

Special Note

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

LEA Application Part I

APPLICATION COVER SHEET

GRANT SUMMARY

District Name:	District Code:	82090
ISD/RESA Name:	ISD Code:	82

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

For each of the models listed below, indicate the number of Schools within the District/LEA intends to implement one of the four models.

- Close/Consolidate Model:** Closing the school and enrolling the students who attended the school in other, higher-performing schools in the district.
- Transformation Model:** Develops teacher and leader effectiveness, implements comprehensive instructional programs using student achievement data, provides extended learning time and creates community-oriented schools. **model to effect change:**
- Turnaround Model:** Replace principal and at least 50 of the staff, adopt new governance, and implement a new or revised instructional. 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.

ATTACHMENT III
SAMPLE SCHOOL APPLICATION
 SCHOOL IMPROVEMENT GRANT – 1003(g)
 FY 2010 – 2011

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

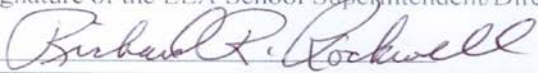

School Name and code Lincoln Park Middle School	District Name and Code Lincoln Park Public Schools 82090
Model for change to be implemented: Transformation	

School Mailing Address: 2800 Lafayette Street		Lincoln Park, MI 48146
Contact for the School Improvement Grant:		
Name: Mrs. Tara Randall		
Position: Lincoln Park Middle School Principal		
Contact's Mailing Address: 2800 Lafayette Street Lincoln Park, MI 48146		
Telephone: 313-389-0757		
Fax: 313-389-0761		
Email address: Tara.Randall@Lpps.info		
Principal (Printed Name): Tara Randall		Telephone: 313-389-0757
Signature of Principal: X <u><i>Tara Randall</i></u>		Date: <i>2-23-11</i>
The School, through its authorized representatives, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the District/School receives through this application.		

SIG GRANT--LEA Application

APPLICATION COVER SHEET

SCHOOL IMPROVEMENT GRANTS (SIG)

Legal Name of Applicant: SCHOOL DISTRICT OF THE CITY OF LINCOLN PARK	Applicant's Mailing Address: 1650 CHAMPAIGN LINCOLN PARK, MI 48146
LEA Contact for the School Improvement Grant Name: CHERYL A. IRVING Position and Office: ASSISTANT SUPERINTENDENT Contact's Mailing Address: 1650 CHAMPAIGN LINCOLN PARK, MI 48146 Telephone: 313-389-0200 EXT. 311 Fax: 313-389-1322 Email address:	
LEA School Superintendent/Director (Printed Name): RICHARD R. ROCKWELL	Telephone: 313-389-0200
Signature of the LEA School Superintendent/Director: X 	Date: 2-10-2011
LEA School LEA Board President (Printed Name): CHARLES N. KAMINSKI	Telephone: 313-389-0200
Signature of the LEA Board President: X 	Date: 2-10-2011
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.	

LEA APPLICATION REQUIREMENTS

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

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

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

SCHOOL NAME	NCES ID #	TIER I	TIER II	TIER III	INTERVENTION (TIER I AND II ONLY)			
					turnaround	restart	closure	transformation
Lincoln Park Middle 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.

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

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

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

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

Lincoln Park is a city in [Wayne County](#) in the [U.S. state](#) of [Michigan](#). It lies in an area of cities and communities known as [Downriver](#). Lincoln Park has a population 41,994. The racial makeup of the city was 93.26% [White](#), 2.06% [African American](#), 0.53% [Native American](#), 0.51% [Asian](#), 1.82% from [other races](#), and 1.81% from two or more races. [Hispanic](#) or [Latino](#) of any race make-up 6.39% of the population. There were 16,204 households out of which 30.2% had children under the age of 18 living with them, 46.3% were [married couples](#) living together, 13.3% had a female householder with no husband present, and 34.7% were non-families. Of all households, only 29.3% were made up of individuals and 11.3% had someone living alone who was 65 years of age or older. The average household size was 2.46 and the average family size was 3.04.

Lincoln Park Public Schools serves and educates the children in the city of Lincoln Park and other communities. Due to increasing budget cuts and declining enrollment, the district has implemented school of choice to K-8 while closing three elementary schools. Beginning with the 2010-2011 school year, the district will be comprised of a high school (Lincoln Park High School), a middle school (Lincoln Park Middle School) and seven elementary schools (Carr, Foote, Hoover, Keppen, Lafayette, Paun, and Raupp). The middle school houses grades 6-8, while the elementary schools are K-5. The middle school's current enrollment is 1050 with 80% on free or reduced lunch.

All buildings in the district are accredited through AdvancED. Lincoln Park Middle School has adhered to the AdvancED Standards and Policies. This process was used to analyze the needs of the school, and from the process, the transformation model for school improvement was selected. Each school completed a Self Assessment (SA), which is designed as a tool to assist the schools in identifying areas of strength and opportunities for improvement, as well as preparing for an upcoming Quality Assurance Review (QAR).

The SA is based on the seven AdvancED Standards, Vision and Purpose, Governance and Leadership, Teaching and Learning, Documenting and Using Results, Resources and Support Systems, Stakeholders Communication and Relationships, and Commitment to Continuous Improvement. The staff of each school worked as a team in their respective buildings to review all data available, which included, perception data (surveys), academic achievement data (Local, State and National Assessments), and behavioral data (referrals). Each building had a NCA/SIP facilitator that led the staff through the process. The Lincoln Park Middle School Improvement team, comprised of building representatives from the teachers' union, Math, ELA, Science, Social Studies, elective departments, and parents, met at different times with the assistant superintendent of instruction and Middle School administration to discuss the components of the SIG, review data and research best practices during June, July and August. One hundred percent of the school staff supports the submission of our school improvement application. Similarly, the entire staff supports the proposed efforts to effect change in the school.

Data used to identify the Middle School's academic needs included MEAP and local assessments. A three year trend study of data on the MEAP indicates 8th grade students dropping in math proficiency from 64% in 2007 to 60% in 2008 to 49% in 2009. Students with disabilities scored 21% proficiency in 2007 to 38% in 2008 to 10% in 2009. Students with disabilities in reading scored 34% proficiency in 2007 to 24% in 2008 to 55% in 2009. Seventh grade reading proficiency was 71% in 2007 to 70 % in 2008 and 74% in 2009. Students with disabilities scored 30% in 2007 to 38% in 2008 to 35% in 2009. An academic achievement gap continues between African American, Caucasian, Hispanic and Economically Disadvantaged students as well.

The Middle School will work to establish a comprehensive RTI Program, based on current research, for the purpose of providing tiered interventions. Response to Intervention Program (RTI) is a tiered system of support for struggling students.

After receiving notification that the school was on the list of "persistently low achieving schools", the Assistant Superintendent reviewed the middle school MEAP scores and the pattern of student achievement. It was clearly noticeable that the middle school has recorded a decrease in student achievement for the past three years in Math. The school recently hired a new principal to begin to change the culture of the school and increase scores. Lincoln Park Middle School is a new building with several great attributes and is the only middle school in Lincoln Park. The building was built with money from a bond for which taxpayers are still paying. Considering these items, the district has chosen the transformation model of intervention.

Lincoln Park Middle School is committed to providing evidence-based practices that incorporate (a) a process for universal screening, (b) ongoing progress monitoring that drives instruction at the student level and monitors instructional implementation, (c) an explicit, district-level, and student-level action plan, (d) time for data analysis, evaluation, and use, (e) multi-tiered differentiated interventions, and (f) a flexible, data-supported decision making process that is transparent and includes evidence-based measures of student achievement. Additionally, departments will continue meeting to develop formative assessments. Achievement data will drive staff to differentiate instruction.

To address all areas of identified needs, LPMS will further implement a content standard driven assessment developer and data disaggregation tool, (CLASS A) which allows the implementation of a system where real-time data is provided daily to teachers, instructional assistants, academic coaches, assistant principals, and principals for daily grade level data to systematically control the curricular sequence for all students in all grades. This will require the following curriculum modifications: **(which are identified as district level responsibilities and not tied to SIG funding)** the development of curriculum maps for all levels, the development of pacing guides, the development of pre and post tests, and a culture of utilizing pre and post tests for everything taught in the classroom. All curriculum will be aligned with Michigan's Grade Level Content Expectations (GLCEs). Monthly leadership meetings will be held with the Transformation team to progress monitor student achievement growth through the identified tiered instructional strategies. Professional development will be provided to all administrators, instructional leaders and coaches, counselors and teachers.

Specific instruments used for reviewing achievement include; CLASS A, MEAP, and common assessments. Pearson Learning Teams (a model for establishing professional learning communities) will be established for the purpose of focusing on this data and collaboratively developing effective strategies and interventions.

To implement a program that will provide a basis for a successful transition from middle to high school (based on research data indicating this transition success being an indicator of future performance).

1. Use data from Class A and NWEA assessments to identify struggling students and enroll them in academic support classes.
2. Offer Algebra to 8th grade students and advanced math 7th grade students. Explore the inclusion of an advanced ELA class.
3. Conduct a high school visitation for 8th grade students.
4. Form a transition group through the Pearson model to plan activities for transition to the 9th grade.

LPMS staff will pull from a variety of sources to implement interventions needed to help students be successful. This may include after school programs, tutoring, behavior interventions, mentoring, online programming, special education testing, child study, parent communication and/or training, college preparation, enrichment, leadership, community involvement, removing various social and educational barriers, study skill training, etc. This person would collect information, seek input from stakeholders, create plans and monitor implementation for individual students. Plans would be reviewed biweekly and analyzed to see if interventions are having a positive effect. All findings would be reported to the building administrator and distributed to impacted staff and parents.

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

"Committed to Educational Excellence" is the motto of Lincoln Park Middle School (LPMS) and the transformation model being implemented. LPMS and its Board of Education are committed to assist the Tier II Lincoln Park Middle School to fully implement the proposed Michigan Transformation Model.

It is the expectation of LPMS that the transformation model be pervaded throughout our school and become the cultural competency, allowing for awareness of the impact on student achievement. Our transformational leadership team will allow us to require an alignment of resources and stakeholders around the common district goals as well as the specific achievement goals of our Tier II school. LPMS is committed to the support of all transformation school improvement strategies, focused and specific with professional development aligned to provide expertise in each identified area of need in our Tier II school.

LPMS will ensure that the leadership will be strong and sustained, including the provision for operational flexibility at our Tier II school. LPMS is committed to providing evidence-based practices that incorporate (a) a process for universal screening, (b) ongoing progress monitoring that drives instruction at the student level and monitors instructional implementation, (c) an explicit, district-level, and student-level action plan, (e) time for data analysis, evaluation, and use, (f) multi-tiered differentiated interventions, and (g) a flexible, data-supported decision making process that is transparent and includes evidence-based measures of student achievement.

To address all areas of identified needs, LPMS will continue to implement a content/standard driven assessment developer and data disaggregation tools through Class A and NWEA assessments. Professional development will be provided to all administrators, instructional leaders, academic coaches, counselors, and teachers. This tool includes the implementation of a system where real-time data is provided daily to teachers, instructional assistants, academic coaches, assistant principals, and principals for daily grade level data to systematically control the curricular sequence for all students in all grades. This will require the following curriculum modifications: **(which are identified as district level responsibilities and not tied to SIG funding)** the development of curriculum maps for all levels, the development of pacing guides, the development of pre and post tests, and a culture of utilizing pre and post tests for everything taught in the classroom. All curriculums will be aligned with Michigan's Grade Level Content Expectations (GLCEs). Monthly leadership meetings will be held with the reform team and the LPMS leadership team to monitor student achievement growth through the identified tiered instructional strategies.

Upon learning that Lincoln Park Middle School was listed among the “5% persistently low-achieving schools”, the Lincoln Park Public School’s Board of Education voted unanimously to pursue funding and to follow all grant requirements/guidelines, at Lincoln Park Middle School (Tier II School). This decision is testimony to the Board of Education’s commitment to the implementation of educational reform and its commitment to this grant. The process for determining staff that have not increased student achievement will look at a triangulation of assessment data for use in measuring student annual growth (MEAP and local common assessments). District representatives (teachers, administration, teacher union representatives) will use the first year of the grant to develop the definition, instruments, and process to define annual student growth and its relationship to replacing staff which do not show evidence of defined annual growth.

The daily schedule has increased student learning time by 44.912 hours from the previous school year. Increased learning time is attributed to the addition of the Math Essentials classes, the English Essentials classes and Study Labs. The other core classes, Science and Social Studies have also been lengthened daily. We have also added Spanish for 7th grade students to help satisfy the two year requirement. In addition to the regular school day, we have added 172 hours of Ring for Help in all subject areas, with the allowable 30 hours of Professional Development; this reflects an increase of 294.912 hours. Also, part of the transformation plan is to run a summer program in collaboration with Wayne County Community College, which would be available to all students. This would add an additional 80 hours. The proposed after school activities being developed with Communities in Schools will be two days per week, two hours each night, for again, additional time. All contact time is monitored by the State and additional programs are monitored by the transformation team through the use of logs.

Lincoln Park Public Schools provides more annual instructional hours than required by the State of Michigan. At the present time, Lincoln Park Public Schools provides its students with 1108.8 hours in instructional time, annually, although the State of Michigan only requires 1,098 hours of pupil instruction. In the most recent round of collective bargaining, the District and the LPEA/MEA began to talk about effective ways of increasing student instructional contact time without increasing the District’s operating costs. Ultimately, both parties recognized that increased student instructional time was a vital component on the District’s educational offerings. After a substantial amount of discussion and negotiation, Lincoln Park Public Schools and the MEA agreed to a provision in the collective bargaining agreement which increased the number of instructional periods in the secondary program from six (6) periods per day to seven (7) instructional periods per day. This was accomplished, in part, by converting an elective class time to core class instructional time. This change in the instructional calendar had the effect of adding 12 minutes per day to the total daily instructional contact time, or almost 35.2 additional hours of core instructional time per student. The District is committed to continuing to discuss, now and in the future, additional proposals with the MEA to add instructional time to the calendar, including a bifurcated instructional program in which some secondary teachers would work from 8:00 a.m. to 3:00 p.m., and others would teach from 9:00 a.m. to 4:00 p.m., thus extending the student’s instructional day by one hour, or having some teaching staff start working later in the year than other staff members, so that the instructional year is increased. (Attachment 10)

Additionally, there are a number of ways in which we will increase learning time for struggling students. To address our struggling students, we have completely changed our schedule to accommodate their needs. Students will have a double block of time for reading and math – for a total of two hours of literacy support each day, and two hours of math. We are committed to ensuring that our students have the literacy and math skills they need for high school.

According to the document from the U.S. Department of Education, *Frequently Asked Questions for Local Educational Agencies on School Improvement Grants Under Section 1003(g) of the Elementary and Secondary Education Act of 1965, Section G-1:*

“...if a tier I or tier II school has replaced its principal in the last two years, the SEA may award funds to the school's LEA to implement a turnaround model in the school even though the school will not be required to hire another new principal.”

The current principal has been in place for only 1.5 years. Please see attachment for further information. (Attachment 1) The principal has experience as an alternative education principal. As an alternative education principal, she increased student attendance and decreased the drop out rate. She opened the school and developed the curriculum, policies, and hired staff. The students placed in the program were unsuccessful in the traditional setting and at-risk of dropping out of school. Throughout her six year tenure at that school, students found success, changed behavior, and the graduation rate increased. She was then hired to be the Middle School Principal to improve student achievement and culture. The Middle School currently has a 75% free/reduced lunch rate thus making a principal, with tracked success helping at risk students, a necessity.

Since coming to the Middle School in January 2009, she has implemented several programs and changes. Some of these initiatives include: changing the administrative duties to dedicate one administrator to work solely with academically low performing and truant students and their families; changing the discipline procedure to include interventions at the teacher and administrator level; and working with the math department to implement Algebra classes for students for high school Algebra credit. This October's MEAP tests will be the first test reflective of a full year of instruction under her leadership. We are very confident that with the changes she has brought to the Middle School, we will see an increase in student achievement. If the school has demonstrated no improvement in student achievement as required by the grant, the principal will be replaced.

The Administrators at Central Office (Superintendent, Superintendent of Instruction, and Business Manager) and the Board of Education understand the need for support of these interventions, and have granted the Middle School flexibility in time, budget and staffing. Additionally, the local unions have been cooperative in this initiative. To this end:

- * additional time has been added to the school day and school year;
- * job descriptions have been developed for hiring new/additional staff with interviews conducted by transformation team * members from the school;
- * the transformation team will approve and monitor spending;

- * At the building level, staff members who have not increased student achievement will be placed on a plan for removal, which includes a formal evaluation and a plan for improvement that includes frequent monitoring. Specifically, the evaluations will now include all staff and evaluations will occur more frequently for those staff members who need additional support;
- * While we follow the basic common calendar of the county, adjustments have been made to incorporate the PD/training specific to our building plan.

Our district calendar includes at least six days that will be used by teachers for intensive job-embedded professional development. Our school calendar allows for late student arrival every Wednesday allowing teachers time to discuss student achievement.

Teachers also work in teams to provide academic support for students. Our teachers will have the opportunity to work with one another as they develop and deliver explicit/direct lessons. They will also work together as they design the next steps for students who need additional assistance.

In addition to our local teacher association, Central Office administration and the Board of Education, Lincoln Park Middle School also has a great amount of support from our local ISD, Wayne County RESA. Part of the monitoring process of the grant is the close monitoring by the Michigan Department of Education through the duration of the grant. This will help to ensure that our students are progressing.

One of our external providers is Wayne RESA. Wayne RESA has been working with the Middle School on a continuous basis since we began the grant writing process. Consultants have attended the meetings to guide the team in developing the transformation plan. In addition to guidance, RESA will provide the following:

- curriculum coaches in each content area to gather data, monitor/implement differentiated strategies, and align state standards with curriculum;
- train teachers and monitor the implementation of Guided Reading;
- Class A training for staff
- PBS support
- RTI training
- support with revision of Math and ELA curriculum
- researching the latest best practices in education
- use of Parent Connect and Zangle data programs

RESA is committed to servicing any initiative that surfaces regarding training, instructional practice and student achievement. This will be altered as the school's needs change.

In our initial grant proposal we only used Wayne RESA as a provider, but we needed to address the issue of who will oversee the process and ensure we have a cohesive plan that is implemented and followed with fidelity. To address this need we will be contracting with Learning Point Associates. Their organization will engage us over the next three years as a support partner focused on two key aspects of transformation: implementation monitoring support and teacher evaluation. Through successful engagement in a partnership with them, we can expect to achieve the following outcomes:

- Implementation of a coherent, disciplined approach using data to drive decisions at the school leadership team level
- A clear data picture that illustrates the story of the school's growth over time in multiple areas

Their willingness to work with all contracted service providers makes them a perfect fit to our plan.

LPMS will receive ongoing technical assistance from Wayne County RESA, its approved service provider, with full support of the Wayne RESA and superintendent.

The process for determining staff that have not increased student achievement will consist of a compilation of assessment data for use in measuring student annual growth (MEAP and local assessments). Lincoln Park uses a common evaluation system for every teacher in the district. (Attachment 2) Individual development plans are used in cases of teachers in need of assistance in any area, teachers are monitored for improvement, and staff members who have not increased student achievement will be placed on an Individualized Development Plan for improvement. The administrator will provide reasonable support for the teacher upon request and identify a timeline for improvement.

To ensure the implementation of true instructional reform, the district administrative group, in collaboration with contracted education reform specialists, will work to strategically plan and implement a change in culture for the school that focuses on student learning, individualized instruction using data, and focused intervention strategies targeting specific student learning deficiencies. In addition, our curriculum coaches and data analysis coach will also provide solid mentorship and years of evidenced turnaround experience for the principal and school instructional leadership team as well as provide a system for measuring changes that professional development is having on instructional practices in the classroom through the analysis of classroom data. These measurement practices will lead to the cultural change necessary to ensure data-driven sustainability by developing and increasing teacher and leader effectiveness and will bring teams of support personnel to help implement these strategies.

Incorporated into the extended learning program, our teachers will be asked to do before/after school, Saturday and summer staff professional development. The purpose for this program is to allow staff the opportunity to receive job-embedded training on many initiatives going on concurrently as well as technology training for the 21st century classroom. To ensure the implementation of true instructional reform, the data analysis coach and the professional learning communities, will strategically plan and implement a change in culture for the school that re-focuses on data-driven individualized student instruction and intervention strategies targeting specific student learning deficiencies. In addition, the program shall ensure the delivery of intense, high-quality on-the-job/classroom based

professional development in all aspects of this transformational model. Staff will receive professional development in Professional Learning Communities (PLC's), CLASS A, Marzano and Reading Apprenticeship. Math teachers will be participating in a math institute through Wayne County RESA and Carnegie Math. The professional development will be ongoing, with teachers having time for collaborating and reflecting on the new skills. In the following pages you will see a detailed description of the timeline, hours and intensity of our professional development and coaching program. Curriculum coaches will assist the teacher in strategies of making decisions with data to guide behavior and academic planning to increase grade level promotion, decrease truancy, and improve student attendance. In addition, curriculum coaches will model best practices and mentor teachers with a focus on delivering the curriculum and teaching strategies with fidelity. Logs will be kept as to strategies and work completed. (Attachment 6) Since this professional development is outside of the regular work day, it will have to be supplemental in nature. Some topics that will be included are: Ruby Payne: A Framework of Poverty, Class A , Reading Apprenticeship, PBS, Technology training to implement the 21st century classroom, using and interpreting MEAP data, professional learning communities, parent engagement, teacher leadership, NCA process training, Marzano, Math Institute and accelerated math. Academic PD for Ruby Payne's philosophy using *A Framework for Understanding Poverty*, Class A, Guided Reading, accelerated math and instructional technology training will be provided to all staff and principals. Additionally, all staff will be trained in using a PBS matrix. Ruby Payne specifically addresses student achievement based on environmental factors that impact all students, including English language learners and least restrictive environment. Implementation of the Reading Apprenticeship program was specifically chosen to focus instruction based on student ability and growth.

These trainings are to remain flexible to address staff needs as they arise. All staff will be afforded the opportunity to attend the trainings.

These strategies will be implemented with support from the Lincoln Park superintendent, director of curriculum and instruction, director of human resources, director of business and finance, director of special services, technology coordinator, other administrative staff, the principal, assistant principal, instructional/leadership coaches, instructional technology/data coach, onsite technical support, data analysis consultants, teachers, parents, community members, and staff.

Through the use of our instructional technology coach, technology "issues" will be eliminated and replaced with a focus on instructional change with technology as a tool of engagement, a standards recovery diagnostic and prescriptive intervention program. Content and curriculum coaches will assist teachers in best practices that produce outcomes that enhance the school's capacity to design effective and proactive learning environments where learning can occur. The content and curriculum coaches will assist the teacher in strategies of making decisions with data to guide behavior and academic planning to increase grade level promotion, decrease truancy, and improve student attendance. In addition content and curriculum coaches will ensure curriculum alignment, pacing, differentiation of instruction, and instruction based on pre/post testing data.

There is a great deal of research that reflects the positive effects technology has on student learning. The 21st century classroom offers the teacher much more flexibility in delivering instruction. Students are more motivated and become better prepared by acquiring the

skills needed in the 21st century. Some of the technology includes:

- -21st century classroom - Electronic presentation device (Integrated Whiteboard and Projector)
- Document camera -Electronic testing systems - interactive response system
- Standardized business software -Content specific hardware and software
- Audio amplification system

The Technology coordinator would be able to provide direct/hands-on training to all staff on how to effectively use these tools in classroom demonstrations, webinars and/or after-school professional development. These teaching and learning tools will help to engage and motivate our learners and provide teachers another opportunity to differentiate their instruction.

Evaluation forms have been developed to give staff an avenue for evaluating and measuring instructional practices before and after professional development. (Attachment 4) This will include the implementation of a system where data is evident throughout the school and all decisions are made based on individual student achievement data. Full time data coach will provide direct support for teachers for use with 21st Century technology in the classroom as well as serve as the lead curriculum integration technology contact for the school as well as the lead CLASS A contact for the school.

LPMS will incorporate and support a well-defined and fully articulated school improvement model (PLC Learning Teams) with explicit framework and a support system that guides the teacher collaboration efforts and builds leadership capacity of administrators and teacher leaders. This process will help strengthen relationships among their colleagues and provide a safe place to share ideas and teaching strategies.

Staff will be using data from various assessments (i.e. pre-tests, post-tests, diagnostic tools) to determine baseline data. Compass Learning will be used for remediation, extra practice and data analysis. Promethean boards will also be used to check for student knowledge immediately through the use of Expressions which allow for multiple-choice answering of problems as a whole class by providing flip chart reports. Robert Marzano's work reflects research directly linking Promethean Boards to student achievement.

The implementation of an ELA and Math Essentials class will address areas of concern identified by student performance on common assessments. The use of curricular coaches, literacy specialists, and math specialists will aid the tiered instruction of all students by providing small learning communities, differentiated instruction and individual assistance. Reading Apprenticeship will also be integrated as a strategy, along with Guided Reading, to increase student achievement by monitoring student reading levels and working toward growth for the individual student.

Surveys will also be conducted three times a year with parents, students and staff to collect information, receive input from stakeholders, create plans and implement programs for individual students. Plans will be reviewed to see if programs are having a positive effect. Survey data will be reported to the building administrator, shared with the staff and in some cases with the parents when necessary. As we continue to develop and implement programming, other duties may be assigned to the principal staff.

This plan will include the assessment of teacher and student performance data from pre/post tests and common assessment benchmarks that are aligned to the Grade Level Content Standards (GLCS).

Walk-through observations (formal and informal) will be conducted by the building principal to ensure that effective standards-based instructional strategies are being implemented.

Goals and objectives will be monitored by the Transformation Team and will be adjusted by the curriculum teams to ensure that performance data is in conjunction with our NCA goals. If needed, appropriate adjustments and corrections will be implemented for the next card marking.

MEAP gap analysis will be used to assist and direct instruction. Due to low scores in math and ELA, it has been determined that supplementary instruction is necessary for the improvement of scores. The team chose specific programs that will fill the needs identified through gap analysis. The transformation team has chosen Study Island for its ability to assess students quickly and precisely in both needed areas. Teachers would use this internet based program for assessment purposes and to target areas of needed student improvement. For those students who need further assistance in reading, the staff is reviewing programs such as Reading Apprenticeship and Compass Learning. Staff will be trained to properly implement these concepts into instruction.

There are many tools in our grant to provide additional academic help at home as well as in the school (i.e. Ring for Help and Study Island).

The staff has created a number of opportunities for community and parent involvement including: a Back to School picnic, Coffee with the Principal, monthly parent academic workshops and parent/child relationship support workshops. In addition to these, LPMS utilizes the following programs:

- The Public Relations Committee created posters regarding positive changes in Lincoln Park Middle School and distributed them to local businesses to display. The posters were rotated quarterly throughout the entire year. These posters were developed to highlight school programs and inform the community of all the wonderful programs offered at Lincoln Park Middle School. Some examples of these posters include: Science labs, Band, Parent Connect, etc.
- Our Parent Teacher Student Association has been an integral part in aiding school programs. They not only donate their time but raise money for projects that increase community involvement. They supply money for planners, food for the carnival, Honor Roll bumper stickers, etc.
- Our Student Council promotes a community blood drive, dances, school pride and the opportunity for students to be leaders.
- Our National Junior Honor Society sponsors the School Carnival, Community Easter Egg Hunt and the Relay for Life 24 hour Cancer Walk student/parent team, MEAP decorations for the school and other activities that promote community and school involvement.
- Our school Marquee keeps parents informed about school events.
- Our school website keeps students and parents apprised of all school events past and present including information and pictures. It also includes school hours, teacher email addresses and lunch menus.

- Clusters also provide dances, candy grams at the holidays, hat days and other events to help raise school pride and money for cluster activities and needs.
- Dragon Report is a class offered where a news program is produced, directed and acted out by students for students to keep our school community informed of school and world events.
- Dragon Newsletter is a class offered to students to write and send out a newsletter to keep parents informed of our school events

Sign-in sheets will document community involvement and activities will be altered to reflect interest/need.

Positive Behavior Supports (PBS) is a researched based program that addresses the social-emotional needs of the students. The program creates a tiered system that looks at the individual child and determines what type of supports—academic or behavior—should be put into place. It creates a culture for learning in the school because students know, understand and practice a set of common expectations. A team meets monthly to review data and develop a targeted or all school intervention to address the needs. The program is embedded in the school culture and is sustainable. Parents will be recruited to participate in the process. Costs beyond 2013 are minimal and can be funded through general building funds. The middle school will revise the Advisor period to focus on not only a time to monitor student progress, but also a time to develop positive and caring relations between students and staff. At the heart of Positive Behavior Supports we want to change the way that students interact with other students and staff by providing on-going teambuilding, behavior training and other supports.

The PBS program coordinator will prepare monthly behavior data analysis reports, using best practices/research based techniques to support/address identified needs. Adding clubs and study labs, improving our PBS program, modifying the Advisory program and including innovative technology and resources into the school environment will result in significant positive changes in our school's climate and culture which will have favorable results for school discipline and truancy.

The school will continue its PBS activities from the previous years through support from the community. The positions of literacy assistants, math assistants, and curricular coaches will be outside sources that will allow for further collaboration between experts, staff, and students; monthly presentations will be made to parents and community members regarding student achievement.

In conjunction with Wayne RESA, a Safe and Supportive Schools grant has been made available to schools eligible for SIG money. The purpose of the grant is to help schools address the needs of students at risk of educational failure, the project will focus on two major areas of development and service delivery: 1) development of a comprehensive measurement system, and 2) effective implementation of research-based interventions. Some examples of interventions include; Bully-Free Schools, Coordinated School Health, Eliminating Barriers for Learning and Talk Early/Talk Often. This grant will make some funds available for implementing programs to address the whole child. We will also partner with the Safe and Supportive Schools grant to survey parents, students and staff. Based on survey data, we will incorporate an intervention model. Additionally, this grant has a connection piece to school climate that will be utilized.

The Lincoln Park cable channel is also utilized by our school to keep the community informed of events occurring at our school.

The addition of clubs, the extension of time for the Advisory class and the addition of an 8th hour Study Skills class for all students promotes the development of relationships. Advisory is a time when teachers and students will be able to meet in a non-academic atmosphere to build relationships. An 8th hour has been added as an academic collaboration between teacher and student to continue building the relationships formed in Advisory (same group of students) as well as increase student achievement and awareness of student growth. Additional opportunities stated previously outline relationship development opportunities to stakeholders.

The following table briefly outlines all program/personnel expenditures along with the estimated yearly cost. The following section will clearly outline each initiative and provide sustainability information.

Program/Personnel/Item	Expenditure Description	Estimated Cost
<p align="center">Onsite Data Analysis Coach</p>	<p>Institute a data disaggregation tool "CLASS A" and provide the training necessary for administrators, counselors, and teachers to use the tool to make daily instructional decisions. This will include the implementation of a system where data is evident throughout the school and all decisions are made based on individual student achievement data. Full time data coach will provide direct support for teachers for use with data and act as the lead CLASS A contact for the school.</p>	<p align="center">\$93,750</p>
<p align="center">Onsite Academic/ Curriculum Coaches (Wayne RESA)</p>	<p>Assistance will be given to systemically control the curricular sequence for all students in all grades. This will require the following curriculum modifications: The development of curriculum maps for all levels and pacing guides. The development of Pre/Post tests and a culture of utilizing pre and post tests for everything taught in the classroom. All curriculum will be aligned to the GLCEs. Up to two contract academic/curriculum coaches (focusing on reading and math) will be onsite weekly to model instructional practices as well as assist teachers in curriculum development and alignment (building units, measuring results, pacing based on mastery, and RTI strategy integration).</p>	<p align="center">\$70,000</p>

<p>Mathematics Institute (WCRESA in collaboration with Univ of Mich)</p>	<p>Institute focuses on developing deep mathematical content knowledge for teaching on finding ways to collaborate on mathematic instruction. Contract coach is used to help staff implement strategies and meets with teachers individually. In addition, coaches facilitate monthly after school meetings to plan and collaborate.</p>	
	<p>Institute cost p/teacher (5 teachers x \$6k)</p>	<p>\$30,000</p>
	<p>PD Substitute Costs (5 teachers x 10 days @ \$100/day sub rate = \$5k each year)</p>	<p>\$5,000</p>
	<p>Supplies - Graphing Calculators (5 classrooms x \$3000)</p>	<p>\$15,000</p>
<p>Reading Apprenticeship</p>	<p>Deploy Reading Apprenticeship as a Tier 1 intervention, an instructional approach designed to help middle school students become successful readers and learners, particularly in content area classrooms. Its mission is to develop literacy skills of adolescents by expanding “the academic, creative, career, and civic opportunities of young people through higher-level literacy development.”</p>	
	<p>YEAR 1: Schedule 5 days pd for 1st cohort of teachers; 7 staff members; 3 in summer; 2 in November. Staff stipends for attending pd outside of contract. (\$200 x 7 staff x 5 days = \$7000.00)</p>	<p>\$7,000</p>

Professional Learning Teams (Pearson Learning)	Incorporate and support a well-defined and fully articulated school improvement model (PLC Learning Teams) with explicit framework and a support system that guides the teacher collaboration efforts and builds leadership capacity of administrators and teacher leaders.	
	Consultant/Facilitator/Trainer Cost	\$81,000
	Schedule 2 days summer PD. 8 teachers. 16 days total teacher stipends for attending pd outside of contract (\$250 x 16 = \$4000).	\$4,000
	Sub Pay for teacher data meetings held during the day (8 subs 2x p/month x 7 months = 112 sub days needed x \$100 per day:	\$11,200
Student Success Assistance Program	Phones for student assistance program	\$1,500
Curriculum Revisions Supplies/Materials	Math, Social Studies, Science, ELA Curriculum alignment with Core Content Standards. Based on data driven recommendations of data coach	\$320,000

Teacher/ Classroom Tools - 21st Century	<ul style="list-style-type: none"> -Electronic presentation device (Integrated Whiteboard and Projector) - Document camera - Electronic testing systems- interactive response system - Standardized business software - Audio amplification system 	\$230,000
--	---	-----------

	- 20 boards- MATH, ELA, SS, SCI	
Family & Community Engagement	Parent Involvement events in each Math, Science, Social Studies, ELA, Zangle parent software. 5 meetings per year. \$600 per meeting for refreshments.	\$3,000
	Back to School Parent Informational Session. Refreshments =\$670. Copying/Presenting expenses = \$170	\$840
	Parent support workshops through Taylor Teen Health Center through Oakwood Hospital. 6 meetings per year @ \$400/meeting. Topics include: Cyber bullying, Internet/Social Networking, Helping busy families find balance, Building a relationship with your adolescent.	\$3,900
	Create an after school program based on needs of students. Site Coordinator \$20,000 per year. Staff stipends 20 teachers X \$30.66 per hour X 2 hours per day X 2 days per week X 25 weeks=	\$61,320
	School secretary compensation for attending evening events. 2 secretaries x \$63/event x 12 events per year	\$1,512
	Copying and printing expenses to present at parent nights and refreshments	\$2,000
Staff Professional Development	Staff Conference and fees and related expenses. 8 staff members will have access to training to increase understanding of best practices in content areas. Professional, national and state conferences.	\$8,000

NWEA Assessment Data	<ul style="list-style-type: none"> -MEAP Benchmark Reports (\$50/report x 9 reports x 3) - NWEA Assessment Reporting (\$13/ea x 719 x 3 years) - NWEA Data Reporting and Training 	\$24,797
Golden Package Data Warehouse	<ul style="list-style-type: none"> -Data analysis program to collect and review data by individual student, class, school and district. -Data is disaggregated by standard to identify problem areas. 	\$10,000
Indirect costs		\$10,000
	TOTAL	\$993,819.00

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

Not applicable for Lincoln Park Middle School

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

The notification must include the following:

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

3. For each Tier I and II school in this application, the LEA must describe actions taken, or those that will be taken, to—
- Design and implement interventions consistent with the final requirements
 - Select external providers from the state’s list of preferred providers;
 - Align other resources with the interventions;
 - Modify its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively (Attachment VI is a rubric for possible policy and practice changes); and
 - Sustain the reforms after the funding period ends.

Other Resources Alignment:

Throughout the 2010-11 school years, our current resources, which include General Funds, Title IIA, and Special Education, will continue to fund existing programs. District schools identified as Tier II (Lincoln Park Middle School) will have additional financial support from the SIG.

Operational Area	Interventions and Actions	Plan for Sustainability
<p><u>ACADEMIC CONTENT</u> Areas (ELA/Reading, Writing, Math, Science, Social Studies)</p>	<p><u>Strategy 1:</u> A data management system will be implemented at the local and district level to ensure academic core content performance data drives the instructional design.</p> <p><i>Action Steps:</i></p> <ol style="list-style-type: none"> 1. Integrate CLASS A as a data management tool for data disaggregation and prescriptive intervention 2. Content pacing guides and performance standards will be examined, developed, and aligned to pre/post test formative assessments administered quarterly to ensure student achievement takes place 3. Common assessments will be developed across all academic core content areas to ensure internal alignment takes place with the Michigan Grade Level Content Expectations (GLCEs) 4. Job embedded professional development and coaching support will be provided to teachers, administrators, and district personnel on CLASS A 	<p><u>Strategy 1; Action Steps 1-4:</u> CLASS A will be sustained by the district. Capacity for data management and analysis will have been transferred to new administration, leadership teams and teachers via action steps. Pre/post tests and common assessment benchmarks developed to assess and analyze student performance and mastery of the Michigan Grade Level Content Expectations will be continued.</p>

	<p>Strategy 2: Incorporate and support a well-defined and fully articulated school improvement model (PLC Learning Teams) with explicit framework and a support system that guides the teacher collaboration efforts and builds leadership capacity of administrators and teacher leaders.</p> <p>Action Steps:</p> <ol style="list-style-type: none"> 1. Determine dates and location for Learning Teams Institute. 2. Identify facilitators for each workgroup who will receive training at the LT institute and lead workgroup meetings throughout the year. 3. Complete a draft of workgroup configurations for school year using the Configuration Worksheet. 4. Identify how instructional support staff and special education teachers will be distributed to workgroups. 5. Determine team meeting organization. Draft a year-long calendar of LT meetings. 6. Schedule launch date with faculty and conduct staff job embedded staff PD 7. Schedule monthly regional school administrator meetings attended by learning team advisor (consultant), site administrator from each participating school, and district leaders (as determined by Superintendent). 8. Schedule monthly planning meeting with site administrator(s) attended by learning team advisor (consultant), principal, and assistant principal. 9. Schedule monthly facilitator meetings (ILT) attended by learning team advisor (consultant), site administrator(s), and the facilitator of each workgroup. 10. Schedule teacher workgroup meetings 2-4 times per month attended by trained facilitators, teachers, and identified coaches. 11. Provide stipend and or sub pay for all teachers/coaches working outside of their contractual day. 	<p>Strategy 2: Action Steps 1-11: LT Training & Assistance program is designed to develop strong instructional leaders throughout the school. Site-level assistance & Training sustains implementation, maintains focus, and builds local capacity. Model includes training school staffs to deliver LT school services independently.</p>
--	--	---

Strategy 3: Additional instructional support will be provided to ensure effective standards-based, data-driven instructional strategies are being implemented within the schools.

Action Steps

1. An academic/standards coach will be contracted to provide prescriptive and differentiated instructional strategies by standard to teachers in need of support.
2. The academic/standards coach will conduct common assessment discussions with teachers to ensure teachers start instruction with the performance standards, develop an intimate understanding of the content standards and quarterly pacing, continuously design standards-based assessment questions to measure student mastery as well as foster further teacher understanding of the Michigan GLCEs.
3. The academic/standards coach will be responsible for ensuring the development of pre/post and common assessment benchmark exams within the buildings.
4. The academic/standards coach will conduct data discussions with instructional leadership teams and teachers based on quarterly pre/post test and/or common assessment benchmark performance. Strategies for differentiated treatment will be provided as well as collaborative discussions regarding “what works”. Teachers whose data demonstrate strength in transferring a particular content standard will model lessons for teachers who did not do as well delivering the performance standard.
5. The academic/standards coach will be responsible to assist teachers in maintaining an up to date list of students indicating prescriptive treatment needed to meet state performance standards.
6. The academic/standards coach will assist school administration in developing a program to recognize high performing teachers with common assessment and post test performance.
7. The academic/standards coach will assist school administration in developing a program to recognize high performing students.

Strategy 3; Action Steps 1-6: Capacity for effective strategies and processes developed as a result of implemented action steps will have been transferred to new administration, leadership teams and teachers that will ensure prescriptive, differentiated support is provided to teachers and students.

	<p>Strategy 4: Additional instructional technology and data management support will be provided to ensure effective implementation of 21st Century technology in the classroom.</p> <p>Action Steps</p> <ol style="list-style-type: none"> 1. A technology coach will be hired and trained to provide direct support for teachers for use with 21st Century technology in the classroom. The technology/data coach will serve as the lead curriculum integration technology contact for the school as well as the lead CLASS A contact for the school. 2. The technology coach will provide onsite initial training for utilizing 21st Century technology in the classroom through the use of a technology “bootcamp”. In addition, weekly sessions will be held to promote monthly instructional “themes” and transform instructional pedagogy such that these 21st Century classroom tools of engagement area seamless part of standards-based methodology. 3. The technology coach will be responsible for ensuring all instructional technology logistics associated with CLASS A, Compass learning labs, and NWEA data ports classrooms are operational. The technology/data coach will ensure that teachers, administrators, and central office personnel are using instructional data on a daily basis to make instructional decisions. 4. The technology coach will assist in the development of a standards-based, data-driven culture within the school by maintaining data walls that document quarterly pre/post progress toward meeting 90/70 expectations This data will be disaggregated by grade level, by subgroup, by standard, as well as, by teacher. 	<p><u>Strategy 4, Action Steps 1-5:</u></p> <p>Instructional technology and data support will be sustained by the district. Effective strategies and processes developed as a result of implemented action steps will continue to ensure 21st Century technology support and instructional strategies will continue to be provided to assist teachers with transferring the performance content standards necessary for students to demonstrate learning with the type of products and performances that match our times. All 21st Century classroom technology will remain in the school.</p>
--	---	---

	<ol style="list-style-type: none"> 5. The data coach will conduct data discussions with instructional leadership teams and teachers based on quarterly pre/post test and/or common assessment benchmark performance. Strategies for differentiated treatment will be provided as well as collaborative discussions regarding “what works”. Teachers whose data demonstrate strength in transferring a particular content standard will model lessons for teachers who did not do as well delivering the performance standard. 6. The curriculum coach will assist school administration in developing a program to recognize high performing teachers with common assessment and post test performance. 7. The curriculum coach will assist school administration in developing a program to recognize high performing students. 	
	<p>Strategy 5: Increase math scores by improving teacher depth of knowledge in both content and differentiated instructional models by utilizing Wayne County RESA’s Mathematics Institute.</p> <p>Action Steps</p> <ol style="list-style-type: none"> 1. Deploy Mathematics Institute which focuses school improvement on deep mathematical content knowledge for teaching and on finding ways to collaborate on their mathematics instruction. These institutes teach staff how to analyze student work and understand their thinking to see how to adjust and improve their teaching methods. Technology, as an instructional tool is also included (document camera and projector). A coach is used to help staff implement strategies in the classroom and meets with teachers individually. This math cohort will meet for 8 full day professional development sessions. Additionally, they facilitate monthly after school meetings to plan and collaborate. 	<p><u>Strategy 5; Action Step 1-3:</u> Program provided will be sustained by the district. As intervention strategies are learned and implemented, the need for extended learning opportunities will diminish resulting in the scale down plan embedded in initiative.</p>

	<p>2. Action Steps:</p> <ol style="list-style-type: none"> 1. Use data from Class A and NWEA testing results to identify students at risk for potential mathematics difficulties and in need of math support. 2. Identify teachers and provide enrichment/support program. 3. Monitor progress through data analysis. 	
	<p>Strategy 6: Deploy Reading Apprenticeship as a Tier 1 intervention, an instructional approach designed to help middle school students become successful readers and learners, particularly in content area classrooms. Its mission is to develop literacy skills of adolescents by expanding “the academic, creative, career, and civic opportunities of young people through higher-level literacy development.”</p> <p>Action Steps</p> <ol style="list-style-type: none"> 1. <u>YEAR 1:</u> Schedule 5 days pd for 1st cohort of teachers; 7 teachers and administrators; 3 in summer; 2 in November. Pay teacher stipends for attending pd outside of contract. <p>Schedule 10 days per month of on-site coaching from approved consultant to work with instructional coaches and administrators as appropriate. Also includes coaching on development/use of formation and summative assessments with teachers and administrators.</p>	<p>Strategy 6; Action Steps 1-3: Teacher Leaders will be trained to be coaches through the Leadership Development program. These internal coaches will continue the program by working with colleagues, thus this model has a built-in component for developing on-site capacity to replace the Reading Apprenticeship coaches from the vendor.</p>

	<p>Strategy 7: Build in scheduling capacity for intervention to move students from elective/non-core classes to ELA and/or Math level learning classes during school year.</p> <p>Action Steps</p> <ol style="list-style-type: none"> 1. Implement RTI and pull out for intervention strategies 2. Define teacher/counselor/learning team roles in recommending students for class movement. Recommendations will be based on classroom data. 3. Provide professional development to level support teachers on curriculum and student data analysis requirements. 4. Integrate level learning instructors into learning teams. 	<p><u>Strategy 7; Action Steps 1:</u> Programs provided will be sustained by the district. As intervention strategies are learned and implemented, the need for extended learning opportunities will diminish resulting in the scale down plan embedded in initiative.</p>
	<p>Strategy 8: Provide <u>extended learning opportunities</u> through increased instructional time.</p> <p>Action Steps</p> <ol style="list-style-type: none"> 1. Use staff for after-school classes with overseeing goal of having a highly qualified teacher available to help students as they move through the process of mastering content through practice. 2. Ring for Help. Student assistance phone line every night to assist students with questions or concerns. Each department will have a phone to rotate through the department. Through the use of logs, teachers will collaborate to discuss repeated concerns with objectives. 3. Establishment of after/before school and Saturday <u>Teacher PD Institute</u> for job-embedded learning needs for new interventions. PD Institute Year One: 50% overall budget time spent; Year Two: 35% overall budget time spent; and Year Three: 15% overall budget time spent. Teacher Stipend position. 	<p><u>Strategy8 ; Action Steps 1:</u> As the use of assessment based teaching and intervention use becomes a common classroom practice, the need for extended learning opportunities throughout the years will proportionately diminish. Data will be collected and analyzed year-to-year on the instructional need of these programs to determine if the budget needs to be created for staffing</p>

		<p>beyond the SIG years.</p> <p><u>Strategy 8: Action Step 2:</u> Ring For Help will be sustained by the district.</p> <p><u>Strategy8 ; Action Step 4:</u> As intervention strategies are learned and implemented, the need for extended learning opportunities will diminish resulting in the scale down plan noted in Action Step 4.</p> <p><u>Strategy 8: Action Step 5:</u> LPMS transformation team has been collaborating with the Taylor Teen Health Center to apply for grants to cover the cost of the program if not funded, or for years after SIG.</p>
--	--	--

Strategy 1: Leadership will receive extensive training on developing and creating focus on a standards-based, data driven Learning Team system.

Action Steps

1. Deliver training to district and school-level leadership regarding the PLC Learning Team system.
2. Deliver training on a standards-based culture vs. the bell curve reemphasizing the role of time in meeting and exceeding performance standards in a standards-based culture.
3. Provide training and strategies to senior level and central office staff in sharing student achievement accountability and responsibility with school-based leadership (principals, assistant principals).
4. Provide training to principals and assistant principals in developing high performance instructional leadership teams at each school that assume full responsibility in creating the ideal teaching and learning environment; is accountable for a process of continual school improvement that is teacher-led, not administrative driven; understands that the student performance data drives the instructional design and decisions; and develops prescriptive intervention strategies to assist all students in meeting and exceeding performance standards.

Strategy 2; Action

Steps 1-4: LT Training & Assistance program is designed to develop strong instructional leaders throughout the school. Site-level assistance & Training sustains implementation, maintains focus, and builds local capacity. Model includes training district and/or school staff to deliver LT school services independently.

<p>MONITORING</p>	<p>Strategy 1: Constantly monitor at all levels</p> <p>Action Steps</p> <ol style="list-style-type: none"> 1. Examine teacher and student performance data from pre/post tests and common assessment benchmarks that are aligned to performance standards by term, grades, subject and standard. 2. Walk-through observations (formal-scheduled and informal-unannounced) will be conducted by district and school-based leadership to monitor effective standards-based instructional strategies are being implemented. 3. Goals and objectives will be monitored by the district and adjusted quarterly by school based learning teams to ensure performance data is in sync with quarterly goals. If needed, appropriate adjustments and corrections are written into next quarter. 	<p><u>Strategy 1; Action Steps 1-4:</u> Comprehensive Teacher Evaluation/Student Achievement Program provided will be sustained by the district. Data analysis and frequent observations/feedback will become the school culture for increasing student achievement.</p>
<p>POSITIVE BEHAVIOR SUPPORT (PBS)</p>	<p>Positive Behavior Supports (PBS) utilizes a behaviorally-based systems approach comprised of three essential elements: systems, data, and practices that produce outcomes that enhance a school's capacity to design effective proactive learning environments where learning can occur. The analysis of data based decision making using both formative and summative data are used to guide behavior and academic planning to increase graduation rate, decrease truancy and improve student attendance.</p> <p>Goal 1: All students will be educated in learning environments that are safe, drug free, and conducive to learning.</p> <p>Measurable Outcomes:</p> <ul style="list-style-type: none"> • Reduced discipline referrals • Reduced suspensions and expulsions • Increased consistency/morale among staff • Support an infrastructure to improve relationships between home, school and community stakeholders • Proactive, predictable, positive learning environments • Supported, successful interventions for students 	<p>The support from state/regional staff will ensure implementation of PBS with fidelity and work towards building capacity and sustainability in schools.</p>

<p>TECHNOLOGY</p>	<p>Strategy 1: 21st Century Classroom Deployment</p> <p>Action Steps</p> <ol style="list-style-type: none"> 1. Monthly Technology (skill) topic job embedded professional development 2. Development of Technology-based instructional resources 3. Using online research materials 4. Review CLASS A data for instruction 5. Teacher observation with feedback for monitoring 6. Content specific training with technology and tools 7. End of semester/quarter review of data 8. End of year evaluation of technology integration 	<p><u>Strategy 1; Action Steps</u> : 21st century technology support will continue to be provided by the district. 21st century classroom technology will remain in the school.</p>
<p>TRANSITIONS</p>	<p>Strategy 1 : To implement a program that will provide a basis for a successful transition from middle to high school (based on research data indicating this transition success being an indicator of future performance).</p> <p>Action steps</p> <ol style="list-style-type: none"> 1. Use data from Class A and NWEA testing to identify struggling students and enroll them in academic support classes. 2. Offer “College Prep” English and Algebra to 8th grade students and advanced math and language arts to 7th grade students. In addition, every 6th grade student will receive two math classes. 3. Train teachers in new instructional strategies designed to enhance student’s engagement. 4. Conduct a middle school campus visitation from the high school principal, assistant principal, counselors and social worker. 5. Conduct a high school visitation for 8th grade students. 	

	<p>Strategy 2: To implement a program that connects the student/school/parent.</p> <p><i>Action steps:</i></p> <ol style="list-style-type: none"> 1. Parent Support Workshops monthly in collaboration with Taylor Teen Health Center to be an avenue for parents to learn to deal with difficult situations with their adolescents. 2. Quarterly events driven by the four core subjects to highlight the curriculum and help parents understand the learning process. 3. Monthly meetings with the Principal to discuss school/student progress and concerns of the parents. 	
--	--	--

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

Year 1 Planning Timeline: 2011-2012

<p>April 2011</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Review technology needs, develop a purchasing plan and identify goals with District Technology Administrator. <input type="checkbox"/> Begin planning external providers such as, Pearson Learning Teams, Wayne County RESA. <input type="checkbox"/> Determine Human resource needs for grant implementation and develop job descriptions plus postings. <input type="checkbox"/> Set Year 2 calendar dates in conjunction with stakeholders and external providers. <input type="checkbox"/> Begin planning professional development that will have a positive impact on student achievement and attitudes toward learning. <input type="checkbox"/> Develop communication plan that keeps all stakeholders updated about the SIG. <input type="checkbox"/> Administrative team begins to set short term and long range planning goals/benchmarks.
<p>April 2011</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Meet with outside partners to collaborate on the planning process (Wayne County RESA, Pearson Learning Teams, etc.) <input type="checkbox"/> Begin planning professional development that will have a positive impact on student achievement and attitudes toward learning. <input type="checkbox"/> Choose PLC facilitators <input type="checkbox"/> Initial Training for Readers Apprenticeship will take place. <input type="checkbox"/> Initial training for Pearson Learning team leaders. <input type="checkbox"/> Develop comprehensive professional development schedule for visits for internal staff, outside consultants, state staff, etc. <input type="checkbox"/> Monthly meeting of Transformation Team <input type="checkbox"/> Purchase technology materials and begin implementation of technology plan.
<p>April 2011</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Ensure alignment of other budgets/plans to School Improvement activities and SIG. <input type="checkbox"/> Provide Positive Behavior Supports training to all staff. <input type="checkbox"/> Provide training for staff on new staff evaluation system. <input type="checkbox"/> Monthly meeting of Transformation Team <input type="checkbox"/> Begin development of RTI model in conjunction with Wayne County RESA, including standardized progress monitoring tools. <input type="checkbox"/> Schedule PBS training for all non-teaching employees. <input type="checkbox"/> Plan and create goals, in conjunction with external providers, for development and/or updating of curriculum guides, course descriptions, pre-post testing, and other formative/summative assessments. <input type="checkbox"/> Finalize school schedule and master schedule for 2011-2012.

	<ul style="list-style-type: none"> <input type="checkbox"/> Conduct two training days for Reading Apprenticeship. <input type="checkbox"/> Advisory format reviewed with focus on PBS and character education <input type="checkbox"/> Test and evaluate incoming 6th grade students for leveled reading <input type="checkbox"/> Plan 5th grade orientation <input type="checkbox"/> Monthly meeting of Transformation Team
April 2011	<ul style="list-style-type: none"> <input type="checkbox"/> 5th grade orientation <input type="checkbox"/> Retention Reviews <input type="checkbox"/> Plan and purchase books for the school library. <input type="checkbox"/> Study Island Training will be made available to staff. <input type="checkbox"/> Monthly meeting of Transformation Team <input type="checkbox"/> Community in Schools Survey
May 2011	<ul style="list-style-type: none"> <input type="checkbox"/> Monthly meeting of Transformation Team <input type="checkbox"/> Needs assessment using data
August 2011	<ul style="list-style-type: none"> <input type="checkbox"/> Parent Open House <input type="checkbox"/> Conduct two training days for Reading Apprenticeship. <input type="checkbox"/> Staff Welcome Back Picnic
September 2011	<ul style="list-style-type: none"> <input type="checkbox"/> Full implementation of grant. <input type="checkbox"/> Monthly meeting of the PBS Steering committee to review data and develop next steps. <input type="checkbox"/> Monthly meeting of Transformation Team <input type="checkbox"/> Submit School Improvement plan to state. <input type="checkbox"/> Initial screening using common assessments. <input type="checkbox"/> Develop plans for MEAP GLCE review according to our data. <input type="checkbox"/> Ongoing meetings with Pearson learning team advisor to train, develop and support implementation of Learning Teams. <input type="checkbox"/> Taylor Teen Health Center Parent Workshop <input type="checkbox"/> Monthly Newsletter to Parents <input type="checkbox"/> Coffee with the Principal <input type="checkbox"/> Conduct ongoing facilitation of Learning Teams. <input type="checkbox"/> Conduct ongoing data meetings to include all support staff. <input type="checkbox"/> Provide job-embedded individualized professional development for all staff in grant support programs and initiatives, including but not limited to Learning Teams, Math coaching, Reading Apprenticeship and PBS. <input type="checkbox"/> Executive Oversight of initiatives and monitor SIG implementation via on-site Advanced Specialist <input type="checkbox"/> Host Parent and Community events

	<ul style="list-style-type: none"> <input type="checkbox"/> Continue to provide comprehensive PD courses outside of the student day to continually refine teaching practices and instructional strategies that are a part of the SIG.
<p>October 2011</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Administer MEAP assessment. <input type="checkbox"/> Ongoing meetings with Pearson learning team advisor to train, develop and support implementation of Learning Teams. <input type="checkbox"/> Conduct ongoing facilitation of Learning Teams. <input type="checkbox"/> Conduct ongoing data meetings to include all support staff. <input type="checkbox"/> Taylor Teen Health Center Parent Workshop <input type="checkbox"/> Monthly Newsletter to Parents <input type="checkbox"/> Coffee with the Principal <input type="checkbox"/> Provide job-embedded individualized professional development for all staff in grant support programs and initiatives, including but not limited to Learning Teams, Math coaching, Reading Apprenticeship and PBS. <input type="checkbox"/> Executive Oversight of initiatives and monitor SIG implementation via on-site Advanced Specialist <input type="checkbox"/> Monthly Math Intensive Training through Wayne RESA and University of Michigan—Dearborn, which includes 1 after school meeting and coaching. <input type="checkbox"/> Monthly meeting of the PBS Steering committee to review data and develop next steps. <input type="checkbox"/> Monthly meeting of Transformation Team <input type="checkbox"/> Continue to provide comprehensive PD courses outside of the student day to continually refine teaching practices and instructional strategies that are a part of the SIG.
<p>November 2011</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Host Parent and Community events <input type="checkbox"/> Ongoing meetings with Pearson learning team advisor to train, develop and support implementation of Learning Teams. <input type="checkbox"/> Conduct ongoing facilitation of Learning Teams. <input type="checkbox"/> Conduct ongoing data meetings to include all support staff. <input type="checkbox"/> Taylor Teen Health Center Parent Workshop <input type="checkbox"/> Monthly Newsletter to Parents <input type="checkbox"/> Coffee with the Principal <input type="checkbox"/> Provide job-embedded individualized professional development for all staff in grant support programs and initiatives, including but not limited to Learning Teams, Math coaching, Reading Apprenticeship and PBS. <input type="checkbox"/> Executive Oversight of initiatives and monitor SIG implementation via on-site Advanced Specialist <input type="checkbox"/> Monthly Math Intensive Training through Wayne RESA and University of Michigan—Dearborn, which includes 1 after school meeting and coaching. <input type="checkbox"/> Monthly meeting of the PBS Steering committee to review data and develop next steps. <input type="checkbox"/> Monthly meeting of Transformation Team <input type="checkbox"/> Continue to provide comprehensive PD courses outside of the student day to continually refine teaching practices and instructional strategies that are a part of the SIG.

December 2011	<ul style="list-style-type: none"> <input type="checkbox"/> Ongoing meetings with Pearson learning team advisor to train, develop and support implementation of Learning Teams. <input type="checkbox"/> Conduct ongoing facilitation of Learning Teams. <input type="checkbox"/> Conduct ongoing data meetings to include all support staff. <input type="checkbox"/> Provide job-embedded individualized professional development for all staff in grant support programs and initiatives, including but not limited to Learning Teams, Math coaching, Reading Apprenticeship and PBS. <input type="checkbox"/> Executive Oversight of initiatives and monitor SIG implementation via on-site Advanced Specialist <input type="checkbox"/> Monthly Math Intensive Training through Wayne RESA and University of Michigan—Dearborn, which includes 1 after school meeting and coaching. <input type="checkbox"/> Monthly meeting of the PBS Steering committee to review data and develop next steps. <input type="checkbox"/> Monthly meeting of Transformation Team
January 2012	<ul style="list-style-type: none"> <input type="checkbox"/> Host Parent and Community events <input type="checkbox"/> Ongoing meetings with Pearson learning team advisor to train, develop and support implementation of Learning Teams. <input type="checkbox"/> Conduct ongoing facilitation of Learning Teams. <input type="checkbox"/> Conduct ongoing data meetings to include all support staff. <input type="checkbox"/> Taylor Teen Health Center Parent Workshop <input type="checkbox"/> Monthly Newsletter to Parents <input type="checkbox"/> Coffee with the Principal <input type="checkbox"/> Provide job-embedded individualized professional development for all staff in grant support programs and initiatives, including but not limited to Learning Teams, Math coaching, Reading Apprenticeship and PBS. <input type="checkbox"/> Executive Oversight of initiatives and monitor SIG implementation via on-site Advanced Specialist <input type="checkbox"/> Monthly Math Intensive Training through Wayne RESA and University of Michigan—Dearborn, which includes 1 after school meeting and coaching. <input type="checkbox"/> Monthly meeting of the PBS Steering committee to review data and develop next steps. <input type="checkbox"/> Monthly meeting of Transformation Team <input type="checkbox"/> Mid year benchmark assessment using Study Island. <input type="checkbox"/> Review plan, in conjunction with external providers, for development and/or updating of curriculum guides, course descriptions, pre-post testing, and other formative/summative assessments. <input type="checkbox"/> Begin planning for Tier 2 PBS interventions. <input type="checkbox"/> Submit updates and progress of School Improvement grant to LPPS Board of Education <input type="checkbox"/> Review state assessment data results to revise plan as needed. <input type="checkbox"/> Continue to provide comprehensive PD courses outside of the student day to continually refine teaching practices and instructional strategies that are a part of the SIG.

February 2012	<ul style="list-style-type: none"> <input type="checkbox"/> Ongoing meetings with Pearson learning team advisor to train, develop and support implementation of Learning Teams. <input type="checkbox"/> Conduct ongoing facilitation of Learning Teams. <input type="checkbox"/> Conduct ongoing data meetings to include all support staff. <input type="checkbox"/> Taylor Teen Health Center Parent Workshop <input type="checkbox"/> Monthly Newsletter to Parents <input type="checkbox"/> Coffee with the Principal <input type="checkbox"/> Provide job-embedded individualized professional development for all staff in grant support programs and initiatives, including but not limited to Learning Teams, Math coaching, Reading Apprenticeship and PBS. <input type="checkbox"/> Executive Oversight of initiatives and monitor SIG implementation via on-site Advanced Specialist <input type="checkbox"/> Monthly Math Intensive Training through Wayne RESA and University of Michigan—Dearborn, which includes 1 after school meeting and coaching. <input type="checkbox"/> Monthly meeting of the PBS Steering committee to review data and develop next steps. <input type="checkbox"/> Monthly meeting of Transformation Team <input type="checkbox"/> Monitor implementation of technology plan. <input type="checkbox"/> Training for leadership team and staff on Study Island data interpretation. <input type="checkbox"/> Continue to provide comprehensive PD courses outside of the student day to continually refine teaching practices and instructional strategies that are a part of the SIG.
March 2012	<ul style="list-style-type: none"> <input type="checkbox"/> Host Parent and Community events <input type="checkbox"/> Ongoing meetings with Pearson learning team advisor to train, develop and support implementation of Learning Teams. <input type="checkbox"/> Conduct ongoing facilitation of Learning Teams. <input type="checkbox"/> Conduct ongoing data meetings to include all support staff. <input type="checkbox"/> Taylor Teen Health Center Parent Workshop <input type="checkbox"/> Monthly Newsletter to Parents <input type="checkbox"/> Coffee with the Principal <input type="checkbox"/> Provide job-embedded individualized professional development for all staff in grant support programs and initiatives, including but not limited to Learning Teams, Math coaching, Reading Apprenticeship and PBS. <input type="checkbox"/> Executive Oversight of initiatives and monitor SIG implementation via on-site Advanced Specialist <input type="checkbox"/> Monthly Math Intensive Training through Wayne RESA and University of Michigan—Dearborn, which includes 1 after school meeting and coaching. <input type="checkbox"/> Monthly meeting of the PBS Steering committee to review data and develop next steps. <input type="checkbox"/> Monthly meeting of Transformation Team. <input type="checkbox"/> Continue to provide comprehensive PD courses outside of the student day to continually refine teaching

	practices and instructional strategies that are a part of the SIG.
April 2012	<ul style="list-style-type: none"> <input type="checkbox"/> Ongoing meetings with Pearson learning team advisor to train, develop and support implementation of Learning Teams. <input type="checkbox"/> Conduct ongoing facilitation of Learning Teams. <input type="checkbox"/> Conduct ongoing data meetings to include all support staff. <input type="checkbox"/> Taylor Teen Health Center Parent Workshop <input type="checkbox"/> Monthly Newsletter to Parents <input type="checkbox"/> Coffee with the Principal <input type="checkbox"/> Provide job-embedded individualized professional development for all staff in grant support programs and initiatives, including but not limited to Learning Teams, Math coaching, Reading Apprenticeship and PBS. <input type="checkbox"/> Executive Oversight of initiatives and monitor SIG implementation via on-site Advanced Specialist <input type="checkbox"/> Monthly Math Intensive Training through Wayne RESA and University of Michigan—Dearborn, which includes 1 after school meeting and coaching. <input type="checkbox"/> Monthly meeting of the PBS Steering committee to review data and develop next steps. <input type="checkbox"/> Monthly meeting of Transformation Team <input type="checkbox"/> Continue to provide comprehensive PD courses outside of the student day to continually refine teaching practices and instructional strategies that are a part of the SIG.
May 2012	<ul style="list-style-type: none"> <input type="checkbox"/> Host Parent and Community events <input type="checkbox"/> Administer Communities in Schools Survey <input type="checkbox"/> Ongoing meetings with Pearson learning team advisor to train, develop and support implementation of Learning Teams. <input type="checkbox"/> Conduct ongoing facilitation of Learning Teams. <input type="checkbox"/> Conduct ongoing data meetings to include all support staff. <input type="checkbox"/> Provide job-embedded individualized professional development for all staff in grant support programs and initiatives, including but not limited to Learning Teams, Math coaching, Reading Apprenticeship and PBS. <input type="checkbox"/> Executive Oversight of initiatives and monitor SIG implementation via on-site Advanced Specialist <input type="checkbox"/> Monthly Math Intensive Training through Wayne RESA and University of Michigan—Dearborn, which includes 1 after school meeting and coaching. <input type="checkbox"/> Monthly meeting of the PBS Steering committee to review data and develop next steps. <input type="checkbox"/> Monthly meeting of Transformation Team. <input type="checkbox"/> End of year Benchmark assessment using Study Island. <input type="checkbox"/> Continue to provide comprehensive PD courses outside of the student day to continually refine teaching practices and instructional strategies that are a part of the SIG.

June 2012	<ul style="list-style-type: none"> <input type="checkbox"/> Ongoing meetings with Pearson learning team advisor to train, develop and support implementation of Learning Teams. <input type="checkbox"/> Conduct ongoing facilitation of Learning Teams. <input type="checkbox"/> Conduct ongoing data meetings to include all support staff. <input type="checkbox"/> Provide job-embedded individualized professional development for all staff in grant support programs and initiatives, including but not limited to Learning Teams, Math coaching, Reading Apprenticeship and PBS. <input type="checkbox"/> Executive Oversight of initiatives and monitor SIG implementation via on-site Advanced Specialist <input type="checkbox"/> Needs assessment for moving forward <input type="checkbox"/> Monthly meeting of the PBS Steering committee to review data and develop next steps. <input type="checkbox"/> Monthly meeting of Transformation Team <input type="checkbox"/> Complete development and/or updating of curriculum guides, course descriptions, pre-post testing, and other formative/summative assessments. <input type="checkbox"/> Submit updates and progress of School Improvement grant to LPPS Board of Education. <input type="checkbox"/> Purchase materials, equipment, and supplies for the upcoming school year. <input type="checkbox"/> Finalize schedule for 2012-2013.

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.

		Annual Goals			
FY 2009 – 2010 Baseline Data		FY 2010 - 2011	FY 2011 - 2012	FY 2012 - 2013	
Grade 8 Goals					
All	<i>66% of students scored proficient levels on the reading portion of the MEAP.</i>	<i>Increase the percent of all students scoring proficient levels on the reading portion of the MEAP to meet or to exceed the annual measurable objective of 75%.</i>	<i>Increase the percent of all students scoring proficient levels on the reading portion of the MEAP to meet or to exceed the annual measurable objective of 85%.</i>	<i>Increase the percent of all students scoring proficient levels on the reading portion of the MEAP to meet or exceed the annual measurable objective of 95%.</i>	
Special Needs	<i>13% of special needs students scored proficient levels in reading.</i>	<i>Special needs students will meet or exceed the annual measurable objective of 30%.</i>	<i>Special needs students will meet or exceed the annual measurable objective of 50%.</i>	<i>Special needs students will meet or exceed the annual measurable objective of 80%.</i>	
All	<i>76% of students scored proficient levels on the mathematics portion of the MEAP.</i>	<i>Increase the percent of all students scoring proficient levels on the mathematics portion of the MEAP to meet or to exceed the annual measurable objective of 83%.</i>	<i>Increase the percent of all students scoring proficient levels on the mathematics portion of the MEAP to meet or to exceed the annual measurable objective of 90%.</i>	<i>Increase the percent of all students scoring proficient levels on the mathematics portion of the MEAP to meet or to exceed the annual measurable objective of 97%.</i>	
Special Needs	<i>30% of special needs students scored proficient levels in mathematics.</i>	<i>Special needs students will meet or exceed the annual measurable objective of 45%.</i>	<i>Special needs students will meet or exceed the annual measurable objective of 60%.</i>	<i>Special needs students will meet or exceed the annual measurable objective of</i>	

				85%.
--	--	--	--	------

- 6. For each Tier III school the LEA commits to serve, identify the services the school will receive or the activities the school will implement. **(No response needed at this time.)**
- 7. Describe the goals established (subject to approval by the SEA) in order to hold accountable its Tier III schools that receive school improvement funds. **(No response needed at this time.)**
- 8. As appropriate, the LEA must consult with relevant stakeholders (students, teachers, parents, community leaders, business leaders, etc.) regarding the LEA’s application and implementation of school improvement models in its Tier I and Tier II schools.
- 9. Describe how this process was conducted within the LEA.

A Lincoln Park Middle School SIG Committee was formed that included all relevant internal stakeholders. Multiple meetings were held both locally and in Lansing to determine the layers of resources, including stakeholders, available to (LPMS). As external stakeholders were identified, team members contacted and integrated appropriate additional stakeholders into the overall school improvement process and SIG Committee.

The LPPS Board of Education supports the SIG transformational model. We will continue to present our work and findings at board meetings.

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

The LEA must provide a budget in MEGS at the building level that indicates the amount of school improvement funds the LEA will use each year to—

Implement the selected model in each Tier I and Tier II school it commits to serve;

Conduct LEA-level activities designed to support implementation of the selected school intervention models in the LEA's Tier I and Tier II schools; and

Support school improvement activities, at the school or LEA level, for each Tier III school identified in the LEA's application. (No response needed at this time.)

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

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

ASSURANCES AND CERTIFICATIONS
STATE PROGRAMS

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

CERTIFICATION REGARDING LOBBYING FOR GRANTS AND COOPERATIVE AGREEMENTS

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

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

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

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

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

ASSURANCE CONCERNING MATERIALS DEVELOPED WITH FUNDS AWARDED UNDER THIS GRANT

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

CERTIFICATION REGARDING NONDISCRIMINATION UNDER FEDERALLY AND STATE ASSISTED PROGRAMS

The applicant hereby agrees that it will comply with all federal and Michigan laws and regulations prohibiting discrimination and, in accordance therewith, no person, on the basis of race, color, religion, national origin or ancestry, age, sex, marital status or handicap,

shall be discriminated against, excluded from participation in, denied the benefits of, or otherwise be subjected to discrimination in any program or activity for which it is responsible or for which it receives financial assistance from the U.S. Department of Education or the Michigan Department of Education.

CERTIFICATION REGARDING BOY SCOUTS OF AMERICA EQUAL ACCESS ACT, 20 U.S.C. 7905, 34 CFR PART 108.

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

PARTICIPATION OF NONPUBLIC SCHOOLS

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

ASSURANCE REGARDING ACCESS TO RECORDS AND FINANCIAL STATEMENTS

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

ASSURANCE REGARDING COMPLIANCE WITH GRANT PROGRAM REQUIREMENTS

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

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

The Americans with Disabilities Act (ADA) provides comprehensive civil rights protections for individuals with disabilities. Title II of the ADA covers programs, activities, and services of public entities. Title II requires that, "No qualified individual with a disability shall, by reason of such disability be excluded from participation in or be denied the benefits of the services, programs, or activities of a public entity,

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

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

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

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

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

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

AUDIT REQUIREMENTS

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

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

IN ADDITION:

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

SPECIFIC PROGRAM ASSURANCES

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

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

SIGNATURE OF SUPERINTENDENT OR AUTHORIZED OFFICIAL

Date



2-23-11

SIGNATURE OF LEA BOARD PRESIDENT

Date



2/23/11

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

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

- Extending the period of availability of school improvement funds.

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

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

Baseline Data Requirements

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

Metric	
School Data	
Which intervention was selected (turnaround, restart, closure or transformation)?	Transformation
Number of minutes in the school year?	66,240
Student Data	
Dropout rate	NA
Student attendance rate	73%
For high schools: Number and percentage of students completing advanced coursework for each category below	NA
Advanced Placement	NA
International Baccalaureate	NA
Early college/college credit	NA
Dual enrollment	NA
Number and percentage enrolled in college from most recent graduating class	NA

Student Connection/School Climate	
Number of disciplinary incidents	3455
Number of students involved in disciplinary incidents	566
Number of truant students	163 (25%)
Teacher Data	
Distribution of teachers by performance level on LEA's teacher evaluation system	To be implemented 2011-2012 school year
Highly Effective	
Effective	
Moderately Effective	
Ineffective	
Teacher Attendance Rate (based on total days teachers worked/total school calendar days)	88%

LEA Application Part II

SECTION I: NEED

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

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

Sub Group Academic Data Analysis

7th Grade MEAP Disaggregated Results

Percent of Students Proficient												
Group	Reading			Writing			Total ELA			Math		
	2007	2008	2009	2007	2008	2009	2007	2008	2009	2007	2008	2009
Male	68	63	72	64	56	--	69	64	--	68	75	81
Female	73	79	75	83	78	--	78	81	--	71	79	75
African America	56	52	70	67	52	--	67	55	--	58	65	73
Hispanic	69	72	67	69	74	--	73	75	--	69	89	74
Caucasian	72	71	76	74	65	--	73	72	--	71	74	80
Students with Disabilities	30	38	35	31	35	--	30	38	--	39	41	41
Students without Disabilities	76	74	79	79	70	--	79	75	--	74	81	83
Economically Disadvantaged	62	69	70	70	63	--	65	69	--	64	79	75
Non-Economically Disadvantaged	84	71	83	78	70	--	86	75	--	79	74	85
State Average	72	80	82	77	78	--	74	80	--	73	83	82

8th Grade MEAP Disaggregated Results

Percent of Students Proficient												
Group	Reading			Writing			Total ELA			Math		
	2007	2008	2009	2007	2008	2009	2007	2008	2009	2007	2008	2009
Male	59	60	70	48	50	--	55	59	--	61	59	46
Female	78	67	84	72	74	--	77	69	--	68	61	52
African America	47	63	71	50	63	--	50	61	--	47	50	26
Hispanic	76	54	73	69	56	--	76	56	--	76	51	50
Caucasian	69	65	79	59	62	--	65	65	--	64	63	52
Students with Disabilities	34	24	55	17	27	--	32	24	--	21	38	10
Students without Disabilities	73	68	79	66	65	--	70	68	--	70	62	52
Economically Disadvantaged	65	60	75	58	59	--	63	60	--	60	54	43
Non-Economically Disadvantaged	72	68	83	62	65	--	69	69	--	70	70	63
State Average	77	76	83	70	74	--	75	77	--	72	75	70

Sub Group Non-Academic Analysis

Year: 2009-2010

Group	# Students	# of Absences		# of Suspension		# of Truancies	# of Expulsions	Unduplicated Counts	
		>10	<10	In*	Out*			In*	Out*
SES									
Race/ Ethnicity	453 Caucasian 124 Hispanic 74 African/Am 4 Asian 5 Native Am	272 Caucasian 60 Hispanic 52 African/Am 4 Asian 3 Native Am	339Caucasian 105 Hispanic 57 African/Am 0 Asian 3 Native Am	217 Caucasian 50 Hispanic 63 African/Am 7 Asian 1 Native Am	468 Caucasian 90 Hispanic 144 African/Am 13 Asian 1 Native Am				
Disabilitie s		50	42	100	173		1		
LEP		6	20						
Homeless									
Migrant									
Gender									
Male	348	230	248	233	492		1		
Female	312	160	258	105	224				
Totals				776	1605		1		

Year: 2009-2010

Group	# of Students	# of Retentions	# of Dropouts NA	# promoted to next grade	Mobility	
					Entering	Leaving
SES						
Race/Ethnicity	453 Caucasian 124 Hispanic 74 African/Am 4 Asian 5 Native Am	8 Caucasians 2 Hispanic 1 African/Am				
Disabilities						
LEP						
Homeless						
Migrant						
Gender						
Male	348	6		342		
Female	312	5		307		
Totals	660	11		649		

Enrollment and Graduation Data – All Students

Year: N/A

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							
10							
11							
12							

Learning Opportunities

Year: 2009-2010

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	75	0	0	0	--
8	125	0	0	0	649
9					
10					
11					
12					

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

School Resource Profile

The following table lists the major grant related resources the State of Michigan manages and that schools may have as a resource to support their school improvement goals. As you develop your School Improvement Grant, consider how these resources (if available to your school) can be used to support allowable strategies/actions within the School Improvement Grant. A full listing of all grants contained in No Child Left Behind (NCLB) is available at: www.mi.gov/schoolimprovement

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

SECTION II: COMMITMENT

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

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

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

All buildings in the district are accredited through AdvancED. Lincoln Park Middle School has adhered to the AdvancED Standards and Policies. This process was used to analyze the needs of the school, and from the process, the transformation model for school improvement was selected. The Lincoln Park Middle School Improvement team, comprised of building representatives from the teachers' union, Math, ELA, Science, Social Studies and elective departments, and parents, met at different times with the assistant superintendent of instruction and Middle School administration to discuss the components of the SIG, review data and research best practices during June, July and August. One hundred percent of the school staff supports the submission of our school improvement application. Similarly, the entire staff supports the proposed efforts to effect change in the school.

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

Administration and the teachers' union have been working together since June to assist the Middle School as it moves through the transformation process. The stakeholders recognize the need for systemic change and have begun making changes with the 2010-2011 school year. The District is fully committed to providing the support needed for the successful implementation of the SIG. Through district support, several new reform efforts have been implemented, including: increased student learning time, rotating student schedule, additional math and ELA classes, math and ELA assistants, Ring for Help (evening student assistance hotline), late arrival of students on Wednesdays to allow for teachers to collaborate in learning teams, revised district dress code, common prep time for departments, and study lab. (Attachment 7)

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

Group/Grade	Reading			Writing			Total ELA			Math		
	Year1	Year2	Year3	Year1	Year2	Year3	Year1	Year2	Year3	Year1	Year2	Year3
	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10
7 th	71%	70%	74%	73%	66%	--	73%	71%	--	70%	77%	78%
8 th	68%	63%	77%	59%	61%	--	65%	64%	--	64%	60%	49%

Data used to identify the Middle School’s academic needs included MEAP and local assessments. A three year trend study of data on the MEAP indicates 8th grade students dropping in math proficiency from 64% in 2007 to 60% in 2008 to 49% in 2009. Students with disabilities scored 21% proficiency in 2007 to 38% in 2008 to 10% in 2009. Students with disabilities in reading scored 34% proficiency in 2007 to 24% in 2008 to 55% in 2009. Seventh grade reading proficiency was 71% in 2007 to 70 % in 2008 and 74% in 2009. Students with disabilities scored 30% in 2007 to 38% in 2008 to 35% in 2009. An academic achievement gap continues between African American, Caucasian, Hispanic and Economically Disadvantaged students as well.

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

To address all areas of identified needs, Lincoln Park Middle School will continue to utilize “CLASS A,” a content/standard driven assessment developer and data disaggregation tool. Professional development will be provided to all administrators, assistant principals, instructional leaders, academic assistants, counselors and teachers as needed. This tool includes the implementation of a system where real-time data is provided daily to teachers, assistants and principals for daily grade level data to systemically control the curricular sequence for all students in all grades. This will require the district to assume the responsibility for the following curriculum

modifications: the revision of curriculum maps for all levels, the revision of pacing guides, the development of pre and post tests, and a culture of utilizing pre and post test for everything taught in the classroom. All curriculums will be aligned with the Michigan GLCEs. This year, we have added ELA and Math Essentials classes. These classes are in addition to the core math and ELA classes. The intention of these classes is to reinforce skills required for success. By using real time data from Class A, teachers can focus on weaknesses identified through gap analysis. Teachers focus their instruction based on this analysis and reinforce the GLCE's that need to be brought to proficiency. Small learning groups will be formed within these classes to address student needs related to grade level achievement.

Currently, teams of teachers meet weekly to discuss student progress during learning team meetings, while individual teachers review student progress daily during study lab. At learning team meetings, student progress is based on a red-yellow-green light system. Student academic progress and behavior is defined as at-risk (red), cautionary (yellow), or on-task (green). Teachers assist students in making goals to improve academic achievement. (Attachment 8)

The district's RTI initiative has been strong in the elementary buildings for the past five years. This year, the District will expand the RTI efforts to include the middle school.

Research based and evidence based strategies will be implemented to specifically target our need areas. Through the use of Study Island and interactive boards, student achievement can be immediately assessed through the use of data collectors which allow for immediate student assessment.

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

Throughout the school day and year, new opportunities for staff to meet to collaborate have been built into the schedule. The new reforms include: department common prep time, Wednesday morning learning team time, study lab as an additional class, and rotational schedule. (Attachment 9)

Departments will be meeting daily to work on common lessons, common assessments and curriculum alignment. Wednesdays will be reserved for learning teams to meet to address the needs of the whole child and determine at-risk behavior (red-yellow-green system referenced above). Meetings are documented on forms to help focus staff and drive data review as we work toward increasing

achievement. (Attachment 5) At the beginning of the school day, advisory time is used for teachers and students to meet in a non-academic atmosphere to build relationships and discuss character education issues generated from popular film clips. Some of the areas discussed include: honesty, bullying, respect, and integrity.

An 8th hour has been added as an academic collaboration between teacher and students to continue building the relationships formed in advisory (same group of students) as well as increase student achievement and awareness of student growth.

A rotational schedule has also been implemented to ensure that students can be successful in all classes. On Mondays, academic classes start with 2nd hour, Tuesdays start with 3rd hour, Wednesdays start with 5th hour, Thursdays start with 6th hour, and Fridays start with 7th hour. For example, instead of a student always having math class 2nd or 7th hour, he/she will attend math class at a different time period every day of the week.

LPMS will create learning teams to foster collaboration following the foundation set by Pearson. Staff will incorporate and support a well-defined and fully articulated school improvement model (PLC Learning Teams) with explicit framework and a support system that guides the teacher collaboration efforts and builds leadership capacity of administrators and teacher leaders.

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

The staff has created a number of new opportunities for community and parent involvement including: Back to School picnic, Coffee with the Principal, monthly parent academic workshops, and parent/child relationship support workshops.

The school will continue its PBS activities from the previous years through support from the community. Local businesses continue to donate items to be used in conjunction with the program. The ISD will be utilized as outside experts to assist in student achievement and data analysis. The positions of literacy assistants, math assistants, and curricular coaches will be outside sources that will allow for further collaboration between experts, staff, and students. Monthly presentations will be made to parents and community members regarding student achievement through school board presentations and academic workshops.

Our school will continue to work with successful programs that service hundreds of local families by offering free food baskets, clothes, school supplies, and vision, hearing and dental screenings. Additionally, in the fall we will be using the Safe and Supportive Schools grant to survey the staff, students and parents to analyze our student staff relations, mental health and bullying. Based on that data, we will add interventions to address the identified needs.

Our district currently offers free breakfast through Michigan School Breakfast Challenge, which the middle school participated in and the district won for two years in a row. We will partner with Taylor Teen Health Center to provide parent support workshops. We will provide six meetings per year with topics to include Cyber Bullying, Internet/Social Networking, Helping Busy Families Find Balance, Building a Relationship with Your Adolescent, Talking with Your Teen about Difficult Subjects and Internet Safety.

SECTION III: PROPOSED ACTIVITIES

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

The Assistant Superintendent of Curriculum and Instruction and the Superintendent of Schools were asked to attend a meeting in Lansing which provided the first presentation of information regarding the schools in the state which were expected to be on a list of “persistently low achieving schools.” After receiving this information, the Assistant Superintendent reviewed the middle school MEAP scores and the pattern of student achievement. It was clearly noticeable that the middle school has recorded a decrease in student achievement for the past three years in Math.

The school has historically made AYP and received passing grades. The staff is strong and capable. The school recently hired a new principal to begin to change the culture and move student test scores in a positive direction. Lincoln Park Middle School is a relatively new building with several great attributes and is the only middle school in Lincoln Park. The building was built with money from a bond for which taxpayers are still paying. With all these items considered, the district has chosen the transformation model of intervention because it increases student achievement through the following requirements:

- Replaces the principal
- Includes student data in evaluations designed by teachers and principals
- Removes leaders and staff that have not increased student achievement
- Provides on-going job embedded professional development
- Implements incentives
- Implements research based instructional program aligned with state standards
- Uses student data to guide instruction
- Increases student learning time

- Includes mechanisms for family and community engagement
- Includes operational flexibility
- Includes technical assistance from the LEA, SEA, RESA

Once the model was chosen, the principal formed a team of teachers, local union board members, parents, consultants, central office administration and building administration, to become the Transformation Team to develop the plan. The team began meeting on May 27th, and has been meeting consistently since then. We have recorded over 175 hours working on the development of the plan. We have worked very hard on the plan and are very confident that the plan, in its entirety, will improve student achievement and ensure teacher and leader effectiveness.

Since being identified as a persistently low performing school, the following reforms are currently being piloted as potential SIG activities:

- Increase student learning time in school through earlier start time and additional time for student assistance in the evenings through the additional 8th hour study lab class
- Rotation of student schedule (ensures success for students by changing the daily time for students to have classes) (Attachment 9)
- Advisory format revised with focus on PBS and character education
- Learning team meetings on Wednesday mornings with late arrival for students. This allows for teachers to discuss students and address potential at-risk behaviors. (Attachment 5)
- ELA assistants and math assistants for each ELA and math class
- Ring for Help (Cell phone student academic assistance helpline) (Attachment 7)
- School-wide uniform grading policy and procedures
- Uniform Building rules/expectations posted/enforced
- Teacher and administration evaluations
- Addition of study hour to further relationships, assist with classwork, develop skills, parent contact

- Assess for math & reading skills at beginning of school year and continuous throughout
- Additional student learning time: Math essentials/ELA essentials classes
- Coffee with principal off campus site(s)
- Principal walk-throughs throughout the school year
- Data programs/software (Class A) with training and frequent usage from start of school year

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

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

Data analysis has been used as an integral part in the development and refinement of our school improvement plan. Data will be the driving force of the overall initiative and will be the determining measurement of student achievement and the need for a response to intervention.

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

To address all areas of identified need, LPMS will continue to implement a content/standard driven assessment developer and data disaggregation tool, “CLASS A”. Professional development will be provided to all administrators, assistant principals, instructional leaders, academic coaches, counselors, and teachers. This tool includes the implementation of a system where real-time data is provided daily to teachers, instructional assistants, academic coaches, assistant principals, and principals for daily grade level data to systemically control the curricular sequence for all students in all grades. This will require the following curriculum modifications: the development of curriculum maps for all levels, the development of pacing guides, the development of pre and post tests, and a culture of utilizing pre and post tests for everything taught in the classroom. All curriculums will be aligned with Michigan’s Grade Level Content Expectations (GLCEs). Monthly leadership meetings will be held with the reform team and the LPMS leadership team to progress monitor student achievement growth through the identified tiered instructional strategies.

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

MEAP is the state assessment that will be used to measure student achievement on a yearly basis. During the school year, common assessments and assessment reports will be used to monitor student progress. The data will be used to assist teachers and assistants in adjusting instruction to meet the individual needs of the student. Weekly meetings with departments will also be used to review content and teaching strategies. Cluster teacher meetings will also be used to analyze data and adjust teaching.

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

The plan aligns to the National Staff Development Council (NSDC) Standards for Staff Development i.e.; context standards, process standards and content standards in a two-fold process. The process involves collaboration between both AdvancEd and Pearson Learning Teams. Both organizations will work together with the Middle School to establish a preferred process that will collect, report a use performance results to assist in determining resources professional development needed. This document contains a breakdown of student achievement data, the services to be rendered by AdvancEd and Pearson Learning Teams and the areas of professional development needed as a result of a comprehensive AdvancEd school improvement process.

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

Richard Rockwell, Superintendent, LPPS	5%
Cheryl Irving, Director of Curriculum and Instruction	40%
Mary Besasparis, Administrative Assistant for Curriculum	30%
Karen Donahue, Director of Business and Finance	5%
Ted Cafferty, Director of Human Resources	10%
Tara Randall, Principal, LPMS	100%
Gerard Morin, Assistant Principal, LPMS	100%
All LPMS Teachers and Staff	100%

The PBS coordinator will complete behavior reports as part of his/her duties. These reports will assist teachers in looking at the needs of the whole child.

LPMS staff and the data coach will be responsible for collecting, analyzing, and presenting data results so that adjustments can be made for improvement in student achievement.

Literacy and math assistants will be utilized in the classrooms to assist in formative assessments of individual students. Through these assessments, staff will be able to adjust lessons to meet student needs.

Curricular coaches will aid teachers in differentiated lessons, alignment of GLCEs/HSCes, and common assessments to increase student learning.

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

School improvement general technical assistance will be provided by AdvancEd, Pearson Learning Teams, Learning Point Associates, Wayne County RESA, and MDE.

Section IV: Fiscal Information

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

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

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

USES OF FUNDS

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

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

Intensive monitoring of grant implementation and evaluation will be required.

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

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

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

LEA Application Part III

ATTACHMENT VI

Policies and Practices Change Analysis to Implement the SIG Final Requirements

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

Policies/ Practices	In Place	Under Consideration	Not Needed
Leadership councils Composition Principal Authority/responsibility Duties – teacher Duties - principal Tenure Flexibility regarding professional development activities <ul style="list-style-type: none"> • Flexibility regarding our school schedule (day and year) • Waivers from district policies to try new approaches • Flexibility regarding staffing decisions • Flexibility on school funding 	<p align="center">X</p> <p align="center">X</p> <p align="center">X</p> <p align="center">X</p> <p align="center">X</p> <p align="center">X</p> <p align="center">X</p>	<p align="center">X</p> <p align="center">X</p> <p align="center">X</p>	<p align="center">X</p>

Job-Embedded Professional Development			
Topic requirements (e.g., every teacher must have 2 paid days on child development every 5 years) Content	Ruby Payne Mac Professionals Group(Promethean) Compass Learning Reading Apprenticeship Guided Reading Math Institute		
• Schedule	X		
• Length	X		
• Financing	X		
• Instructors	X		
• Evaluation	X		
• Mentoring	X		
Budgeting			
School funding allocations to major spending categories • School staff input on allocation	X		
• Approval of allocation	X		
• Change of allocation midyear	X		
Major contracts for goods and services • Approval process streamlined		X	
• Restrictions (e.g., amounts, vendors)		X	
• Legal clarifications		X	
• Process		X	
• Stipulations (e.g., targeted vs. unrestricted spending)		X	
• Timeline		X	

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