parents, para-professionals, and secretaries all take an active part in assisting the needs of the members for the betterment of the school. New staff members are assigned a mentor who develops an individual professional development plan that is evaluated by the School Improvement Team.

Instructional Practices
Clintondale High School has rigorous instructional practices in place for all students and a common understanding of what constitutes quality student work. The staff and administration works together to maintain this practice on all levels.
- Department heads play an integral role in maintaining the focus on quality instructional practices. Staff has and will continue to develop and administrate bi-weekly ACT like assessments in order to measure instructional effectiveness, student processing and skill level. Data results are reported using Data Director and electronic Scan-tron. A required reporting rubric will be filled out by each teaching staff member and given to the department heads and to the building principal. Department head meetings are held with the school administration in order to review the assessment results. Content-area meetings during staff meeting time will be held the following week in order to make any recommendations to administration or change instructional techniques and direction.

- The ACT/ MME, MEAP, ELPA, PLAN, EXPLORER, Scholastic Reading/Math Inventory, basic training in analysis, are used to review student performance and the effectiveness of the school. These summative assessments will serve to let the CHS team establish a baseline as well as make real time program and instructional decisions. It is imperative that the training is focused on data inquiry, the development of common assessments and the use of progress monitoring tools. In addition to the training being offered by the MISD, our staff continues training within their individual content areas to ensure a quality educational experience for all of our students.

- Starting in the fall of 2010, teaching staff has developed and has administered bi-weekly ACT like assessments in order to measure instructional effectiveness, student progress and skill level. Data results are reported using Data Director and electronic Scan-tron. A reporting rubric will be filled out by each teaching staff member and given to the department heads and to the building principal. Department head meetings are held with the school administration in order to review the assessment results. Content area meetings will be held the following week in order to make any recommendations to administration or change instructional techniques and direction.

- Scholastic Reading and Math STAR Assessments were given to all incoming 9th graders (136) in the fall of 2010. These assessments were given in order to test basic skill level and to properly place students in the correct reading and math class. Adjustments were then made to a student's schedule. A student was placed in a 9th Grade / READ 180 class if they read below grade level and a 9th grade Algebra class, with a math support lab, if they were a grade level behind.

Data Director/Data Driven Dialogues as guides for instruction

- Implementation of Data Director and staff training was given to all teaching staff members in the fall/winter of 2010. Instructional staff used Data Director to host common assessments, analyze data and have school improvement data led discussions. These discussions were and are being held during school staff meetings, in-services and school improvement meetings and department chair staff meetings in order to vary and improve instructional techniques.

- Data Dialogues will assist Clintondale High School in "collaborative inquiry". The real methodology for system change begins and ends with ongoing authentic dialogues about important questions, states Tony Wagner. This training will provide schools with data inquiry, mining and analysis steps that shift schools toward a data-centered focus. Using the MME, ACT, PLAN, Read 180, IEP's, Star Math, Star Reading, NWEA, formative and summative assessments, and EXPLORE to conduct item analysis will serve to ground

Clintondale High School in baseline and summative data. Clintondale High School will be able to make real time program and instructional decisions. This training will engage our staff in systemic, continuous improvement in the quality of the educational experience of students and to subject themselves to the discipline of measuring their success by the metric of student's academic performance.

- According to Robert Marzano in his book *Classroom Instruction that Works* students being able to identify similarities and differences, summarize, test hypotheses and staff reinforcing effort and providing recognition and feedback can significantly increase student achievement. Therefore, our Social Studies teaching staff developed a "Google Group" which allowed our staff to create a web based learning group in order to create a more flexible and collaborative learning situation. This approach also enabled a teacher to individually better monitor their student's learning. The instructional staff developed questions within the Google Group that allowed students to identify similarities and differences within a topic, and summarize and test hypothesis in order to create learning groups as a way to better monitor student learning. Thus, in an at-risk civics class the control group of 23 students reduced their failure rate by 17%. In addition, this group moderately out performed a similar civics class that was categorized not at-risk. The Social Studies Department is currently developing a school wide Google Groups initiative to meet the needs of their students. When polled students and teachers revealed that this free web based tool allows for staff to track and comment on their students work from their cell phone and/or computer while away from school. In addition, students are able to access their academic library of work twenty-four hours a day and seven days a week. Furthermore, it enabled students to work current technologies, as well as form a learning group that enables students to learn with their peers.

4. School Improvement Intervention Plan—5-page limit

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

As a result of the SIG grant, Clintondale High School's main focus will be the integration of technology into our curriculum to guide our instruction in order to increase student achievement. There is a great deal of research that reflects the positive effects of technology on student learning. The 21st century classroom offers the teacher much more flexibility in delivering instruction. Students are more motivated and have become better prepared by acquiring the skills needed to be successful. This proposal is an explanation of how a traditional school district could re-imagine and create their processes by integrating technology in order to better serve their students and community in a more efficient and effective manner.

How Do We Do On-line Learning?

Each student's computer and cell phone has the capabilities to become a personal learning tool in which students can create an on-line learning environment that is available outside the regular school day. No longer does school have to be the place in which a student comes to receive content or building professional and personal relationships. With today's technology and the evolution of Web 2.0, often teens have access to information and build relationships without being present.

Automated the Delivery of Our Information

With the digitization of educational content, a school can use auto educational content delivery system. This automated process enables a school to deliver an article, video, graph etc… right to our students 24 hours a day and 7 days a week. High school students and parents would have access to use it as an occasional reference and for additional review to help aid in recall, training and understanding. Thus, the best teachers, using the best practices, would create a school's classroom information. This information would be delivered using a web based automated delivery system Constant Contact) to each student and staff member on a daily or weekly basis. This approach allows students to use their expert classroom teacher for what they have been trained to do and allows a school to streamline their information services. For example, a teacher could provide content creating a PPT using Camtasia. Students can spend time reviewing the information the previous night. The next day in class, all students would be involved in various projects that promote class content engagement and understanding. Therefore, instead of the majority of classroom time being used to deliver information it would be used to develop a better understanding of the information. Instructional staff have had ongoing staff development on integration of technology into their daily practice and as a result, staff have developed and initiated a Youtube channel at http:www/youtube.com/dragoninstruction that has over 25,000 views by our students and others. We are happy to announce that just recently, we have been contacted by an outside agency to receive permission to use our instructional Youtube videos. The following YouTube clips gives you an example of our proposed classroom /school transformation concept:
http://www.youtube.com/watch?v=BXSBcM0RhB0&feature=related
http://www.youtube.com/watch?v=uHK_a9SuTIk&feature=related

Transforming from a Traditional to a Digital School Environment
In order to use the Internet effectively and maximize technological resources, digitizing our information from a traditional information source is the first step. By using such things as Google Wave, Google Groups, Google Docs, emails, links, Apple I-touch, cell phones, Windows Media Player versus books, overheads and movies allows us expand our learning opportunities and communications outside the regular school day. In addition, thousands of hours can be added to our regular school day. This practice enables our students to access their work despite being tardy, absent or having lost and missing assignments, and long-term suspension or disability. By having our content on the Internet enables us to be able to establish clear and consistent services. Instead of having seven variations of cell division given by seven different science teachers, a school would have just one. This multi-media presentation could be shown in multiple classrooms and available outside of school for staff and students. Students would also benefit when moving from class to class when their schedule changes and they could review for later reference. School administrators and school improvement teams would be evaluating a constant variable rather than one that changes due to human strengths and choice. It would allow them to strategically add and/or take away components to their instructional information and services rather than having to help each staff deliver it consistently.
The iPad has tremendous educational resources available to every student. Clintondale High School wants to give each and every student the opportunity to have their education at their fingertips. However, if schools are to do a better job of educating every student, not just the students in the middle, then schools need to embrace the technology that allows for the "multiplication" of teachers in the classroom without having to pay the salary of extra educators. The iPad's technology could easily allow for more individualized instruction and curriculum for every student.

Techsmith Technology Partner
As a result of our school efforts, we are ecstatic to announce that the Lansing based Techsmith Corporation has recently volunteered time, expertise, and resources to our school to ensure we can make this monumental shift. Mr. Troy Stein, Techsmith's Customer Solutions Engineer, has committed one day a week to work with staff and administration to help our school transform from a traditional school to a digital school. It is our intention that we would become the state and national model for information delivery, technology integration, and increased student academic achievement. The following positions will enable this monumental shift in technology integration with educaton:

Data Analyst/Instruction Technology Specialist   Greg Green-coordinator
This position will instruct the use of technological interventions. This position will perform a variety of duties associated with the acquisition management and analysis of achievement, attendance, behavior, and test scores to develop a comprehensive response to intervention program. This position will be responsible for technology-

based instructional resources, implementing on-line research materials, teacher observation with feedback, content specific training with technology and tools, content specific application training, quarterly review of data, and end of year technology integration evaluation.

Mathematics   Tom Fiori-coordinator

- Before and after school tutoring program is conducted by certified and highly qualified mathematics teachers. This program was implemented in September 2010.
- Texas Instruments Navigator is a Mathematics Resource system that provides both teachers and students with the capacity to work through collaborative learning. Whether in the classroom or lab setting, teachers would be able to work with students, students would be able to work with other students and students would effectively be able to execute mathematics processes and concepts with greater proficiency. This resource will be extended to Tier 1,2 and 3 students.
- Mathematics Labs are developed through the processes learned from the Lenses on Learning Seminars conducted at the MISD. These Labs are taught and operated by certified and highly qualified mathematics staff. The classes provide students with extended opportunities to develop essential skills as well as serving as a response to intervene with learning gaps and skill gaps for students. The lab serves as the Mathematics technology hub where ALL mathematics staff conducts lessons and collaborates with ALL students Tiers 1,2 and 3.

Lenses on Learning   Kristie Schneider-coordinator

- Lenses on Learning research proves that American students perform better on tasks that measure knowing math facts and procedures than on tasks measuring application, conceptual understanding, or reasoning to solve unfamiliar problems (NCEC, 2008) Clintondale High School has embraced Lenses on Learning. Presently, a team of five teachers and administrators has begun monthly sessions. This professional development will enhance classroom learning while building a foundation for Clintondale High School's School Improvement Plan.

- Guided Mathematics will be implemented as a response to intervene with students that have skills less than proficient in mathematics yet are within a grade level of skill standards. Guided Mathematics will be a collaborative learning environment that utilizes certified and highly qualified staff, paraprofessionals and technology as a way to enhance learning experiences and extend opportunities for learning maximization. Tier 2 students will be targeted as the focus group for this program with the goal/objective of elevating these students to Tier 1 status.

- Accelerated Mathematics (STAR Math) is a program that has been used in a limited capacity at CHS since 2001. STAR Mathematics is to be used to assess

ALL CHS students both traditional and students w/ IEPs and Students w/ disabilities. STAR will serve as both the pre-assessment and post-assessment to measure growth. All Tier III students will be working through Accelerated Mathematics as an intervention response to elevate skills and proficiency. In addition, Accelerated Math is now offered in a web-based format that could provide students with not only extended but also continuous learning opportunities. The program originally purchased in 2001 is now outdated and likely will need to be repurchased. The original cost of the program was $12,000.

Reading   Robert Dameron and building principal
Because of the transition rate of our student body we feel that it is imperative to have a prescriptive reading program for all students. Results of correlation analyses revealed low moderate to moderately high correlations between reading measures and scores on a classroom study task, grade point average, and achievement test performance.
Tier I Intervention- Literacy Coach, Close and Critical Reading
Tier II Intervention – WestED Reading Apprenticeship, Read 180, Guided Academic Teacher
Tier III Intervention- Corrective Reading, F.A.S.T. Reading- Guided Academic Teacher
CHS English Department has implemented a before and after school tutoring program that is conducted by certified and highly qualified English teachers. This program was implemented in September 2010.

WestED Reading Apprenticeship Curriculum   Building Principal
Teachers developed more complex understandings about reading, reading processes, and texts, developing a situated knowledge base to inform interactions around reading in the classroom; shifted their pedagogical orientation from either a solely content-focused or motivation-focused pedagogy toward combining these elements into a pedagogy of empowerment in disciplinary reading; thus effecting student achievement in all areas.

The Adaptive Schools   Building Principal
Model is about developing strong schools in which collaborative faculties are capable of meeting the challenges of today and the uncertain challenges of tomorrow. Schools are making remarkable gains in improving student achievement, increasing attendance, attaining higher post-school accomplishments, and developing satisfying relationships with communities. Teachers will participate in a 4-day Adaptive Schools professional development to provide teachers with a set of tools to support collaborative teamwork related to curriculum, instruction, and assessment.

Assessments   Elizbeth Dalton- coordinator and Building Principal
Based on formative and summative assessments, MEAP, MME, PLAN, NWEA, and Explore, the School Improvement Team, teachers, and a Data Intervention Specialist will ensure that student achievement will be monitored. All students will be given the

Northwest Evaluation Association screening tool up to four times a year to monitor students' progress. The School Improvement Team aligned with the Data Intervention Specialist will make recommendations and adjust instruction as needed based on student achievement. The ACT/ MME, MEAP, ELPA, PLAN, EXPLORER, NWEA, Scholastic Reading/Math Inventory, and basic training in analysis are used to review student performance and the effectiveness of the school. These summative assessments will serve to let the CHS team establish a baseline as well as make real time program and instructional decisions. It is imperative that the training is focused on data inquiry, the development of common assessments and the use of progress monitoring tools. In addition to the training being offered by the MISD, our staff continues training within their individual content areas to ensure a quality educational experience for all of our students.

Staff has and will continue to develop and administrate bi-weekly ACT like assessments in order to measure instructional effectiveness, student processing and skill level. Data results are reported using Data Director and electronic Scan-Tron. A required reporting rubric will be filled out by each teaching staff member and given to the department heads and to the building principal. Department head meetings are held with the school administration in order to review the assessment results. Content-area meetings during staff meeting time will be held the following week in order to make any recommendations to administration or change instructional techniques and direction.

In-place Screening Assessments   Dawn Sanchez-coordinator
Scholastic Reading and Math STAR Assessments were given to all incoming 9th graders (136) in the fall of 2010. These assessments were given in order to test basic skill level and to properly place students in the correct reading and math class. Adjustments were then made to a student's schedule. A student was placed in a 9th Grade / READ 180 class if they read below grade level and a 9th grade Algebra class, with a math support lab, if they were a grade level behind.

Positive Behavior Support Programs   Meloney Cargill/administrator
In addition, to focus on academic interventions and data analysis, Clintondale High School will begin to implement a positive behavior support program. Students' attendance and behavior will be monitored quarterly as it relates to improved academic achievement. Measurable outcomes for PBS are reduced discipline referrals and suspensions, increased moral among students and staff, support relationships with home, school, and community stakeholders.

Data Analysis   Janeen DenBaas/Rob Dameron-coordinators
Implementation of Data Director and staff training was given to all teaching staff members in the fall/winter of 2010. Instructional staff used Data Director to host common assessments, analyze data and have school improvement data led discussions. These discussions are and are being held during school staff meetings, in-services, school improvement meetings, and department chair staff meetings in

order to vary and improve instructional techniques. Five members of the staff and administration attended data-dialogue professional development training in September. This training provided the school with data-inquiry, mining and analysis steps that shift schools toward a data-centered focus. Using the MME, ACT, PLAN, Read 180, IEP's, Star Math, Star Reading, and EXPLORE to conduct item analysis will serve to ground Clintondale High School in baseline and summative data. Clintondale High School will be able to make real time program and instructional decisions. This training will engage our staff in systemic, continuous improvement in the quality of the educational experience of students and to subject themselves to the discipline of measuring their success by the metric of student's academic performance.

The School Improvement Team, Leadership Transformation Team, Clintondale High School's entire staff, administration, and stakeholders, played a significant role in our plan to implement the Transformational Model. Along with our external providers, our school improvement goals for the following year have reflected a projected increase in student achievement and is now been a driving force in our School Improvement Plan.

5. External Provider Selection

Describe the process the building will use to select external providers or note that the school will select external providers from the MDE pre-approved list.

Macomb Intermediate School District

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

In order to complete this school improvement process, technical assistance will be provided through the Macomb Intermediate School District. School improvement leaders will meet regularly with School Improvement consultant, Lisa Asaro while participating in the Facilitators of School Improvement program designed to provide teacher leaders with the skills necessary for meaningful and purposeful school improvement work.

AdvancED Michigan

Clintondale High School was accredited in 2008 through AdvancED. Clintondale High School had adhered to the AdvancED Standards and Policies. This process was uded to analyze the needs of the school and from the process, the transformation model for school improvement wass selected. Clintondale High School completed a Self Assessment, which is designed as a tool to assist the school in identifying areas of strength and opportunities for improvement. The SA is based on the 7 AdvancED standards:

- **Vision and purpose**

- **Governance and leadership**

- **Teaching and learning**

- **Documenting and using results**

- **Resources and support systems**

- **Stakeholders communications and relationship**

- **Commitment to continuous improvement**

The staff worked a s a team to review all data available which included perception data, academic achievement data, and behavioral data. Clintondale High School has two NCA co-chairs to facilitate and lead the staff through the process.

Carnegie Learning
This tutorial merges algebra textbooks with interactive software developed around an artificial intelligence model that identifies strengths and weaknesses in an individual student's mastery of mathematical concepts. The software customizes prompts to focus on areas in which the student is struggling and routes the student to problems that address those specific concepts. It is used as a tiered support in the Clintondale High School math curriculum.

6. Alignment of Resources

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

Our fundamental resources at Clintondale High School engage the staff, stakeholders, and community. Human Resources within the district is presently seeking a new principal, strategically implementing the new Transformational plan, continuing engagement with professional development and providing health care within our school via the St. John School Based Health Clinic. The students as well and community may obtain resources from CanDo, and obtain free and reduced meals. The students are able to attend the Career Preparatory Center, where they are able to learn and explore future careers and have hands-on training within the field of their choice. They are also able to take Advance Placement courses and free credit recovery via on-line courses. Students may also attend the International Baccalaureate, dual-enroll at Macomb Community College and Baker College, and retain scholarships through our partnership with Baker College.

In the attempt to provide a guaranteed college program for students, we have formed a unique relationship with Baker College in Clinton Township, Michigan. Through Baker College's 'Everyone Deserves a Chance' admissions program, each Clintondale High School graduate will receive a $6000.00 scholarship. Despite a student's grade point average, ACT score and financial status affords them the ability to earn an advanced degree. This agreement allows a 100% of our graduates to enroll and obtain an advanced degree. The scholarship program is worth $1,000,000 to 1,200,000 annually for our student graduates and community. In addition, Baker College graduates have a 95% job placement rate, thus contributing positively to our state's employment rate.

This new implementation of the Transformational Model for the education of our stakeholders and community will assist our students in becoming college/career ready. Through our present partnership with Techsmith, a representative will be in our school for the 2010/2011 school year working weekly with students and staff, teaching them the vast opportunities to on-line learning and the resources available to them.

With our strong implementation of technology, our present transformation model will be the basis for instruction of both parents and students. Once our staff has fully implemented the Transformational plan, obtained professional development, and become fully proficient in the applications of technology in the classroom, our parents, community and stakeholders will all benefit from this new approach to 21st century learning.

The 21st century and its implementation of technology, along with the training of parents and community, will have the opportunity to be on-line with Clintondale Community Schools and maintain a basis for understanding the technological resources available to them. All parents may check their students grades and attendance through Power school, be informed of local and community events through a one-call system for daily and weekly announcements. Parents and community may also check teacher blogs, send and receive teacher email, utilize the CHS help-center and participate in surveys online and within the school. Beyond the Baker College opportunity for all students, there are many scholarships offered within the school and community. Lastly, local fundraisers are available to help facilitate the educational process for students and community members.

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

Clintondale High School is in agreement with its union. Many areas are under negations. Please see relevant letters in appendix B. Under negotiations presently:

- **Teacher/administrator success through evaluation (Danielson model).**
- **Provide clear and positive assistance for improvement.**
- **Teacher evaluation parameters**
- **Transformation model implementation**
- **Contractual seniority**
- **Additional compensation plan**

8. Timeline

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

Program Timelines with Embedded Professional Development

Job-embedded and sustainable professional development or teaching and administrative staff have been embedded into the culture of Clintondale High School through the Macomb Intermediate School District for some time. In total, our school and staff have attended 119 days of professional development in 2009/2010 and will continue to do so. In addition, administration and teaching staff have and will continue to take part in the Teacher Leader Initiative. The School Improvement Team has a highly functioning job within Clintondale High School. Many hours of professional development are dedicated to training the members. The members in turn disseminate the information gathered and train the members. Any member of Clintondale staff is able to join the School Improvement Team or attend meetings or professional development seminars. Parents, para-professionals, and secretaries all take an active part in assisting the needs of the members for the betterment of the school. New staff members are assigned a mentor who develops an individual professional development plan that is evaluated by the School Improvement Team.

The following list describes, in detail, the action steps taken, the person responsible for the action and its oversight, start and end date, and the success metric used to evaluate the intervention plan.

The Adaptive Schools

The Adaptive Schools Model is about developing strong schools in which collaborative faculties are capable of meeting the challenges of today and the uncertain challenges of tomorrow. Schools are making remarkable gains in improving student achievement, increasing attendance, attaining higher post-school accomplishments, and developing satisfying relationships with communities.

Clintondale High School, in conjunction with the Macomb Intermediate
School District, is including the work of Bob Garmston and Bruce Wellman
from **The Adaptive Schools**. Training and implementation has already begun.
Start Date/End Date: October 26-27, 2010, two teachers and two administrators
attended the first sessions. The second sessions will be attended winter/spring 2011.
Person Responsible: Janeen DenBaas
Success Metric: Initiative to continue to develop teacher and leader effectiveness.
Plan for Sustainability: Teachers and staff will be given the opportunity to attend
conferences regarding adaptive schools. Information will be shared with staff and
implementation will begin starting spring, 2011.   Funds will be allocated through the
general fund. A percentage of the conference funds will be offset by the Macomb
Intermediate School District.

New Principal Hiring

Clintondale High School's School Improvement team, along with the administration
and school board will be actively searching for a new principal.

Start/End Date: January 1, 2011-July 30, 2011
Person Responsible: George Sassin/Superintendent
Success Metric: New principal with turnaround experience
Plan for Sustainability: The new principal will be attending monthly school
improvement initiatives offered through the Macomb Intermediate School District.

NWEA Universal Screening Tool

Student-centric education starts with detailed, accurate information about where
each child is on his or her learning journey. NWEA offers a robust set of services that
deliver this insight to the teacher, as often as four times a year.

Start/End Date: Will begin immediately in September 2011 based on any new
student entering Clintondale High School. On-going screening process.
Person Responsible: Meloney Cargill/Administrator
Success Metric: Increase of average growth relative to the prior year in math and
science content. Increase in all students' grade level equivalency scores in
mathematics, English and science
Professional Development: On-site and online courses are available for staff.
Training will begin in July 2011.
Plan for Sustainability: The high school will develop an annual assessment
calendar. They will share the results with staff, administration and parents
periodically throughout the year. General funds will be used to offset any additional
future costs.

Star Reading and Math

Star Reading and Math has helped determine the reading level of each student, measured individual and class growth, and forecasted results on standardized tests.

Start/End Date: September 2010-ongoing
Person Responsible: Dawn Sanchez/Administrator
Success Metric: An annual increase in all students' grade level equivalency scores in reading and mathematics.
Professional Development: Teachers were trained in a two-day seminar with implementation of software in August 2010. Results were analyzed and students were placed in appropriate competency levels.
Plan for Sustainability: The high school will develop an annual assessment calendar. They will share the results with staff, administration and parents periodically throughout the year. General funds will be used to offset any additional future costs.

Reading Interventions

READ 180 for all students. Because of the transition rate of our student body we feel that it is imperative to have a prescriptive reading program for all students.

Tier I Intervention- Literacy Coach, paraprofessionals, close and Critical Reading

Tier II Intervention – West ED Reading Apprenticeship, Read 180, Guided Academic Teacher

Tier III Intervention- Corrective Reading, F.A.S.T. Reading- Guided Academic Teacher, Paraprofessionals

Start/End Date: September 2010-ongoing
Person Responsible: ELA Department/Dawn Sanchez and Meloney Cargill/Administrators
Success Metric: Student's will increase their reading index scores two or more grade levels. Students will also show increases on the Plan and MME/ACT.
Professional Development: Took place in August 2010. October 2010, in-service. November 2010, Teacher walk-through.
Plan for Sustainability: The school district will commit to hiring a highly qualified teacher. Furthermore, it will also provide training for any staff within the program and will commit 31A At-Risk funds in order to offset any further costs.

Lenses on Learning

Research proves that American students perform better on tasks that measure knowing math facts and procedures than on tasks measuring application, conceptual understanding, or reasoning to solve unfamiliar problems (NCEC, 2008) American teachers tend to teach procedural, rather than conceptual, knowledge of mathematics (Stigler & Hiebert, 2009; Stigler et al, 2005)

Start/End Date: September 2010/on-going
Person Responsible: Dawn Sanchez/Administrator
Success Metric: Teacher's will develop and implement a teacher leader group in which implements and coordinates peer-to-peer instructional evaluation and conferencing.
Professional Development: Presently, a team of five teachers and administrators has begun monthly sessions. This professional development will enhance classroom learning while building a foundation for Clintondale High School's School Improvement Plan.
Plan for Sustainability: The school district will provide release time and conference opportunities to staff for self-improvement efforts. These opportunities will be taken out of the district's general fund.

Corrective Reading, Tier III reading intervention

Corrective Reading is designed to promote reading accuracy (decoding), fluency, and comprehension skills of students in third grade or higher who are reading below their grade level. The program has four levels that address students' decoding skills and six levels that address students' comprehension skills. All lessons in the program are sequenced and scripted. *Corrective Reading* can be implemented in small groups of four to five students or in a whole-class format. *Corrective Reading* is intended to be taught in 45-minute lessons four to five times a week. For the study reviewed in this report, only the word-level skills components of the *Corrective Reading* program were implemented. This program will be implemented for students in Tier III.

Start/End Date: September 2011/on-going
Person Responsible: Robert Dameron/Janeen DenBaas
Success Metric: Annual increases in our at-risk students' grade equivalency scores and increased college readiness scores on the MME/ACT.
Professional Development: July 2011
Plan for Sustainability: The school district will commit to hiring a highly qualified teacher. Furthermore, it will also provide training for any staff within the program and will commit 31A At-Risk funds in order to offset any further costs.

Accelerating Instruction and Tutoring in Mathematics: Grades 9-12

CHS Mathematics Department has implemented a before and after school tutoring program that is conducted by certified and highly qualified mathematics teachers.

Start/End Date: This program was implemented in September 2010. Process will be on going.
Person Responsible: Tom Fiori
Success Metric: Students will increase there core computation skills for which apply to our higher-level mathematics courses: Algebra I, Geometry and Advance Algebra. In addition, we will increase our college readiness scores on the Explorer, Plan and ACT/MME.
Professional Development: Teachers already trained will implement training for all new staff teaching mathematics.
Plan for Sustainability: The school district will commit to hiring a highly qualified staff member to implement and oversee day-to-day instruction. Furthermore, it will also use 31A At-Risk funds in order to offset any further costs.

The combination of Carnegie Learning Curricula and Cognitive Tutor

This tutorial merges algebra textbooks with interactive software developed around an artificial intelligence model that identifies strengths and weaknesses in an individual student's mastery of mathematical concepts. The software customizes prompts to focus on areas in which the student is struggling and routes the student to problems that address those specific concepts.

Start/End Date: September 2011/on-going
Person Responsible: Tom Fiori
Success Metric: The high school will see a reduction in the overall failure rate in mathematics and make increases in college ready math skills as measured by the Explorer, Plan and ACT/MME.
Professional Development: Professional Development includes initial training, coaching, in-classroom support, and customized professional development beginning July 1, 2011.
Plan for Sustainability: The school district will provide adequate technological resources, as well as timely training for staff. The funds will be offset by at-risk and general fund expenditures.

Literacy and Math Coaching

These practices close student achievement gaps. Coaching is school-based professional development that assigns educators with specific knowledge and skills to work with teacher colleagues to improve classroom practice.

Start/End Date: September 2011/on-going
Person Responsible: MISD
Success Metric: Explores student engagement and coaching's contribution to teacher's ability to reflect on and change classroom practice. Explores the strengths, challenges, and influence on the individual, the school, the district, and the state to link learning to build sustainability.
Professional Development: Coaches will meet bi-weekly with math and English Department to discuss results and implement constructive teaching strategies.
Plan for Sustainability: The school district is committed to retaining these coaches after the funding period ends.

Data Director

Implementation of Data Director and staff training was given to all teaching staff members in the fall/winter of 2010. Instructional staff used Data Director to host common assessments, analyze data and have school improvement data led discussions. These discussions were and are being held during school staff meetings, in-services and school improvement meetings and department chair staff meetings in order to vary and improve instructional techniques.

Start/End Date: October 2009/on-going
Person Responsible: Janeen DenBaas
Success Metric: Teachers and staff will create internal assessments and place them on Data Director. Bi-weekly data collection and conferencing will be held to analyze internal assessment results. Student assessment results will be shared in a timely basis with all stakeholders and decisions regarding student progress and learning will be made as a result. The high school will maintain a flexible infrastructure and policies in order to meet the needs of every student
Professional Development: Staff has been trained in a five-series training by the MISD. New staff will be trained by MISD.
Plan for Sustainability: Data Director rights and access will be obtained through the MISD. Janeen Denbaas, School Improvement Co-Chair, will train staff. Digital content i.e.. Screen capture videos will be created in order to provide additional follow up training. Collaboration sessions will be held twice a month to discuss trending data. Individual academic progress meetings will be held with teachers, parents, students, counselors and administration. Update regarding student progress will be daily available to parents through PowerSchool Parent Portal.

Math Labs

Math Lab is designed to be an extension of the Algebra I math course. Students taking the course are identified through a placement test that shows that they are three grades or more behind current grade level (9).

Start/End Date: September 2010/on-going
Person Responsible: Building Principal
Success Metric: The high school will see a reduction in the overall failure rate in mathematics and make increases in college ready math skills as measured by the Explorer, Plan and ACT/MME.
Professional Development: Algebra I teachers were trained by the MISD and are presently implementing Math Labs as part of the new Block schedule in the 9th grade center.
Plan for Sustainability: The school district will commit to hiring a highly qualified staff member to implement and oversee day-to-day instruction. Furthermore, it will also use 31A At-Risk funds in order to offset any further costs.

Data Intervention Specialist

The role of the Data Intervention Specialist is to provide support to the transformation model requirements as established by the Michigan Department of Education for Clintondale High School. An essential function of the position is to provide information and guidance to the teaching staff, administration, and parental groups regarding the use of data to increase student achievement as outlined in the School Improvement Grant (SIG). This position will perform a variety of duties associated with the acquisition, management, and analysis of achievement, attendance, behavior and test scores to develop a comprehensive Response To Intervention (RTI) program.

Start/End Date: September 2011/on-going
Person Responsible: Greg Green
Success Metric: The high school and district staff will collect data and make data related decisions that improve student achievement as it relates to the following areas: curriculum, course offerings, parent programs, technology integration, instructional practices, extended learning opportunities, local cooperative agreements, corporate partnerships and staff educational opportunities. All efforts will be related to the increase in student achievement and learning opportunities.
Professional Development: Data Intervention Specialist will implement bi-weekly trainings based on new technologies for staff as needed.
Plan for Sustainability: The school district will commit to hiring a highly qualified administrator who is well versed in instructional practice, data collection and distribution and communication. This person also has to be well versed in instructional research and design and shown prior school administrative experience and success.

Technology-based Interventions

- **800 Apple iPads with Intervention Software**

- **50 Classroom LCD projectors**

- **40 TI 83 Set of Calculators for students to check out and for tutoring programs**

- **2 TI Navigator 3**

- **CBR for 35 (calculator based ranger)**

- **Classroom sets of TI- Nspires – 7 sets**

- **Professional Development for TI-Nspire**

- **50 Mimeos Smart White Board**

- **50 Elmo Document Cameras**

- **25 remote answer Clicker sets**

- **Flip cam and hand held video cameras in order to record lessons for self-evaluation and web based communication**

Start Date/End Date: July 1, 2011/on-going
Person Responsible: Len Lewandowski/Director of Technology
Success Metric: Teachers and students seamlessly integrate the Technology including. TI Navigators, LCD Projectors, Apple I Pad's, Mimeos, Elmo's, Clickers, Flip cameras as instructional and learning tools on a daily basis. These tools for success will be measured on our ability to adapt our instruction to individual meet our students needs. Access will allow our teacher's greater instructional adaptability and our student's greater ability to collaborate with peers and staff, expanded their learning opportunities, and providing greater individual tutoring and organization.
Professional Development: Training for technology-based interventions will be provided and decided upon based on product recommendations and scheduled trainings provided with the technology.
Plan for Sustainability: The school district will provide staff training, as well as, develop policy for use and distribution of I Pads and other technologies. Staff and students will be trained by the Data / Technology Interventionist on the effective use, as well as, the implementation of effective applications and learning software. All teachers instructional practices will be evaluated based on the technology integration of these technologies and their classroom effectiveness, as well as, their instructional design and student learning. The school district will also commit general funds to help maintain Apple products and other technologies

I Can LEAD Program

Leadership - Education - Achievement – Desire

In order to promote positive school behavior and achievement within the high school, as well as provide a consistent message that aligns with our vision and mission statement, our teaching staff will introduce an **I Can LEAD** Program. **I Can LEAD** symbolizes what we value in our students at the high school. Students will be recognized for their accomplishments and contributions at the high school that encompass academic achievement, participation and improvement.

Start Date/End Date: November 2011-March 2011
Person Responsible: Kim Spriggs
Success Metric: Students are recognized for their accomplishments and contributions that encompass academic achievement, participation, and improvement. The high school will have a decrease in their in overall discipline rate.
Plan for Sustainability: The high school will develop a coordinated effort that involves student leadership, parents, school improvement team members, teachers, and administration to administer leadership programming opportunities. General funds will be used to offset any costs of the program.

Challenge Day

Challenge Day's mission is to provide youth and their communities with experiential workshops and programs that demonstrate the possibility of love and connection through the celebration of diversity, truth and full expression.

Our 6 1/2-hour Challenge Day program is designed for 100 students. Our program is created to build connection and empathy, and to fulfill our vision that every child lives in a world where they feel safe, loved, and celebrated. Challenge Day is more than a one-day program. It is the spark that ignites a movement of compassion and positive change, known as the **Be the Change movement**.

Start Date/End Date: February 2012-February 2012
Person Responsible: Elizabeth Dalton
Success Metric: The high school will have a decrease in their overall discipline rate
Plan for Sustainability: The high school will look to reach out to surrounding school districts in order to share the costs of such a program.

Apple Technological support provider

Incorporate and support a framework and support system that teaches and guides teacher collaboration efforts that builds leadership capacity. This support provider will help to engage and motivate our learners and provide teachers another opportunity to differentiate their instruction.

Start Date/End Date: April 2011-ongoing (pending pre-implementation dollars
Person Responsible: Apple instructional liaison
Success Metric: Teachers and students seamlessly integrate the technology including Ti Navigators, LCD projectors, I-Pads, Mimeos, Elmo's, Clickers, Flip Cameras as instructional and learning tools on a daily basis. These tools for success will be measured on our ability to adapt our instruction to meet individual student needs.
Plan for Sustainability: The school will provide staff training as well as develop as policy for use of I-Pad and other technologies. All teachers' instructional practices will be evaluated based on the technology integration into their respective classrooms and its effectiveness as well as their instructional design and student learning. The school will also commit general funds to help maintain Apple products and other technologies.

Before and After School Tutoring

This program is in place in the high school. Trained and certified staff is available before and after school for one hour. Tutoring is available for all content areas.

Start/End Date: September 2010/on-going
Person Responsible: Kristi Schneider/Tom Fiori
Success Metric: The high school will see a reduction in the overall failure rate in the core academic classes for grades 9-12 and increases on the MME/ACT.
Plan for Sustainability: The school district will provide a time, a facility, highly qualified staff members, as well as, at-risk and general funds to cover expenditures.

Year 1 Timeline

June 2011
- Develop additional duties for department chair persons
- Develop job description for data technology coach
- Set year 1 calendar dates in conjunction with stakeholders and external providers
- Continue collaboration with staff to build capacity for change
- Finalize planning and set first year goals
- Post math and literacy coach positions
- Develop comprehensive professional development schedule for year 1
- Provide positive behavior support training to all staff
- Plan and purchase technology and support
- Professional development including differentiated instruction, READ 180, Accelerated Math, North West Education Association

July 2011

- Hire new principal based on Transformation Model requirements
- Begin full-implementation of Grant
- Submit school improvement plan to state
- Begin training schedule for NWEA data
- Host parent and community events
- Begin training of staff with Data Technology Support Coach
- Continue staff professional development training
- Hire math and literacy coaches
- Professional development including differentiated instruction, READ 180, Accelerated Math, North West Education Association

August 2011

- Continue full-implementation of Grant
- Provide job-embedded professional development for all staff in Grant support programs
- Professional development including differentiated instruction, READ 180, Accelerated Math, North West Education Association
- Submit updates of progress for school improvement grant to all stakeholders
- Data technology coach continues to train and implement all technology and intervention software to instructional staff and administration
- Training for leadership team and staff on NWEA data interpretation
- Meet with counselors to discuss class scheduling for 2011/2012 as it relates to the SIG
- School improvement team meets and prepares final reccommendations for assessments and training

September 2011

- Professional development including differentiated instruction, READ 180, Accelerated Math, North West Education Association
- Administer primary NWEA screening
- Bi-weekly professional learning community meetings norms established
- Parent and Family Resource Center Open
- Open House Math and English Tutors
- Teacher/Student Mentoring program
- Lenses on Learning
- Reading 180
- Positive Support System I Can Lead
- Instruction Literacy and Math Coaches
- Positive Behavior Support I Can Lead
- Carnegie Learning Curricula and Cognitive Tutor
- Literacy and Math Coaching
- Data Intervention Specialist training

- Corrective Reading Tier III Reading Intervention
- Tier I, II, III interventions for reading and math introduced
- Teacher and administrator evaluation introduced
- Data Director training for new staff
- Monitor implementation of technology plan
- Conduct on-going data meetings to include all stakeholders

October 2011
- Conduct teacher walk-through and observations by administration
- Teacher/mentor observations and meeting
- Math and English Tutors
- Lenses on Learning
- Reading 180
- Instruction Literacy and Math Coaches
- Positive Behavior Support I Can Lead
- Carnegie Learning Curricula and Cognitive Tutor
- Teacher/Student Mentoring program
- Conduct department, staff and administration data analysis meetings
- Conduct staff instructional effectiveness and collaboration meetings
- Teacher in-services conducted by the district and MISD
- Explorer and Plan Test given to 9th and 10 grade students
- 9th Grade Social Studies MEAP
- Math Labs
- Data Director
- Conduct on-going data meetings to include all stakeholders

November 2011
- Conduct teacher walk-through and observations
- Teacher/mentor observations and meetings
- Math and English Tutors
- Lenses on Learning
- Reading 180
- Positive Support System I Can Lead
- Instruction Literacy and Math Coaches
- Positive Behavior Support I Can Lead
- Carnegie Learning Curricula and Cognitive Tutor
- Literacy and Math Coaching
- Data Intervention Specialist
- Corrective Reading Tier III Reading Intervention
- Conduct department, staff and administration data analyzing meetings
- Conduct staff instructional effectiveness and collaboration meetings
- Teacher in-services conducted by the district and MISD

- Evaluation of the 9 - 12th grade 1st Quarter GPA, attendance and discipline rates compared to 2009-10 9th – 12th graders
- Math Labs
- Data Director
- Conduct on-going data meetings to include all stakeholders

December 2011
- Conduct teacher walk-through and observations by administration
- Teacher/mentor observations and meetings
- Math and English Tutors
- Lenses on Learning
- Reading 180
- Instruction Literacy and Math Coaches
- Positive Behavior Support I Can Lead*
- Carnegie Learning Curricula and Cognitive Tutor
- Literacy and Math Coaching
- Data Intervention Specialist
- Corrective Reading Tier III Reading Intervention
- Conduct department, staff and administration data analysis meetings
- Conduct staff instructional effectiveness and collaboration meetings
- Teacher in-services conducted by the district and MISD
- Math Labs
- Data Director
- Conduct on-going data meetings to include all stakeholders

January 2012
- Conduct teacher walk-through and observations by administration
- Teacher/mentor observations and meetings
- Conduct NWEA mid-year screening
- Math and English Tutors
- Lenses on Learning
- Reading 180
- Carnegie Learning Curricula and Cognitive Tutor
- Literacy and Math Coaching
- Data Intervention Specialist
- Instruction Literacy and Math Coaches
- Positive Behavior Support I Can Lead
- Carnegie Learning Curricula and Cognitive Tutor
- Corrective Reading Tier III Reading Intervention
- Conduct department, staff and administration data analysis meetings
- Conduct staff instructional effectiveness and collaboration meetings
- Teacher in-services conducted by the district and MISD

- Evaluation of the 9 - 12th grade 2nd Quarter GPA, attendance and discipline rates compared to 2009-10 9th – 12th graders
- Math Labs
- Data Director
- Review state assessment data results to revise plan as needed
- Conduct on-going data meetings to include all stakeholders

February 2012
- Complete teacher walk-through and observations by administration recommendations given to Central Administration for review
- Teacher/mentor observations and meetings
- Math and English Tutors
- Lenses on Learning
- Reading 180
- Positive Support System I Can Lead*
- Instruction Literacy and Math Coaches
- Positive Behavior Support I Can Lead*
- Carnegie Learning Curricula and Cognitive Tutor
- Literacy and Math Coaching
- Data Intervention Specialist
- Corrective Reading Tier III Reading Intervention
- Conduct department, staff and administration data analyzsis meetings
- Conduct staff instructional effectiveness and collaboration meetings
- Teacher in-services conducted by the district and MISD
- Math Labs
- Data Director
- Conduct on-going data meetings to include all stakeholders

March 2012
- Complete teacher walk-through and observations by administration and recommendations given to Central Administration for review
- Teacher/mentor observations and meetings
- Math and English Tutors
- Lenses on Learning
- Reading 180
- Instruction Literacy and Math Coaches
- Positive Behavior Support I Can Lead*
- Carnegie Learning Curricula and Cognitive Tutor
- Literacy and Math Coaching
- Data Intervention Specialist
- Corrective Reading Tier III Reading Intervention epartment, staff and administration data analysis meetings
- Conduct staff instructional effectiveness and collaboration meetings

- Teacher in-services conducted by the district and MISD
- MME/ACT Testing
- Math Labs
- Data Director
- Challenge Day
- Conduct on-going data meetings to include all stakeholders

April 2012
- Evaluation of the 9 - 12th grade 3rd Quarter GPA, attendance and discipline rates compared to 2009-10 9th – 12th graders
- Conduct teacher walk-through and observations by administration finished and recommendations given to Central Administration for review
- Teacher/mentor observations and meetings
- Math and English Tutors
- Literacy and Math Coaching
- Instruction Literacy and Math Coaches
- Positive Behavior Support I Can Lead*
- Carnegie Learning Curricula and Cognitive Tutor
- Data Intervention Specialist
- Corrective Reading Tier III Reading Intervention
- Lenses on Learning
- Reading 180
- Conduct department, staff and administration data analyzing meetings
- Conduct staff instructional effectiveness and collaboration meetings
- Teacher in-services conducted by the district and MISD
- Creation of a Master Teaching Schedule for 2012-13 school year
- Recommendations for supplies and needs sent to the Superintendent for review
- Outline and distribution of parent and summer programming for the summer/ fall of 2011
- Math Labs
- Data Director
- Conduct on-going data meetings to include all stakeholders

May 2012
- Complete teacher walk-through and observations by administration finished and recommendations given to Central Administration for review
- Teacher/mentor observations and meetings
- Math and English Tutors
- Lenses on Learning
- Literacy and Math Coaching
- Data Intervention Specialist
- Instruction Literacy and Math Coaches

- Positive Behavior Support I Can Lead*
- Carnegie Learning Curricula and Cognitive Tutor
- Corrective Reading Tier III Reading Intervention
- Reading 180
- Positive Support System I Can Lead
- Conduct department, staff and administration data analysis meetings
- Conduct staff instructional effectiveness and collaboration meetings
- Teacher in-services conducted by the district and MISD
- Conduct on-going data meetings to include all stakeholders

June 2012
- Complete teacher walk-through and observations by administration finished and recommendations given to Central Administration for review
- Teacher/mentor observations and meetings
- Math and English Tutors
- Lenses on Learning
- Reading 180
- Instruction Literacy and Math Coaches
- Positive Behavior Support I Can Lead*
- Carnegie Learning Curricula and Cognitive Tutor
- Math Labs
- Literacy and Math Coaching
- Data Intervention Specialist
- Corrective Reading Tier III Reading Intervention
- Data Director
- Conduct department, staff and administration data analysis meetings
- Conduct staff instructional effectiveness and collaboration meetings
- Teacher in-services conducted by the district and MISD
- End of year benchmark assessment using NWEA
- Student applications are distributed for summer learning programs
- Purchase materials, equipment, and supplies for upcoming school year
- Finalize 2012/2013 schedule
- High School Graduation

Timeline of delineated steps taken to implement selected interventions over years two and three

September / October 2012
- NWEA Science/Math Screening
- Accelerated Instruction and Tutoring in Mathematics
- Math and English Tutors
- Positive Support System Mosaic Day
- Parent and Family Resource Center Open
- Lenses on Learning

- Reading 180
- Math Labs
- Data Director
- Star Reading and Math
- Positive Behavior Support Plan reviewed with all school staff
- Meeting and bi-weekly assessment schedule established with administration, department heads and teaching staff
- Develop and Implement a walk through and teacher evaluation schedule
- Data Director and PowerSchool Training for new staff
- Lesson plan creation and assessment staff in-service
- 9th Grade MEAP
- On-going meetings with Apple Technological Support Provider to develop and support implementation of technology

November 2012
- Parent Teacher conferences
- Implement Teacher Mentor Observations
- Conduct department, staff and administration data analysis meetings
- Conduct student/mentor activities
- Math and English Tutors
- Lenses on Learning
- Reading 180
- Positive Support System "I Can Lead"
- Conduct staff instructional effectiveness and collaboration meetings
- Positive Behavior Support and recognition awards given out
- Conduct teacher walk-through and observations by administration
- Teacher in-services conducted by the district and MISD
- Evaluation of the 9 - 12th grade 1st Quarter GPA, attendance and discipline rates compared to 2010-11 9th – 12th graders
- Math Labs
- Data Director
- On-going meetings with Apple Technological Support Provider to develop and support implementation of technology

December 2012
- Conduct department, staff and administration data analysis meetings
- Conduct staff instructional effectiveness and collaboration meetings
- Conduct student/mentor activity
- Math and English Tutors
- Lenses on Learning
- Reading 180
- Teacher/mentor observations and meetings
- Conduct teacher walk-through and observations by administration
- New class offering discussions and analysis by building administration, staff and community
- Math Labs
- Data Director

- On-going meetings with Apple Technological Support Provider to develop and support implementation of technology

January 2013
- Develop and create summer literacy opportunities
- Implement video creation schedule with certified staff
- Conduct department, staff and administration data analysis meetings
- Conduct staff instructional effectiveness and collaboration meetings
- Conduct student/mentor activities
- Identify 9th grade students who are highest at-risk of failing for Opportunity Center Academy
- Conduct teacher walk-through and observations by administration
- Teacher/mentor observations and meetings
- Math and English Tutors
- Lenses on Learning
- Reading 180
- New class creation and approval from Clintondale Board of Education
- Evaluation of the 9 - 12th grade Semester GPA, attendance and discipline rate compared to 2011/2012 9th – 12th graders
- Math Labs
- Data Director
- On-going meetings with Apple Technological Support Provider to develop and support implementation of technology

February 2013
- Implement video creation schedule with certified staff
- Conduct department, staff and administration data analysis meetings
- Conduct staff instructional effectiveness and collaboration meetings
- Conduct student/mentor activities
- Identify 9th grade students who are highest at-risk of failing for Opportunity Center Academy (OCA)
- Math and English Tutors
- Positive Support System "Challenge Day"
- Lenses on Learning
- Reading 180
- Identify any 8th graders who are highest at-risk for the OCA
- Positive Behavior Support and recognition awards given out
- Conduct teacher walk-through and observations by administration
- Teacher/mentor observations and meetings
- Review the ACT/MME schedule with parents, students and staff
- Teacher in-services conducted by the district and MISD
- 8th grade to 9th grade orientation and tour
- Math Labs
- Data Director
- On-going meetings with Apple Technological Support Provider to develop and support implementation of technology

March 2013

- Administer the MME / ACT test
- Positive Behavior Support and recognition awards handed out
- Conduct teacher walk-through and observations by administration
- Positive Support System Mosaic Day
- Teacher/mentor observations and meetings
- Conduct department, staff and administration data analysis meetings
- Conduct staff instructional effectiveness and collaboration meetings
- Parent Teacher conferences
- Math and English Tutors
- Lenses on Learning
- Reading 180
- Surveys given out to students and parents and results reported
- Conduct student/mentor activities
- Math Labs
- Data Director
- On-going meetings with Apple Technological Support Provider to develop and support implementation of technology

April 2013
- NWEA Science/Math Screening
- Surveys given out to students and parents
- Evaluation of the 9 - 12th grade 3rd Quarter GPA, attendance and discipline rates compared to 2011-2012 9th – 12th graders
- Create Extended Learning Opportunities schedule
- Positive Behavior Support and recognition awards handed out
- Conduct teacher walk-through and observations by administration finished and recommendations given to Central Administration for review
- Teacher/mentor observations and meetings
- Math and English Tutors
- Lenses on Learning
- Reading 180
- Conduct department, staff and administration data analyzing meetings
- Conduct staff instructional effectiveness and collaboration meetings
- Parent Teacher Conferences
- Math Labs
- Data Director
- On-going meetings with Apple Technological Support Provider to develop and support implementation of technology

May 2013
- Positive Behavior Support and recognition awards handed out
- Conduct teacher walk through and observations by administration
- Teacher/mentor observations and meetings
- Math and English Tutors
- Lenses on Learning
- Reading 180
- Conduct department, staff and administration data analysis meetings
- Conduct staff instructional effectiveness and collaboration meetings
- Teacher in-services conducted by the district and MISD
- Creation of a Master Teaching Schedule for 2013-2014 school year
- Recommendations for supplies and needs sent to the Superintendent for review

- Outline and distribution of parent and summer programming for the summer/ fall of 2013
- Math Labs
- Data Director
- On-going meetings with Apple Technological Support Provider to develop and support implementation of technology

June 2013
- Complete teacher walk-through and observations by administration finished and recommendations given to Central Administration for review
- Teacher/mentor observations and meetings
- Math and English Tutors
- Lenses on Learning
- Reading 180
- Instruction Literacy and Math Coaches
- Carnegie Learning Curricula and Cognitive Tutor
- Math Labs
- Data Director
- Conduct department, staff and administration data analysis meetings
- Conduct staff instructional effectiveness and collaboration meetings
- Teacher in-services conducted by the district and MISD
- High School Graduation
- On-going meetings with Apple Technological Support Provider to develop and support implementation of technology

September 2013
- Professional development including differentiated instruction, READ 180, Accelerated Math, North West Education Association
- Bi-weekly professional learning community meetings norms established
- NWEA Science/Math Screening
- Parent and Family Resource Center Open
- Open House Math and English Tutors
- Teacher/Student Mentoring program
- Lenses on Learning
- Reading 180
- Instruction Literacy and Math Coaches
- Carnegie Learning Curricula and Cognitive Tutor
- Literacy and Math Coaching
- Corrective Reading Tier III Reading Intervention
- Tier I, II, III interventions for reading and math
- Teacher and administrator evaluation introduced
- Data Director training for new staff
- On-going meetings with Apple Technological Support Provider to develop and support implementation of technology

October 2013
- Conduct teacher walk-through and observations by administration
- Teacher/mentor observations and meeting
- Math and English Tutors
- Positive Support System Mosaic Day
- Lenses on Learning
- Reading 180
- Instruction Literacy and Math Coaches
- Carnegie Learning Curricula and Cognitive Tutor
- Teacher/Student Mentoring program
- Conduct department, staff and administration data analysis meetings
- Conduct staff instructional effectiveness and collaboration meetings
- Teacher in-services conducted by the district and MISD
- 9th Grade Social Studies MEAP
- Math Labs
- Data Director
- On-going meetings with Apple Technological Support Provider to develop and support implementation of technology

November 2013
- Conduct teacher walk-through and observations
- Teacher/mentor observations and meetings
- Math and English Tutors
- Plan Test
- Lenses on Learning
- Reading 180
- Instruction Literacy and Math Coaches
- Carnegie Learning Curricula and Cognitive Tutor
- Literacy and Math Coaching
- Data Intervention Specialist
- Corrective Reading Tier III Reading Intervention
- Conduct department, staff and administration data analyzing meetings
- Conduct staff instructional effectiveness and collaboration meetings
- Evaluation of the 9 - 12th grade 1st Quarter GPA, attendance and discipline rates compared to 2012-2013 9th – 12th graders
- Math Labs
- Data Director
- On-going meetings with Apple Technological Support Provider to develop and support implementation of technology

December 2013
- Conduct teacher walk-through and observations by administration
- Teacher/mentor observations and meetings
- Math and English Tutors
- Lenses on Learning
- Reading 180
- Instruction Literacy and Math Coaches
- Carnegie Learning Curricula and Cognitive Tutor
- Literacy and Math Coaching
- Data Intervention Specialist
- Corrective Reading Tier III Reading Intervention

- Conduct department, staff and administration data analysis meetings
- Conduct staff instructional effectiveness and collaboration meetings
- Math Labs
- Data Director
- On-going meetings with Apple Technological Support Provider to develop and support implementation of technology

January 2014
- Conduct teacher walk-through and observations by administration
- Teacher/mentor observations and meetings
- Math and English Tutors
- Lenses on Learning
- Reading 180
- Carnegie Learning Curricula and Cognitive Tutor
- Instruction Literacy and Math Coaches
- Carnegie Learning Curricula and Cognitive Tutor
- Corrective Reading Tier III Reading Intervention
- Conduct department, staff and administration data analysis meetings
- Conduct staff instructional effectiveness and collaboration meetings
- Teacher in-services conducted by the district and MISD
- Evaluation of the 9 - 12th grade 2nd Quarter GPA, attendance and discipline rates compared to 2012-2013 9th – 12th graders
- Math Labs
- Data Director
- On-going meetings with Apple Technological Support Provider to develop and support implementation of technology

February 2014
- Complete teacher walk-through and observations by administration recommendations given to Central Administration for review
- Teacher/mentor observations and meetings
- Explorer Test
- Math and English Tutors
- Lenses on Learning
- Reading 180
- Positive Support System "Challenge Day"
- Instruction Literacy and Math Coaches
- Carnegie Learning Curricula and Cognitive Tutor
- Literacy and Math Coaching
- Data Intervention Specialist
- Corrective Reading Tier III Reading Intervention
- Conduct department, staff and administration data analyzsis meetings
- Conduct staff instructional effectiveness and collaboration meetings
- Teacher in-services conducted by the district and MISD
- Math Labs
- Data Director
- On-going meetings with Apple Technological Support Provider to develop and support implementation of technology

March 2014
- Complete teacher walk-through and observations by administration and recommendations given to Central Administration for review
- Teacher/mentor observations and meetings
- Math and English Tutors
- Lenses on Learning
- Reading 180
- Positive Support System Mosaic Day
- Instruction Literacy and Math Coaches
- Carnegie Learning Curricula and Cognitive Tutor
- Literacy and Math Coaching
- Data Intervention Specialist
- Corrective Reading Tier III Reading Intervention epartment, staff and administration data analysis meetings
- Conduct staff instructional effectiveness and collaboration meetings
- Teacher in-services conducted by the district and MISD
- MME/ACT Testing
- Math Labs
- Data Director
- Challenge Day
- On-going meetings with Apple Technological Support Provider to develop and support implementation of technology

April 2014
- Evaluation of the 9 - 12th grade 3rd Quarter GPA, attendance and discipline rates compared to 2012-2013 9th – 12th graders
- Conduct teacher walk-through and observations by administration finished and recommendations given to Central Administration for review
- NWEA Science/Math Screening
- Teacher/mentor observations and meetings
- Math and English Tutors
- Literacy and Math Coaching
- Instruction Literacy and Math Coaches
- Carnegie Learning Curricula and Cognitive Tutor
- Data Intervention Specialist
- Corrective Reading Tier III Reading Intervention
- Lenses on Learning
- Reading 180
- Conduct department, staff and administration data analyzing meetings
- Conduct staff instructional effectiveness and collaboration meetings
- Teacher in-services conducted by the district and MISD
- Creation of a Master Teaching Schedule for 2014-2015 school year
- Recommendations for supplies and needs sent to the Superintendent for review
- Outline and distribution of parent and summer programming for the summer/ fall of 2011
- Math Labs
- Data Director
- On-going meetings with Apple Technological Support Provider to develop and support implementation of technology

May 2014
- Complete teacher walk-through and observations by administration finished and recommendations given to Central Administration for review
- Teacher/mentor observations and meetings
- Math and English Tutors
- Lenses on Learning
- Literacy and Math Coaching
- Instruction Literacy and Math Coaches
- Carnegie Learning Curricula and Cognitive Tutor
- Corrective Reading Tier III Reading Intervention
- Reading 180
- Conduct department, staff and administration data analysis meetings
- Conduct staff instructional effectiveness and collaboration meetings
- On-going meetings with Apple Technological Support Provider to develop and support implementation of technology

June 2014
- Complete teacher walk-through and observations by administration finished and recommendations given to Central Administration for review
- Teacher/mentor observations and meetings
- Math and English Tutors
- Lenses on Learning
- Reading 180
- Instruction Literacy and Math Coaches
- Carnegie Learning Curricula and Cognitive Tutor
- Math Labs
- Literacy and Math Coaching
- Data Intervention Specialist
- Corrective Reading Tier III Reading Intervention
- Data Director
- Conduct department, staff and administration data analysis meetings
- Conduct staff instructional effectiveness and collaboration meetings
- Teacher in-services conducted by the district and MISD
- High School Graduation
- On-going meetings with Apple Technological Support Provider to develop and support implementation of technology

9. Annual Goals

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

	Current Proficiency Rate	Goal for 2011-12	Goal for 2012-13	Goal for 2013-14
Reading	49%	59%	69%	79%
Mathematics	24%	34%	44%	54%

10. Stakeholder Involvement

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

Clintondale High School, in many ways, engages the community, parents, and stakeholders in our everyday operations. To begin, we have an open campus policy where a parent or community member may observe a class, teacher, or instructional session at any time.

Teachers post their assignments on their blogs, Blackboard, and PowerSchool. This enables a parent to plan ahead, offer their assistance, and provide educational support where needed. For example, in health class, professionals from the community will lend their expertise in the area being discussed.

Positive Behavior Support/Community Outreach

Mosaic Day
Clintondale High School is strong in Positive Behavior Support programs. For example, Clintondale High School has enacted 'Mosaic Day' from the 2008 school year to present. Mosaic is an acronym for: Making our School an Inspirational Community. Four times a year, during 5th and 6th hours, students and staff are able to participate in hands on activities generated by staff. For example, a student may wish to learn to play lacrosse, participate in culinary arts, or give back to their community by making blankets, or delivering Christmas presents to those families in need. Parents and community members are also welcome and have participated in several Mosaic Days. Chiropractors, ophthalmologists, law enforcement officials, massage therapists, jewelry designers, interior designers, coaches, and various business leaders have been a part of past Mosaic Day experiences. This is also ties in with career day as our school participates in the Career Prep Center. Students are able to acquire 'hands on' experiences in various fields of interest. This is part of a general curriculum day in the areas of electives.

Make a Difference Day
Make A Difference Day is a community-oriented event where all of the schools within the Clintondale Community School district take part in a community outreach program where fire department, police department, and local community businesses, participate in a full day fair allowing opportunities for the community to come together.

Challenge Day
Challenge Day's mission is to provide youth and their communities with experiential workshops and programs that demonstrate the possibility of love and connection through the celebration of diversity, truth and full expression.The 6 1/2-hour Challenge Day program is designed for 100 students. The program is created to build connection and empathy, and to fulfill the vision that every child lives in a world where they feel safe, loved, and celebrated. Clintondale High School has embraced Challenge Day and its beliefs. This strongly ties in with our community relationships and positive behavior support system.
Clintondale Community Schools hold open board meetings which reflect a 'small town' atmosphere. Members of the community participate in open forums. Student and parent advocates play an integral part in the proceedings of the meetings.

Coffee Shop
September 2010, Clintondale Community Schools instituted the Coffeee Shop. It is a program in which the community and parents have the opportunity to meet with teachers and administration over breakfast at a local coffee shop. Discussions range from topics covering sporting events, building and grounds policies, event coordination, and local fundraising opptunities. This had been a succesful endeavor and had been held monthly.

Surveys and Data Collection
Surveys play an intergral role in analyzing data for Clintondale High School. The School Improvement Team, the Data Leadership Team, and the department heads, use not only the MISD's generated school surveys, but also relies on the use of Survey Monkey, Blog responses, and Twitter. At parent/teacher conferences, our emailed surveys were collected and the perception data was analyzed. Monthly surveys on our school website also provided valuable input from our stakeholders as to the direction we are taking at Clintondale High School. Their desire is to see Clintondale High School maintain its presence as a strong academic institution within the community.

11. Sustaining Reforms

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

The district will continue to work with all administrators and departments to ensure that reforms will continue following the grant-funding period. Reforms will be adjusted, according to the needs of the students identified by screenings, testing and common assessment results, and attendance and discipline rates. The school district will also explore the use of technology to reduce the cost and increase its overall effectiveness. The district will attempt to align other resources with interventions, grant dollars, and general fund dollars will be reallocated to sustain appropriate transformation interventions.

Teachers having on-going problems after IDP's are implemented Clintondale Community schools will continue and maintain all implementation strategies associated with the transformation model after funding concludes. Teachers and leaders who cannot demonstrate progress will be removed. The goal will be to focus on classroom visits, daily walk-throughs, weekly lesson plans and professional development for continuous improvement to promote school achievement. Teachers and leaders must adhere strictly to the State and National benchmarks. Should concerns exist about leaders and staff who are not able to correlate their teaching to increase student achievement standards, opportunities for improvement through the creation of formal evaluation and possible specific Individual Development Plans (IDP) would take place.

Teachers or leaders will be graded quarterly based on student achievement. The results must demonstrate that students are learning and improving. Yearly, a formal evaluation will support the documentation. Teachers or leaders will be rewarded and recognized as well as removed if not showing continuous improvement. There will be follow-up communications with staff members and professional conversations regarding need for improvement. This feedback will provide opportunities to increase classroom effectiveness.

Failure to comply with these terms in accordance to the employee contract and Michigan legislation will lead up to possible removal. Teachers demonstrating increased student achievement will be rewarded based upon the bargaining agreement between the teacher's union and the Clintondale School Board of Education.

Clintondale High School, through the Transformation implementation, will continue to raise student achievement and success. This will be accomplished through Title II and Section 31A of the school's district fund. Through the Transformational Model's implemented success, Clintondale Community School's enrollment will increase, thus providing a positive effect on the district's general fund. This will allow Clintondale to continue the interventions already in place.

The teachers, parents, staff, and community members will be surveyed in order to solicit feedback relating to the high school's needs. The community will be directly involved in this positive change process; therefore, enabling the school to be more prepared for sustainable change. We believe that the Data Intervention Specialist will

play an integral role in providing information and guidance to the teaching staff, administration, and parental groups regarding the use of data to increase student achievement as outlined in the school improvement grant. It is our belief that with the help of the Data Intervention Specialist, along with the Macomb Intermediate School District, the three-year transformational period will build sustainable leadership in staff.

With the implementation of the School Improvement Grant, the enrollment of Clintondale High School will increase, positively affecting the district's general fund. We believe the interventions will continue. Clintondale High School is presently in a difficult financial situation and looks forward to rebuilding the culture and climate of our school with the School Improvement Grant funds. Our staff feels fortunate to have this opportunity to provide a more advanced and comprehensive educational experience.

Section B.
Complete the attachment that describes the requirements and permissible activities for the chosen intervention.
   Attachment A – Transformation
   Attachment B – Turnaround
   Attachment C – Restart
   Attachment D - Closure

Section C.

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

Program/ Personnel/ Item	Expenditure Description	Pre- implemented	Year 1	Year 2	Year 3	Three- year total
Professional Development	Professional development will be administered through our partnership with Macomb Intermediate School District. The purpose for this program will allow staff the opportunity to receive job-imbedded training as well technology training for the 21st-century classroom. Some topics that may be included are technology training, using and interpreting NWEA data, Data Director, Data Driven Dialogues, Professional Learning Communities, Parent Engagement, School Improvement Training, Positive Behavior Supports, Teacher Leadership, Lenses on Learning, Close and Critical Reading, I Inspires training, and Adaptive Schools.		$0.00			
Northwest Evaluation Software	Student-centric education starts with detailed, accurate information about where each child is on his or her learning journey. NWEA offers a robust set of services that deliver this insight to the teacher, as often as four times a year.	$11,900.00	$11,900.00	$11,900	$11,900	$35,700

Program/ Personnel/ Item	Expenditure Description	Pre-implemented	Year 1	Year 2	Year 3	Three-year total
West Ed	Deploy Reading Apprenticeship as a Tier I intervention, an instructional approach to help students become successful readers and learners in content area classrooms. Its mission is to develop literacy skills by expanding, "the academic, creative, career, and civic opportunities of young people through higher-level literacy development".	$28,320.00	$28,320.00			
TI Nspires Professional Development	TI-Nspire™ and TI-Nspire CAS technology was developed hand-in-hand with educators worldwide and built on graphing technology that research shows has a positive impact on student achievement. This learning technology offers both handhelds and computer software for the flexibility to meet different classroom needs. This is for professional development of staff and math coaches.		$0.00			

Program/ Personnel/ Item	Expenditure Description	Pre-implemented	Year 1	Year 2	Year 3	Three-year total
Adaptive Schools	The Adaptive Schools Model is about developing strong schools in which collaborative faculties are capable of meeting the challenges of today and the uncertain challenges of tomorrow. Schools are making remarkable gains in improving student achievement, increasing attendance, attaining higher post-school accomplishments, and developing satisfying relationships with communities.		$0.00			
Lenses on Learning	"Teachers' mathematical knowledge for teaching significantly impacts students gain scores on standardized tests even when controlling for SES, absence rate, teacher credentials, teacher expertise, and avg. minutes of instruction (Hill, Rowan, Ball, 2005; Ball, Hill, Bass, 2005)"Therefore teachers need to be engaged in ongoing sustained professional development to help them re-imagine and redefine their classroom practice. Clintondale High School has embraced Lenses on Learning. Presently, a team of five teachers and administrators has begun monthly sessions. This professional development will enhance classroom learning while building a foundation for Clintondale High School's School Improvement Plan.		$0.00			

Program/ Personnel/ Item	Expenditure Description	Pre-implemented	Year 1	Year 2	Year 3	Three-year total
Principal Leadership Coach	The importance of effective school leadership and the accompanying need to provide principals with more appropriate training to meet today's needs are getting long-overdue attention. Teachers have the most immediate in-school effect on student success. But there is growing agreement that with the national imperative for having every child succeed, it is the principal who is best positioned to ensure that teaching and learning are as good as they can be throughout entire schools, especially those with the highest needs.		$0.00			
Tool and Talk	Tools and Talk are data, reflective dialogue, and action for classrooms and school improvement. This training will help schools use protocols that ignite conversations among colleagues about classroom practices that lead to school improvement and greater student achievement. These conversations will center on change. The tools generate data that may serve as valuable benchmarks for school leadership teams' consideration and action. Administrators and teachers will participate in a 2-day Tools and Talk professional development to provide administrators and teachers with a set of protocols and common language to support self-reflection by teachers regarding their class room practices. Teachers/Administrators will examine protocols to gain and understanding of the quality instructional benchmarks listed.	$890.00	$890.00	$890.00		$1,780

Program/ Personnel/ Item	Expenditure Description	Pre-implemented	Year 1	Year 2	Year 3	Three-year total
Read 180	READ 180 is a proven solution that produces quantifiable learning gains among struggling readers whose reading achievement is below the proficient level. It is working in thousands of high school classrooms across the country. READ 180 Enterprise Edition utilizes a teaching system that provides a clear instructional path, integrated professional development, and resources for assessing students and differentiating instruction. $38,000.00		$38,320.00			$38,320
Read 180 Computers	Computers will be purchased in order to implement the READ 180 program within our daily ELA classroom activity. Students will be provided computer-guided instruction that provides them an independent instructional program that will improve their ability to read.		$5,000.00			$5,000

Program/ Personnel/ Item	Expenditure Description	Pre-implemented	Year 1	Year 2	Year 3	Three-year total
Corrective Reading	Corrective Reading is designed to promote reading accuracy (decoding), fluency, and comprehension skills of students in third grade or higher who are reading below their grade level. The program has four levels that address students' decoding skills and six levels that address students' comprehension skills. All lessons in the program are sequenced and scripted. Corrective Reading can be implemented in small groups of four to five students or in a whole-class format. Corrective Reading is intended to be taught in 45-minute lessons four to five times a week. For the study reviewed in this report, only the word-level skills components of the Corrective Reading program were implemented. This program will be implemented for students in Tier III	$35,863.00	$35,863.00	$13,333	$10,093	$59,289
Carnegie Cognitive Tour	This tutorial merges algebra textbooks with interactive software developed around an artificial intelligence model that identifies strengths and weaknesses in an individual student's mastery of mathematical concepts. The software customizes prompts to focus on areas in which the student is struggling and routes the student to problems that address those specific concepts.	$15,000.00	$15,000.00			$15,000

Program/ Personnel/ Item	Expenditure Description	Pre-implemented	Year 1	Year 2	Year 3	Three-year total
Accelerated Math	Advanced technology for data-driven school. Helps provide the essential math practice component for you math curriculum. This classroom proven software: • Creates math assignments tailored to each students level • Automatically scores all math practice including assignment s and test • Provides on-going feedback on students daily practice • Help differentiate math instruction addressing each student s individual needs		$9,000.00			
		$9,000.00				$9,000
Challenge Day	Challenge Day's mission is to provide youth and their communities with experiential workshops and programs that demonstrate the possibility of love and connection through the celebration of diversity, truth and full expression. Our 6 1/2-hour Challenge Day program is designed for 100 students. Our program is created to build connection and empathy, and to fulfill our vision that every child lives in a world where they feel safe, loved, and celebrated. Challenge Day is more than a one-day program. It is the spark that ignites a movement of compassion and positive change, known as the Be the Change movement.		$8,000.00	$8,000	$8,000	
						$24,000

Program/ Personnel/ Item	Expenditure Description	Pre- implemented	Year 1	Year 2	Year 3	Three- year total
Positive Support System	Students' grades, attendance and behavior will be monitored quarterly and awards and recognition will be given for those students who maintain and/or improve their performance. "I Can LEAD" :In order to promote positive school behavior and achievement within the high school, as well as provide a consistent message that aligns with our vision and mission statement, our teaching staff will introduce an I Can LEAD Program. "Mosaic Day": Mosaic is an acronym for: Making our School an Inspirational Community. Four times a year, during 5th and 6th hours, students and staff are able to participate in hands on activities generated by staff. $4,500.00	$4,500.00	$4,500	$4,500	$13,500
9th grade Transition Activities	Parent phone-messaging system to help provide a connection with home and school. Parent seminars offered in the evenings on topics that will provide assistance for their child in school and at home. 8th grade tour given to help incoming students from the middle school to help acclimate them to the ninth grade center for the following year. Mentor/Mentee program for all ninth grade students. Student board with highest-level students listed in each area of study, as well as most improved students listed in each area of study. Student Officers Board with events and pictures listed. $3,000.00	$3,000.00	$3,000	$3,000	$9,000

Program/ Personnel/ Item	Expenditure Description	Pre-implemented	Year 1	Year 2	Year 3	Three-year total
Parent Support Programs	Parents will be invited to take part in numerous informational meetings before and/or after school hours in order to assist us with their student's learning process. This fee will cover any miscellaneous expenses that may occur with such events. Approximately 6-8 meetings will be held annually.		$500.00			$500
50 LCD Projectors	**All** classrooms will be equipped with an LCD project that aids a teacher in their classroom instruction. A projector allows a teacher to interact with their desktop computer, Internet, file sharing, clicker integration, Elmo presentations etc.		$25,000.00			$25,000

Program/ Personnel/ Item	Expenditure Description	Pre-implemented	Year 1	Year 2	Year 3	Three-year total
Mimeos Interactive Whiteboard	Mimio Interactive White Board turns a simple classroom white board into an interactive smart board. These interactive white boards are a fraction of the cost of smart boards and can turn any classroom into an engaging place to learn. Teachers will use this system create fast pace interactive lessons for which they can cover more information. It also provides for smoother lesson transitions that aids in enhanced classroom management.		$44,950.00			$44,950
Elmo Document Cameras	A document camera will aid its teacher and students in the learning process by providing a teacher and student the ability to demonstrate objects in math and science, vocational specialties and paper hard copy examples for a students' thorough understanding.		$31,250.00			$31,250

Program/ Personnel/ Item	Expenditure Description	Pre-implemented	Year 1	Year 2	Year 3	Three-year total
Classroom Assessment Clicker Sets	Classrooms will be equipped with the ability to measure student learning on a daily basis. Students will respond to questions using a classroom clicker response system. The auto student response system enables a teacher will measure their college readiness progress and their overall understanding of classroom content. Teachers will use them for the following: 1. For formative (i.e., diagnostic) assessment, through questions. 2. Determine whether students are ready to continue after working a problem allow students to assess their own level of understanding at the end of a class. 3. To increase or manage interaction, through questions. 4. For quizzes or tests. Quiz questions typically check whether students are: • paying attention • taking good notes • preparing for class or labs • keeping up with homework • actively thinking • able to recall material from previous lectures		$35,000.00			$35,000
TI Navigators	The TI-Navigator system helps teachers engage students by providing immediate feedback, opportunities to collaborate, and the ability to customize learning while using TI graphing calculators.		$25,600.00			$25,600

Program/ Personnel/ Item	Expenditure Description	Pre-implemented	Year 1	Year 2	Year 3	Three-year total
TI Nspires	The TI-Nspire line features the ability to display dynamically linked variables from application to application. For example, a calculator application with an equation stored in the variable *x* might be displayed alongside a graphing application that would graph the shared variable. Changes made to variables made in one application will affect the others in real time. In addition to dynamic variable linking, the TI-Nspire also displays mathematical expressions in making it possible to enter and display mathematical expressions the way they would be written on paper.		$28,966.00			$28,966
LCD/TV	**42" LCD/TV** will be available in each classroom. These televisions will be used in daily instruction in order to provide visual displays from a classroom computer, PowerPoints, tutorial videos and Internet demonstrations.		$30,000.00			$30,000

Program/ Personnel/ Item	Expenditure Description	Pre-implemented	Year 1	Year 2	Year 3	Three-year total
Flip Cameras	Flip video cameras will be available for staff to use in class for creating student video presentations, classroom video instruction and for videoing and evaluating their own classroom instruction. Flip cameras allow teachers to quickly record their instruction and display it for students to view. Students can create a quick presentation for a classroom assignment and for making their own instructional review. Teachers can also use their flip camera to record their classroom for peer to peer instructional review.		$2,500.00			$2,500
Computers for Literacy Lab	Thirty (30) station computers will be purchased for students to use for reading instruction, writing instruction, web based instructional videos and computer based tutorial programs.		$25,000.00			$25,000

Program/ Personnel/ Item	Expenditure Description	Pre-implemented	Year 1	Year 2	Year 3	Three-year total
Apple Wi-Fi pad (80 ten packs)	Students would be issued handheld tablets that are Internet and application based. Students would use the IPAD these as part of their daily classroom instruction and personal learning. Each student would have access to a classroom IPAD for classroom activities, collaboration forums, and on-line formative assessments, academic and organizational tools. This tool allows students to access information from their classroom 24 hours a day and seven days a week. In addition, students can fully engage in their classroom activities without restrictions and/or limitations. Students can access applications that can specifically address their own student learning needs therefore personalizing their own learning.		$446,400.00			$446,400
Ipad Case QTY-800	This is a protective case that will preserve the life of the IPAD. This case will guard against the daily wear and tear of a high school student.		$29,328.00			$29,328

Program/ Personnel/ Item	Expenditure Description	Pre-implemented	Year 1	Year 2	Year 3	Three-year total
Bretford Ipad Mobility Cart (35)	The Bretford Ipad Mobility Cart will house the Ipads that will be issued to each student. The carts will provide security for all of the Ipads throughout the high school as well as providing the overnight battery recharge cycle. The goal of the carts is to make sure that the Ipad computing devices are secure and fully charged for optimal daily student usage.		$59,185.00			$59,185
Teacher MacBook Pro QTY (60)	Mac Book Pro Laptops would be issued to staff to increase classroom flexibility, collaboration, lesson creativity, content creation, instructional pacing, the evaluation of learning, student accounting and parent communication.		$65,818.00			$65,818

Program/ Personnel/ Item	Expenditure Description	Pre-implemented	Year 1	Year 2	Year 3	Three-year total
MacBook Maintenance and Screen Upgrade	MacBook Maintenance and Screen Upgrade will not only provide the best possible screen resolution for our students but the extended warranty will make sure that the hardware will constantly be available for student usage		$13,138.00			$13,138
Apple Server (includes maintenance and install	The apple server is the central point of data storage for the student computing devices. These servers will be a perfect match for the student issued Apple Ipads. The primary function of these servers will be to house the student data that would be used on a daily basis on their computing devices.		$54,078.00			$54,078

Program/ Personnel/ Item	Expenditure Description	Pre-implemented	Year 1	Year 2	Year 3	Three-year total
HS/Library Wireless Campus	Students and teachers would have access to the Internet throughout the entire high school campus in order to increase learning opportunities i. e... before school, after school and lunchtime. Presentations can be made in a large group setting as well as in courtyards, classrooms and gymnasiums. Our high school can adapt our presentations and classroom lessons in which best serve our students. $55,000.00	$55,000.00	$55,000.00			$55,000
Intervention software for Ipads	The intervention software funding will be used to make sure that we can provide the up to date state of the art software to make sure our students are making academic progress. The various curriculum teams will continually evaluate software that can be used either in an intervention or daily use basis. The budgeted amount will allow for $350 per student device that can be used for various "device applications" 		$250,000.00			$250,000

Program/ Personnel/ Item	Expenditure Description	Pre-implemented	Year 1	Year 2	Year 3	Three-year total
Mobile Phone Credit Recovery	Our staff can create summer learning opportunities through a mobile phone platform. This enables our students to have their class content in the palm of their hand. It also allows our school the ability to offer our school programming wherever our student may reside. This expands our day and our year without increasing costs.		$15,000.00			$15,000.00
Literacy Support Coaches	Personnel will be sought and hired in order to work independently with students in an academic lab setting. Students will work on sharpening their core academic skills in reading, writing and mathematics.		$50,000.00	$50,000	$50,000	$150,000

Program/ Personnel/ Item	Expenditure Description	Pre-implemented	Year 1	Year 2	Year 3	Three-year total
Math Support Coaches	A math coach provides teacher support and explores Best Practices for improved math instruction. The math coach provides direct and on-going work with teachers in the classroom. It assists them in collaboratively planning instruction, modeling instruction strategies, observing and reflecting on their instruction, helping them link assessment and instruction in order to strengthen student learning.		$50,000.00	$50,000	$50,000	$150,000
Data Analyst/Instruction Technology Specialist	A person will be sought and hired in order to assist staff with the integration of technology within the classroom. Teachers and students will work with this staff person to help with the integration of Apple technologies as a student and teacher. In addition, this specialist will assist in collecting and report data to school staff, central office, Board of Education, MDE representatives. They will track the classroom instructional progress as it relates to college readiness and classroom instructional content. This person must be familiar with the best research based educational practices as they relate to the latest technologies and software. In addition, person will be responsible for streamlining content and communicating the data timely and appropriately.		$150,000.00	$150,000	$150,000	$450,000

Program/ Personnel/ Item	Expenditure Description	Pre- implemented	Year 1	Year 2	Year 3	Three- year total
Parent Support/ .5 Social Worker	A person will be sought and hired to work with at-risk students and their parents in order to address a family's needs that prohibit student learning. This person would be responsible for daily and weekly communication with parents and families, coordination of local support agencies, tracking of at-risk students, and parent workshops.		$50,000.00	$50,000	$50,000	$150,000
Program Director	SIG Grant Coordinator will be responsible for overseeing implementation of the grant as well as overseeing the ordering of products and supplies.		$45,000.00	$45,000	$45,000	$135,000

Program/ Personnel/ Item	Expenditure Description	Pre-implemented	Year 1	Year 2	Year 3	Three-year total
Grant Finance Director	School business personnel will oversee the expenditures of the SIG funds. They will track the expenditures and ensure they comply with the grant requirements.		$15,000	$15,000	$15,000	$45,000
Peer Tutoring	School personnel will oversee a student run organization which students tutor other students. These learning experiences allow our students to process school content and build healthy relationships.		$2,500.00	$2,500	$2,500	$7,500

Section D.

Baseline Data Requirements

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

USDOE Baseline Data Requirements

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

Metric	
School Data	
Which intervention was selected (turnaround, restart, closure or transformation)	Transformation
Number of minutes in the school year	67,220
Student Data	
Dropout rate	10%
Student attendance rate	95%
For High Schools: Number and percentage of students completing advanced coursework for each category below	4 students/2.6%
Advanced Placement	4 students /2.6%
International Baccalaureate	13 students/5.7%
Early college/college credit	0%
Dual enrollment	14 students/9.1%
Number and percentage enrolled in college from most recent graduating class	57%
Student Connection/School Climate	
Number of disciplinary incidents	2501
Number of students involved in disciplinary incidents	446
Number of truant students	4
Teacher Data	
Distribution of teachers by performance level on LEA's teacher evaluation system	100%
Teacher Attendance Rate	PD 119 days illness/Personal Days 157 0-3 2 8-10 11 4-7 6 <10 28

Fiscal Information

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

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

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

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

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

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

Attachment A--Transformation Model

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

1. Replace the principal
June 30th, 2011 interviews will begin for a new principal. By July 30th, 2011 new principal will be in place.

2. Include student data in teacher/leader evaluation
Teachers/leaders will be evaluated by student academic growth and performance. Assessment results will be analyzed.

3. Evaluations that are designed with teacher/principal involvement
Teacher involvement will be through the union bargaining unit. Local one / district agreement letter (see Appendix B).

4. Remove leaders/staff that have not increased achievement
Teachers having on-going problems after IDP's are implemented would be dealt with in accordance to the employee contract and Michigan legislation leading up to possible removal.

5. Provide on-going job embedded staff development
Job-embedded and sustainable professional development or teaching and administrative staff have been embedded into the culture of Clintondale High School through the Macomb Intermediate School District for some time and will continue.

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

Clintondale High School staff and administration intends to extend the learning day. This will affect financial incentives, career growth, and/or flexible work conditions.
7. Use data to identify and implement an instructional program that is research based and aligned from one grade to the next as well as with state standards.
Our curriculum, thought the MISD, is currently aligned and research based and is aligned with state benchmarks and standards.

8. Promote continuous use of student data to inform instruction and meet individual needs of students.
All assessments (internal and external) are inputted into Data Director and/or available state web sites to be analyzed during staff and department meetings.

9. Provide increased learning time
    a. Extended learning time for all students in the core areas….

Clintondale High School students will have the opportunity to enroll in zero hour and seventh hour classes in order to earn additional credits, complete courses, or recover classes that they may have failed.

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

Increase and personalize learning opportunities through the use of web-based tutorials such as videos and web-based services such as Google Groups. Positive Behavior Support Systems are in place to further the enrichment of our students.

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

Any member of Clintondale staff is able to join the School Improvement Team or attend meetings or professional development seminars. Staff meetings and school in-service developmental days are other opportunities for staff collaboration.

10. Provide ongoing mechanisms for family and community engagement

Due to the increased number of students who were economically disadvantaged within our high school, the district has instituted a *School Based Health Clinic* staffed with a school nurse practitioner, and a licensed and registered psychologist that is located directly within our high school. Two WIA workers are located within our high school. A Baker College 100% guaranteed scholarship program for all CHS graduates was established in 2007 between Clintondale Community Schools and Baker College in Clinton Township, Michigan.

The high school and school district provides food and clothing to those in the community who need it most.

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

Clintondale High School staff and administration intends to extend the learning day. Extended learning time to support student achievement in the core content areas will give all Clintondale High School students the opportunity to learn at an increased cognitive level.

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

To ensure the success of Clintondale High School transformation, the building principal and staff will have every opportunity for involvement in staffing, calendar, professional development, scheduling, and intervention programs in an effort to significantly improve student achievement. An example will be the assignment of paraprofessionals who will support struggling learners in math and English classes.

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

1. Provide additional $ to attract and retain staff.
Teachers or leaders will be rewarded and recognized as well as removed if not showing continuous improvement per negotiated contract.

2. Institute a system for measuring changes in instructional practices that result from professional development.
Each teacher is required to report professional development successes in the classroom. A rubric has been developed and instructional practices are reported back to the staff and analyzed.

3. Ensure that the school is not required to accept a teacher without the mutual consent of teacher and principal, regardless of seniority.
The status of seniority is not relevant per negotiated contract.

4. Conduct reviews to ensure that the curriculum is implemented with fidelity and is impacting student achievement.
The curriculum committee analyzes the data and results on the impact on student achievement.

5. Implement a school wide Response to Intervention model.
Response to Intervention model is presently in place.

6. Provide PD to teachers/principals on strategies to support students in least restrictive environment and English language learners.
PD is available to all teachers in all content areas including students in least restrictive environment and English language learners.

7. Use and integrate technology-based interventions.
Many interventions are technology-based and already in place.

8. Increase rigor through such programs as AP, IB, STEM, and others.
AP classes are presently implemented; IB is an integral part of our MISD

9. Provide summer transition programs or freshman academies
Summer transition programs and freshman academies are presently in place.

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

E2020 credit recovery is already in place. Smaller learning communities are being discussed per negotiated contract

11. Establish early warning systems to identify students who may be at risk of failure.
Through our assessment and screenings process in place and those that will be obtained, identification of at risk students will be more readily available.

12. Partner with parents and other organizations to create safe school environments that meet students' social, emotional, and health needs.
Partnerships with health facilities and other organizations are in place regarding the school environment for all needs of students.

13. Extending or restructuring the school day to add time for strategies that build relationships between students, faculty, and other school staff.
Restructuring of school day/extension is approved per negotiated contract. Formulation is in initial stages.
14. Implementing approaches to improve school climate and discipline.
Positive Behavior Support System is in place.

15. Expanding the school program to offer full-day kindergarten or pre-kindergarten.
N/A
16. Allow the school to be run under a new governance arrangement.
With the adoption of the transformational plan, the principal will be replaced, data specialist will implement new technology, and student achievement will be at its highest level.
17. Implement a per pupil school based budget formula weighted based on student needs.

Attachment B—Turnaround Model

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

1. Replace the principal

2. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet student needs.

3. Screen all existing staff and rehire no more than 50 per cent.

4. Select new staff.

5. Implement strategies such as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions.

6. Provide staff ongoing, high-quality, job embedded PD aligned with instructional program and designed with school staff

7. Adopt a new governance structure. (May include turnaround office/turnaround leader who reports to the Superintendent or Chief Academic Officer.)

8. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as with State academic standards.

9. Promote continuous use of student data to inform and differentiate instruction to meet student needs.

10. Establish schedules and implement strategies that provide increased learning time.

11. Provide appropriate social-emotional and community-oriented
 services and supports for students.

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

1. Any of the required and permissible activities under the
 transformation model

2. A new school model (themed, dual language academy, etc.)

Attachment C—Restart Model

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

1. A restart model is one in which an LEA converts a school or closes and reopens a school under a charter school operator, charter management organization (CMO), or an education management organization that has been selected through a rigorous review process.

2. A restart model must enroll, within the grades it serves, any former student who wishes to attend the school.

Attachment D—School Closure

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

1. School closure occurs when an LEA closes a school and enrolls the students who attended that school in other schools in the LEA that are higher achieving.

2. The receiving schools should be within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.

Appendix A

The New At-Risk Transforming School Model

In a traditional delivery school, teachers go over content that has been deemed important by the MDE.   Students are then asked to process the work at home or outside of their regular class time. Such things as presentations, work based projects, descriptive math problems, and research papers much of their work. All these things are very valuable educational experiences. Teachers in a suburban school and an at-risk school go about their assignments the same way. Content is provided and most of the higher order processing takes places outside of the classroom. It is my opinion that until we change where we do our higher order thinking and processing, at risk schools will always stay at-risk.   Below I would like to do a mock comparison between a suburban school district student and an at-risk student outside of classroom environment.   Below we will evaluate five different areas. These five areas were selected at random however; they are topics that are most often talked about in by my school staff as critical factors that interfere with my student's learning. When looking at the chart below, I am making some generalizations.   This in no way is intended to label each community.   When evaluating each area within the community, I evaluated it based on student availability to programs and technology, parent education levels, community education levels, and student movement rates.

Non At-Risk Home Resources	Student's Basic Needs / Resources	At-Risk Home Resources	School
✔	Five Basic Needs and Resources	Not Available	✔
✔	Technology Availability	NA	✔
✔	Parent / Family Values Education	NA	✔
✔	Community Values Education	NA	✔
✔	Movement and Stability	NA	✔
✔	Expert Availability	NA	✔

Today, using our traditional model, we ask students to perform high order thinking skills in an environment that is most often at-risk. How does an at-risk student create a presentation if a student has no place to study, lacks a computer or Internet service, has a parent who lacks a high school diploma, lives in community that is riddled with crime, or moves twice a year to avoid the landlord? For many students, this is their daily life.   However, our traditional instructional model does not match the outside environment. Regardless of the school and circumstance, teachers go over content in class and have the same expectations of their students outside of class. However, the results are completely different due to the outside environment.   This is nothing new. We as educators have always realized that a student's outside life dramatically effects their academic achievement.   Therefore, our instructional environment has to be flipped. Students will need to receive their basic classroom content outside of class while working on processing within class. This enables staff to focus on student learning and understanding.

Appendix B

Letter of Agreement
Between Clintondale Board of Education
And MEA-NEA Local 1, Clintondale

The qualities and characteristics that make a teacher and/or administrator successful should be reflected in any evaluation. To this end, the parties agree to refer the matter of teacher evaluation to a joint teacher/administration committee, (the same committee which will deal with recent changes in the law), to review the specific skills, knowledge, and characteristics upon which evaluation is based. The intent is to recommend to the Bargaining Teams a plan specific to Clintondale based on the principles of the Framework for Teaching (also called the Danielson Model) to be effective no later than September 5, 2011. Both parties agree that appropriate training in the Framework will be necessary and desirable for both teachers and administrators in order to implement an approved plan in an effective manner and that the purpose provide clear and positive assistance for teachers as well as other professional staff and administrators to improve professional practices and that will insure that all staff shall have multiple opportunities to improve consistent with MCL380.1249, the Tenure Act, as recognized in the MISD/MEA/AFT "Teacher Evaluation Parameters to Comply with the Michigan Tenure Act and MCL 380.1249' attached here, and /or applicable collective bargaining agreement.

For MEA-NEA, Local 1, Clintondale:

For Clintondale Board of Education:

Ken Aust 11/12/2010
Clintondale EA President

11/12/
Board President

John Duffy 11/12/2010
Local 1 President

Board Secretary

LETTER OF UNDERSTANDING
BETWEEN
CLINTONDALE BOARD OF EDUCATION
AND
MEA-NEA LOCAL 1, CLINTONDALE

It is understood and agreed by the parties that basing any part of a salary increase on satisfactory evaluation and possible removal, consistent with applicable laws as referenced in the MISD/MEA/AFT "Teacher Evaluation Parameters to Comply with the Michigan Tenure Act and MCL 380.1249"(copy attached), as well as the contractual modifications/clarifications referred to below, are agreed to because of the current status of Clintondale High School being a "priority school" and therefore working on a "transformational" plan under MCL 380.1280C8 to be submitted to the State of Michigan Department of Education and the federal government for a School Improvement Plan to fund the supplemental actions proposed to be added to the existing High School program directed at increasing student achievement in the Clintondale High School taken as whole so as to allow it to achieve levels of student growth that remove the "priority school" designation within the period of the plan . The parties recognize that this is in the best interests of the Board and the teachers while this plan remains in effect, and Clintondale High School has "priority school" designation/is in the bottom 5% of public schools. This agreement shall be non-precedent setting.
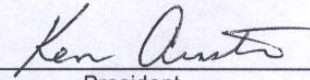
The parties also understand that while the school is subject to MCLA 380.1280C8 and the transformational intervention model is being implemented:

(a) That any contractual seniority that would otherwise be applicable shall not apply at the High School while it remains on "priority school" list /in bottom 5% of public schools for the purpose of teacher assignment to or within the High School. This subdivision does not allow unilateral changes in pay scales or benefits.
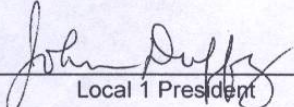
(b) That there are no contractual or other work rules that are impediments to implementing the redesign plan as presented as compensation for job accomplishments/extra work/added time/ duties and /or achievement of goals and/or financial/flexible working conditions designed to recruit or retain staff to meet the needs of students in a transformational school have been or will be bargained jointly consistent with MCL 380.1250 upon the plan's approval by State/federal government consistent with the SIG application/plan. The parties agree that nothing in this agreement nor the law allow unilateral changes in pay scales or benefits, but that annual step increases for all professionals (teacher and administrators) at High School will be subject to satisfactory evaluations done consistent with the mutually agreed process referred in the Letter of Agreement on Evaluations dated November 15, 2010, while the High School remains a "priority school'/ is in bottom 5% of public schools. Compensation for any change in working conditions would have to be bargained..
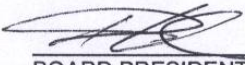
For MEA-NEA, Local 1, Clintondale: For Clintondale Schools:

Ken Austin 11/11/2010   _____ 11/12/2010
President   BOARD PRESIDENT

John Duffy 11/11/2010
Local 1 President   BOARD SECRETARY

November----2010

Appendix C

Systemic Approach to Implementing Technology with the regular teaching day:

Clintondale High School is dedicated to the learning and implementation of current technology. Twenty percent of our staff has changed their style of teaching based on new technology. Teachers are presently embracing and implementing, the use of Google Groups, blogs, Elmos, projectors, Edublos, snagit, Camtasia, Smartboads, and graphing calculators. In a limited capacity, these devises are in practice, based on limitation and staff sharing.

Below are responses on the current status of technology in classrooms:

Mike Finn

I try to use Google Groups at least once a week. I have found the results of this practice to be very beneficial to my students and myself. First of all, it enables the students that may have been absent to complete the assignment without the need of any explanation from me. It also removes the "I wasn't here" excuse, which forces students to be accountable. At the same time, it forces me to publish a very descriptive assignment for the students to access on the web.

The ability to see a classmate's response to a prompt in the thread is also very helpful for students. It may seem that this would result in the copying of others' work, but this is rarely the case. Even in those rare instances where students copy someone's work, the student has still exposed himself the correct answer, which he wouldn't have if he just refused to do the assignment. In most cases, students use the their classmates' posts as a map for producing their own answer when they are uncertain on how to approach a question.

A growing number of students receive the post notifications on their smart phones, which they are never without. Many of the students view these devices as a toys, as well as the tools that they are. As a result, they don't mind writing a response to a prompt related to our class if they can perform it on their favorite toy. I have also notice that their posts have literally come at very hour of the night and morning. This total accessibility to the assignment and resources has been a huge factor in pushing participation numbers on these types of assignments to nearly 100%.

A result of Google groups that I didn't anticipate is the communication that I now enjoy with my students. Everyone in the class now has a Gmail account. They also have my Gmail address, which is synced with my Blackberry. Consequently, I am usually able to respond to emails from student within 30 minutes with very little disruption to my home life. I encourage students ask me questions in the manner. Students have been more inclined to email me a question they may have with an assignment while they are working on it when they believe they will get prompt feedback from me. This aspect of has greatly reduced the number of incomplete assignments because I can answer their questions while they are working the assignment at home. Students also notify me when they will be out of school, so that I can get them the work they will be missing prior to the absence.

The results of the addition of the Google Groups aspect of my class have been fantastic. Students' rate of completed assignments has improved drastically. Communication with students has also improved dramatically. The effort to communicate and be accountable is a result of the students' additional efforts, as well as my own to keep assignments and records that they can access up to date. Student feedback has echoed these findings. I believe this type of responsibility, accountability and accessibility more closely resembles the type of work and assignments these students will encounter after they graduate.

Kim Spriggs:

In my classes I have used blogger as well as google groups. Google groups allow students to learn collaboratively. I can post articles or links to current information and ask the students to write guided or reflective responses, students can locate examples of relevant information and view and respond to each other's assignments and students can use google groups to leave feedback for each other on projects and assignments. Google groups provides students with flexibility as to when they have time in their schedules to complete the assignments as well as a direct connection to their peers and teacher when they have questions about assignments.

Computers are a large part of my daily instruction. My SMART Board allows me to share presentations and demonstrations for students, computers allow students to complete assignments and have access to the Internet to research topics, and Google groups allows for an extension of the classroom beyond regular classroom hours.

Stephen Gaitens:

-I use a projector and ELMO on a daily basis

-I show short video clips to present ideas in math, science and ELA. I have used my net flix account a few times to show short clips and have started to use the bright storm links more regularly.

- We take interactive quizzes together as a class

-I will sometimes have the students use the ELMO to show their process for solving algebraic problems.

-I would like a smart board…and clickers. It will really transform my traditional teaching methods.

Tracey Kasom:

Elmo & Projector were essential for teaching effective paragraph writing for an analysis essay. That lesson has to be one where the kids can see, write on, underline, the various aspects of the essay to show they made connections with the intro, thesis, topic sentences, supporting evidence and conclusion. They saw the

layout of the essay and how it's organized and how to spot and correct their own essays using a rubric. They said it made all the difference and the interactive piece made it fun and easier to learn.

 Google Group - I am using a separate Google Group for five students who are above average and need more challenging assignments, as well as the opportunity to engage in a pre-college on line learning collaboration centered on text. They are familiar with the format and I am able to allow them the freedom to use this medium outside the confines of the classroom, where everyone else is engaged in the ISD Curriculum. These students are engaged in both the curriculum and independent learning activities: including collaborative projects.

Edublog - All of my students are on my edublog. The edublog is a website with a bog. I am able to convey information that is static: writing tools, class rules, while blogging, which changes daily. The student can post responses to a question as well as respond to their peers writing. The engagement was fabulous. Even kids who might not turn in a written assignment wrote on the blog in ways I didn't see before. We were all pleasantly surprised by deeply thoughtful responses to the characters in the novel. Also, kids who have Internet on their phones were able to complete assignments anywhere they were

Dawn Sanchez: coordinator of the 9th grade center

Read 180 two hour block classes

Math Lab two hour block classes

Room 900 Computer Lab

C-mail accounts for all students. Algebra and Social Studies videos down loaded weekly.

Google Groups accounts for Social Studies.

Explore Test Administered for monitoring of levels and preparation in test taking.

MEAP Social Studies Test administered.

Ninth Director Position created to help monitor progress in the Ninth grade center, to handle attendance and discipline issues, and to assist in overseeing of curriculum and classroom practices.

Parent phone-messaging system to help provide a connection with home and school.

Parent seminars offered in the evenings on topics that will provide assistance for their child in school and at home.

8th grade tour given to help incoming students from the middle school to help acclimate them to the ninth grade center for the following year.

Mentor/Mentee program for all ninth grade students.

Student board with highest level students listed in each area of study, as well as most improved students listed in each area of study.

Student Officers Board with events and pictures listed.

Dave Schindler:

I use Blackboard - The kids login and watch a video on chapter, which is made on Camtasia. They do this as homework. They also create their own power points and up load them on the blackboard. They then will view other students and make comments on them. Each student can then review the comments that their classmates posted.

It makes a very positive impact on learning.

Kristie Schneider:

I use the Elmo EVERYDAY in algebra class-- it is an invaluable tool-- students can bring up their papers and show their graphs-- their work, etc., Additionally, as a teacher it is so helpful going over worksheets in class

I have no data to report out-- other than my failure rate was 38% last year first semester algebra-- and this year it was like 14% -- but I think that is due to the fact that we are offering Math Lab (we did not last year) AND because the class sizes are smaller (I have 15 and 16 in my labs). I did NOT use the ELMO everyday last year though

ALSO-- I have no stats-- but last year Jones and I did "WIZ IQ" -- which is an online tutoring tool--we would log on a few times a week at night and kids would come on-line and ask questions-- or I would go over homework questions-- it had a white board - that the kids would see and they would hear me talking--

We are NOT doing it this year-- I think b/c of $ (they had to pay us for our time--obviously!)

Another Technology that we use EVERYDAY is the TI-84 Graphing Calculator (cost about $125) -- and we are running low on these-- it is another HUGE tool for math class-- we can graph and do things much faster (less time students are doing tedious time-consuming calculations-- and more time to do higher order type activities/questions.

Andy Kastle:

The integration of technology into the classroom and curriculum of World History in the 9th grade center has had a positive effect on assignment turn in rates; test

scores, lowering of failure rates, and general interest level of students. The students, who resisted the increased use of technology at first, have come around and many now prefer to use the computer lab in class. The use of the Google Groups, Blogs, and other technology has allowed students who are out for an extended period of time due to illness, family problems, suspensions, or other reasons to continue to complete their work at home and come back to school all caught up with their classmates.

All it is a way for all the individuals in my classes to have access to any documents, discussion, presentations, etc for my class. So if I want them to read an article, view a PowerPoint, and submit a reaction, I put all of them in my group and them they can do it at their own pace, from anywhere, and view it as many times as the want. They can access it from anywhere, and in many cases have emailed my assignments when they are not in school.   I gave Greg some failure reduction rates earlier this year, I don't have them off hand, but he might.

Carolyn Fiscelli

Too bad this wasn't in the MS, I used the Smart Board, Elmo, Internet just about everyday in my math special ed classes, along with the graphing calc. I'd have more input. If we have that equipment here, I can help with implementing and also activities and sites, and launching some lessons.

I don't know if you want to use this, but I am part of a Math grant through the MISD and take the Algebra 4 All yr 2 (A4A2) and I do Google Groups, along with interaction with Learn port, an interactive math teacher resource website. I plan on using the Learn port even after the grant because it is a great resource for communication and activities.

Alex Taylor:

In my classroom, I announce updates to my blog: www.ATaylorsCorner.blogspot.com . I post videos from Brightstorm.com related to the topics of the week covered in class. Sometimes I replay the videos in class and the end or beginning of class to summarize or review yesterday's lesson. Some kids have said that it was helpful to them. It is a work in progress.

Formative assessment, use the Elmo and graphic calculators

Using the graphic calculator allows students to solve problems in various ways. Student look at graphs and tables so there are multiple representations. The calculator also has apps that are very useful.

Julie Shier:

The CHS bands use blogger as a means of communication between the band, the band boosters, and band parents. This is most often used as an informational clearinghouse, containing postings about upcoming performances, fundraisers, and other band events. In the past, the band's blog has been used for web polls and as a way of sharing photos from performances. It is also used as a means of sharing Internet resources with students, including recordings of pieces of music and links to useful websites.

The CHS bands also use smartphone apps (both Android and iPhone) in class and during at-home practice time. These apps replace or replicate important band room tools, including a tuner, a metronome, and a digital recorder, the last of which allows the students to hear their own playing, and is used as a self-assessment tool. Other technologies often used in the band room include Snagit, iPods/Mp3 players, and numerous Internet resources.

Rob Townsend:

I use a projector to display graphic images, such as pictures, graphs, charts, and maps which and can write over on the marker board. I also display work on the board saving copies of paper.

I have a classroom blog with includes weekly lesson plans; class notes (created in power point); homework, review sheets and other assignments; class presentations (recorded using snagit and camtasia software).

Andy Scheel :

Use of Google Groups, Blogger in collaborative learning models in Civics, Economics, Psychology and Sociology. We link and embed assignments online giving students 24/7 access to all the resources they need to successfully complete assignments and move through the curriculum more expediently.