

Section I:

Albion staff completed the Decision-Making and Planning Tool for the Local Education Agency-Center on Innovation and Improvement. The Transformation Intervention Model was selected for implementation based on the following LEA characteristics outlined.

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 schools' 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.

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| <p>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).</p> |
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Achievement Data

Based on our data analysis it was concluded that all of our Michigan Merit Exam (MME) scores fall significantly below state averages.

MME: Math	Year			
	2006	2007	2008	2009
Percent Proficient -State	46	46	49	
Percent Proficient -Albion	16	27	21	17
AYP Target	44	55	55	55

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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).

Achievement Data

Based on our data analysis it was concluded that all of our Michigan Merit Exam (MME) scores for 7th and 8th grades fall significantly below state averages.

MME: Math	Year			
	2006	2007	2008	2009
Percent Proficient -State	46	46	49	
Percent Proficient -Albion	16	27	21	17
AYP Target	44	55	55	55

MME: Reading	Year			
	2006	2007	2008	2009
Percent Proficient -State	60	62	60	
Percent Proficient -Albion	43	52	37	43
AYP Target	52	61	61	71

MME: Writing	Year			
	2006	2007	2008	2009
Percent Proficient -State	40	41	44	
Percent Proficient -Albion	14	28	22	19

MME: Science	Year			
	2006	2007	2008	2009
Percent Proficient -State	56	57	56	
Percent Proficient -Albion	33	41	27	33

MME: Social Studies	Year			
	2006	2007	2008	2009
Percent Proficient -State	83	80	81	
Percent Proficient -Albion	69	72	60	70

Based on our data analysis it was concluded that all of our Michigan Education Assessment Profile (MEAP) scores fall significantly below state averages.

MEAP: Reading 8th Grade	Year			
	2006	2007	2008	2009
Percent Proficient -State	76.3	75.9	75.9	83.7
Percent Proficient -Albion	56.3	55.2	58.4	62.5

MEAP: Writing 8th Grade	Year			
	2006	2007	2008	2009
Percent Proficient -State	67.4	70.2	74.6	n/a
Percent Proficient -Albion	40.2	54	59.7	n/a

MEAP: Math 8th Grade	Year			
	2006	2007	2008	2009
Percent Proficient -State	68.9	72	74.9	70.7
Percent Proficient -Albion	41.9	33.3	58.4	33.8

MEAP: Science 8th Grade	Year			
	2006	2007	2008	2009
Percent Proficient -State	75.7	79.6	76.7	76.3
Percent Proficient -Albion	59.8	45.3	64.9	54.2

MEAP: Reading 7th Grade	Year			
	2006	2007	2008	2009
Percent Proficient -State	80.4	72.9	79.9	82.3
Percent Proficient -Albion	80.2	50.6	56.7	54.5

MEAP: Writing 7th Grade	Year			
	2006	2007	2008	2009
Percent Proficient -State	66	76.9	78.2	n/a
Percent Proficient -Albion	60.4	67.1	58.2	n/a

MEAP: Math 7th Grade	Year			
	2006	2007	2008	2009
Percent Proficient -State	65.2	73	82.9	82.4
Percent Proficient -Albion	25	43	47.8	67.3

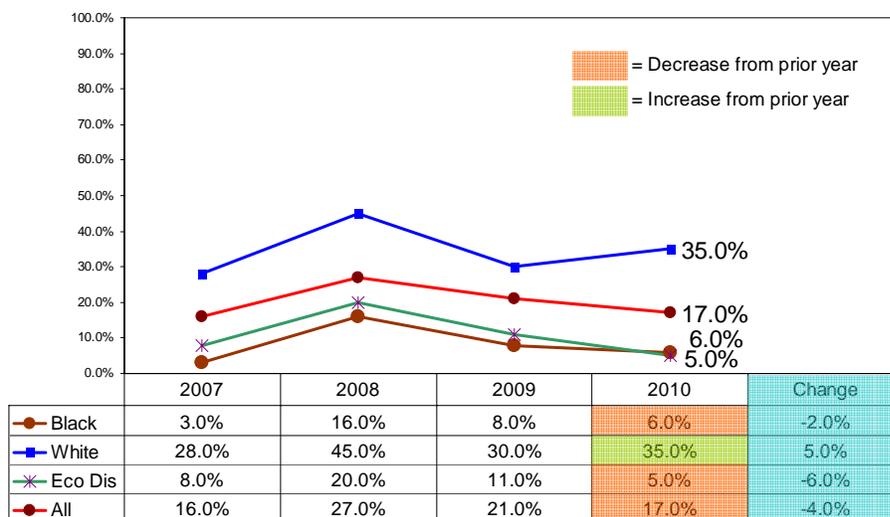
In addition, more detailed **subgroup analyses** points to significant gaps in scores (see charts below), especially in our African American Students, Economically Disadvantaged students (ED) and Students with Disabilities (SWD). Because all groups are achieving below state averages, and adequate yearly progress (AYP) targets, our

goals include both increasing all scores as well as narrowing the gaps between those subgroups, especially in Math and Reading.

MME: Math	Year			
	2006	2007	2008	2009
Percent Proficient -State	46	46	49	
Percent Proficient- Albion African American	2.6	16.1	7.5	5.56
Percent Proficient – Albion ED	7.5	19.7	11.4	5.00
Percent Proficient SWD	0	0	0	

APS 11th Grade MME Math Spring 2010

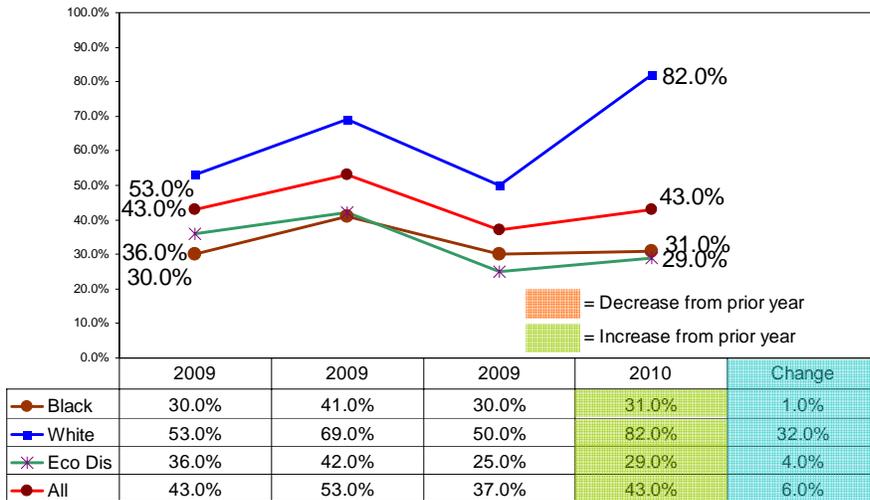
Proficient



MME: Reading	Year			
	2006	2007	2008	2009
Percent Proficient -State	60	62	60	
Percent Proficient- Albion African American	30.8	41.4	30.2	30.56
Percent Proficient – Albion ED	35.7	35.7	25	29.0
Percent Proficient SWD	50	12.5	16.7	

11th Grade MME Reading Spring 2010

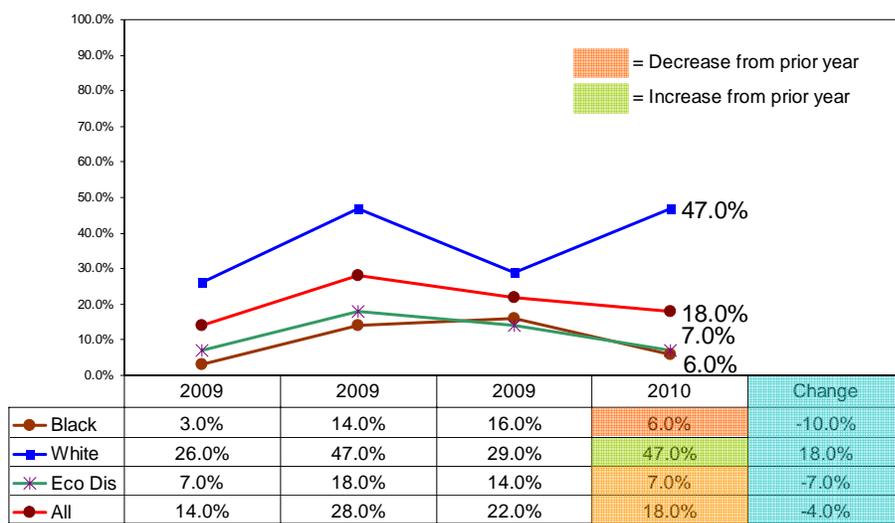
Proficient



MME: Writing	Year			
	2006	2007	2008	2009
Percent Proficient -State	40	41	44	
Percent Proficient- Albion African American	2.6	14.3	15.9	5.56
Percent Proficient – Albion ED	6.8	18.3	13.6	6.45
Percent Proficient SWD	0	12.5	11.1	

11th Grade MME Writing Spring 2010

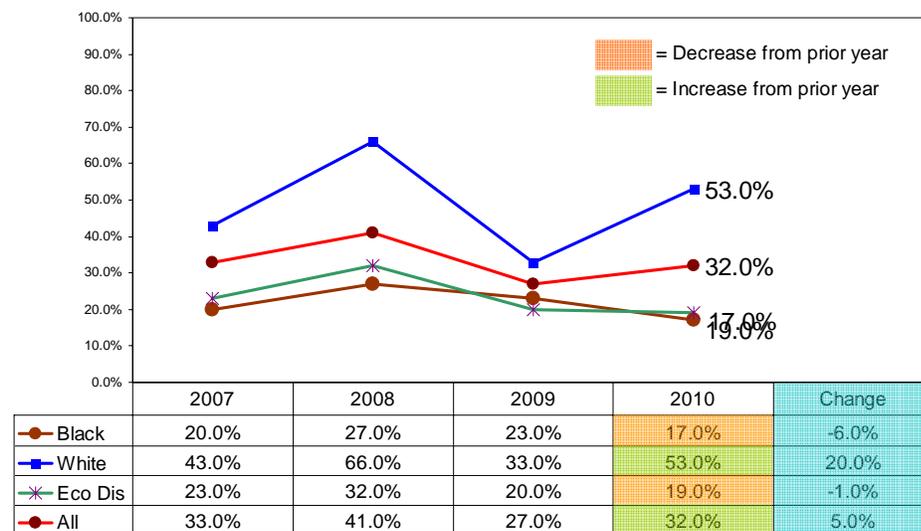
Proficient



MME: Science	Year			
	2006	2007	2008	2009
Percent Proficient -State	56	57	56	
Percent Proficient- Albion African American	17.9	26.8	22.5	16.67
Percent Proficient – Albion ED	22.7	31.7	20.5	16.13
Percent Proficient SWD	0	12.5	0	

11th Grade MME Science Spring 2010

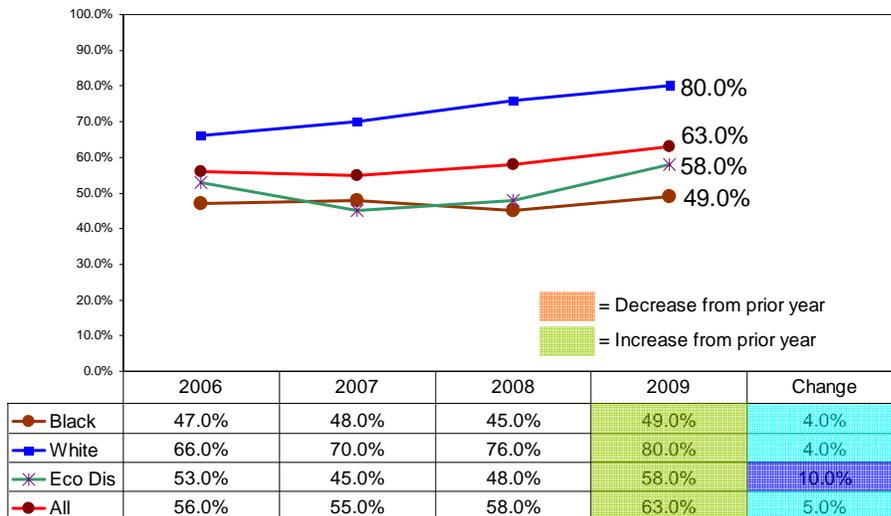
Proficient



MEAP: Reading – 8 th Grade	Year			
	2006	2007	2008	2009
Percent Proficient -State	76.3	75.9	75.9	83.7
Percent Proficient- Albion African American	46.9	47.5	44.7	48.7
Percent Proficient – Albion ED	52.5	44.8	48.2	57.6
Percent Proficient SWD	37.5	30	28.6	22.2

8th Grade MEAP Reading 2009

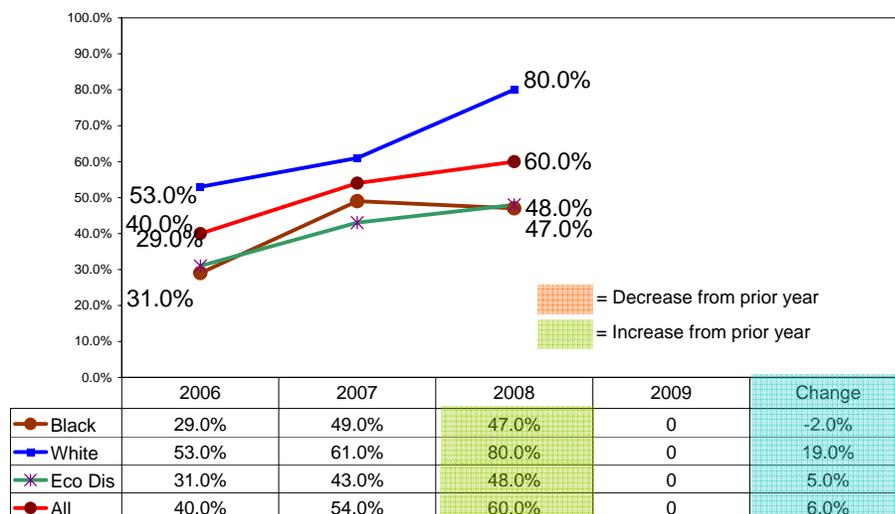
Proficient



MEAP: Writing– 8 th Grade	Year			
	2006	2007	2008	2009
Percent Proficient -State	67.4	70.2	74.6	n/a
Percent Proficient- Albion African American	28.6	49.2	46.8	n/a
Percent Proficient – Albion ED	30.5	43.3	48.2	n/a
Percent Proficient SWD	12.5	0	12.5	n/a

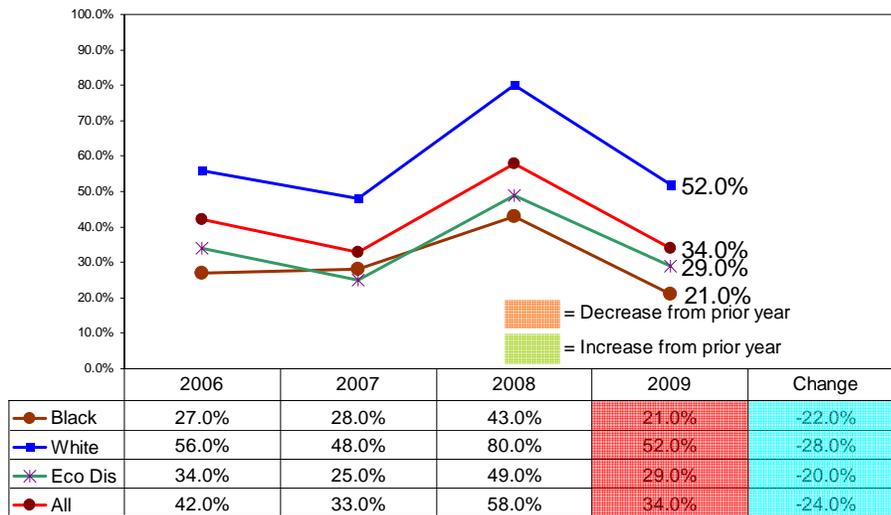
8th Grade MEAP Writing 2009

Proficient



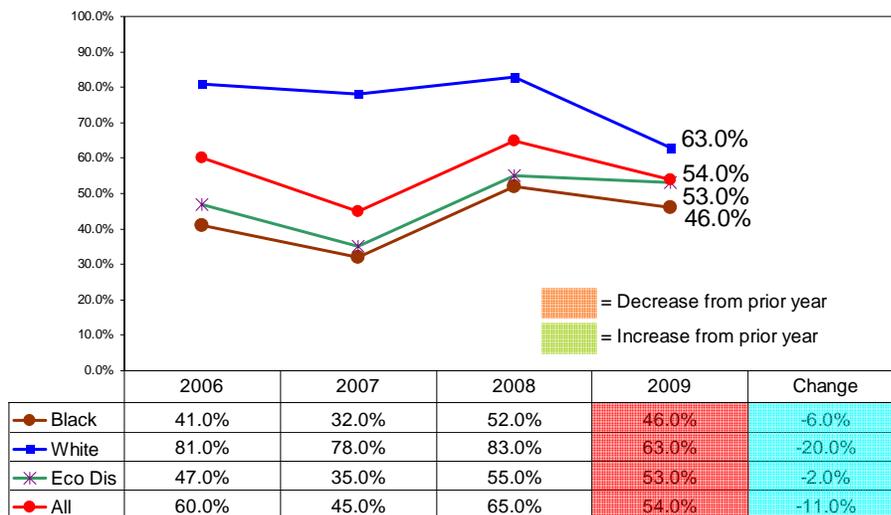
MEAP: Math– 8 th Grade	Year			
	2006	2007	2008	2009
Percent Proficient -State	68.9	72	74.9	70.7
Percent Proficient- Albion African American	27.1	27.9	43.5	20.5
Percent Proficient – Albion ED	34.5	25.4	49.1	28.8
Percent Proficient SWD	14.3	72	74.9	70.7

8th Grade MEAP Math 2009
Proficient



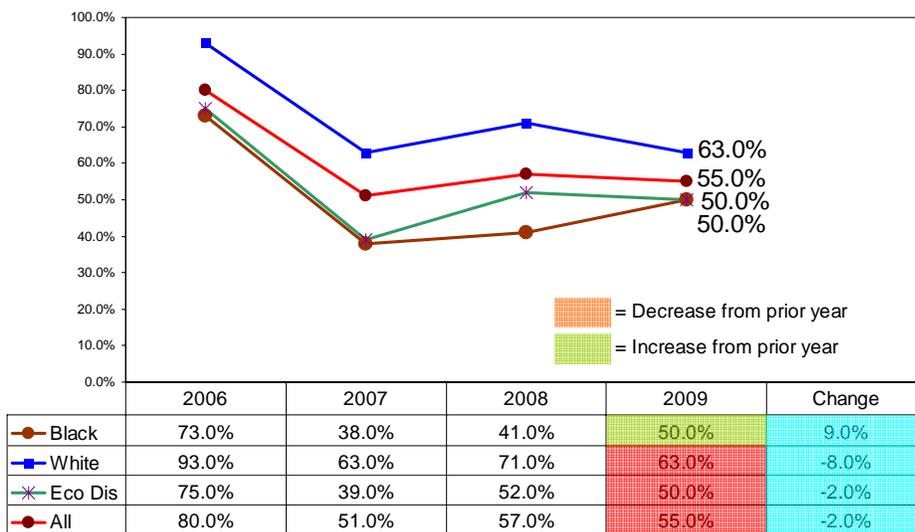
MEAP: Science– 8 th Grade	Year			
	2006	2007	2008	2009
Percent Proficient -State	75.7	79.6	76.7	76.3
Percent Proficient- Albion African American	40.8	31.7	52.1	46.2
Percent Proficient – Albion ED	47.5	34.8	55.4	52.5
Percent Proficient SWD	25	50	25	22.2

8th Grade MEAP Science 2009
Proficient



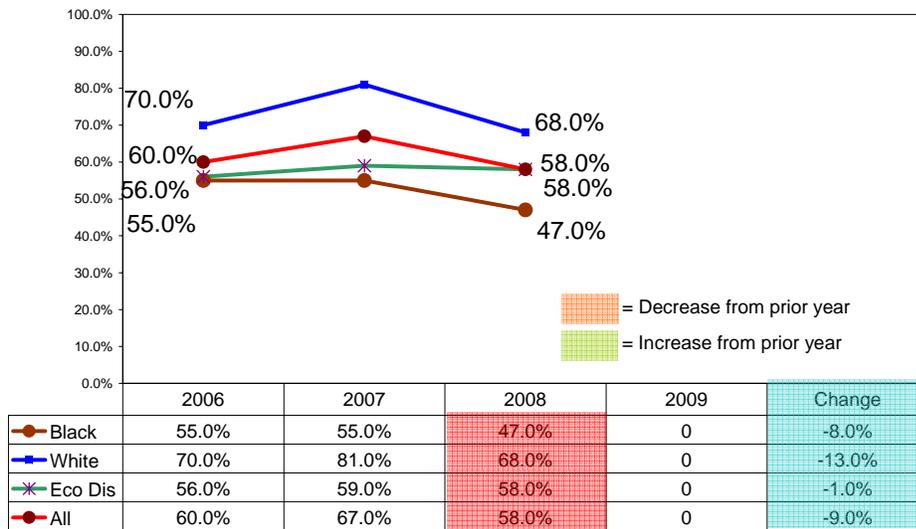
MEAP:Reading– 7 th Grade	Year			
	2006	2007	2008	2009
Percent Proficient -State	80.4	72.9	79.9	82.3
Percent Proficient- Albion African American	73.3	38	40.6	50
Percent Proficient – Albion ED	75.3	39.3	52.1	50
Percent Proficient SWD	90.	14.3	28.6	20

7th Grade MEAP Reading 2009
Proficient



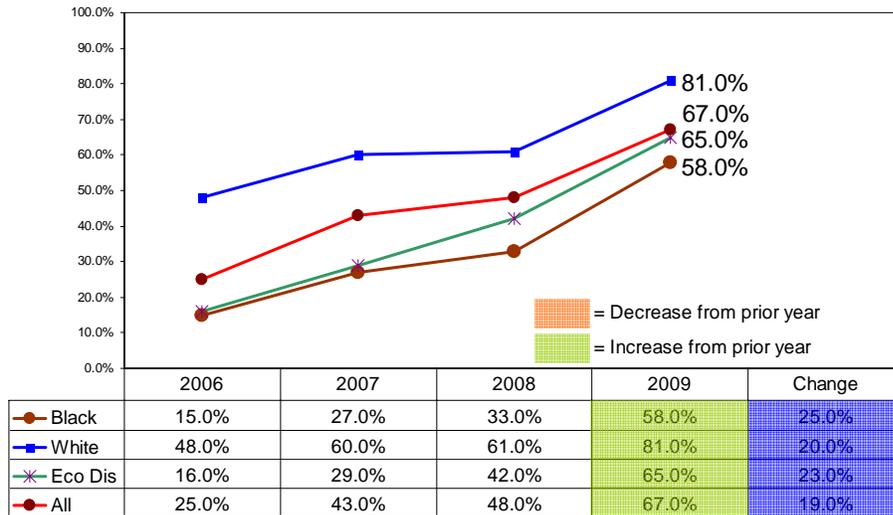
MEAP: Writing– 7 th Grade	Year			
	2006	2007	2008	2009
Percent Proficient -State	66	76.9	78.2	n/a
Percent Proficient- Albion African American	55	55.1	46.9	n/a
Percent Proficient – Albion ED	56.2	55.1	46.9	n/a
Percent Proficient SWD	20	42.9	71.4	n/a

7th Grade MEAP Writing 2009 Proficient



MEAP:Math– 7 th Grade	Year			
	2006-2007	2007-2008	2008-2009	2009-2010
Percent Proficient -State	65.2	73	82.9	82.4
Percent Proficient- Albion African American	14.8	27.5	33.3	58.3
Percent Proficient – Albion ED	16.2	29	41.7	65.2
Percent Proficient SWD	18.2	25	16.7	80

7th Grade MEAP Math 2009
Proficient



Local Assessment Data:

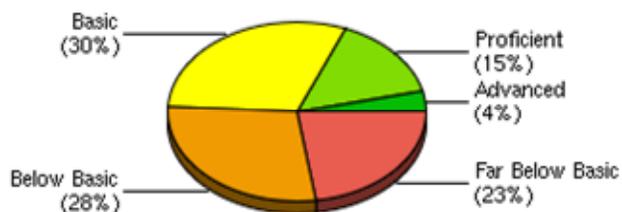
There are a number of assessments that our school gives locally. These include **Quarterly assessments** in ELA and Math for 7th-12th grades. The **Quarterly assessments** are analyzed and used to identify students who need extra support. In addition, all students take the **American College Test (ACT) PLAN Test** in their sophomore year. The 9th graders took the **ACT Explore Test**. The **Quarterly assessments, ACT Plan Test** and the **ACT Explore Test** results indicate that we still have significant challenges to overcome with respect to student performance levels across the content areas.

Quarterly Assessment Data (4th Quarter) 2009-2010

English 9 4th Quarter Assessment

Performance Level	# Students	% Students
Advanced	<u>2</u>	4%
Proficient	<u>8</u>	15%
Basic	<u>16</u>	30%
Below Basic	<u>15</u>	28%
Far Below Basic	<u>12</u>	23%
Total	<u>53</u>	100%

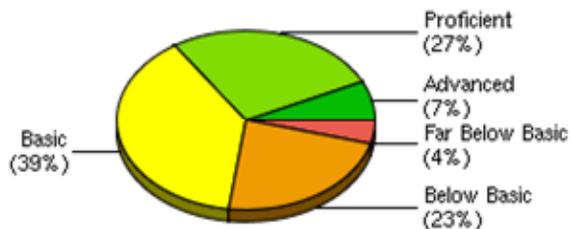
Performance Chart



English 10 4th Quarter Assessment

Performance Level	# Students	% Students
Advanced	<u>5</u>	7%
Proficient	<u>19</u>	27%
Basic	<u>27</u>	39%
Below Basic	<u>16</u>	23%
Far Below Basic	<u>3</u>	4%
Total	<u>70</u>	100%

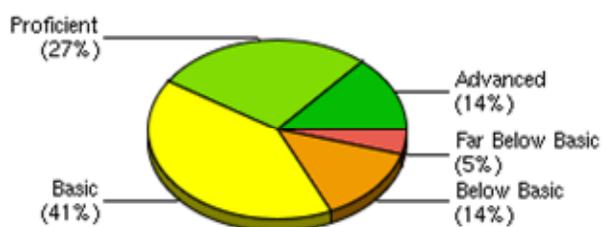
Performance Chart



Quarterly Assessment Data (4th Quarter) 2009-2010 Continued**English 12 College Lit. 4th Quarter Assessment**

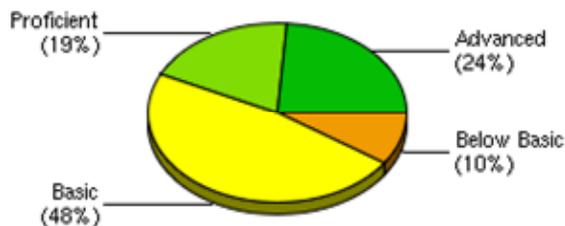
Performance Level	# Students	% Students
Advanced	<u>3</u>	14%
Proficient	<u>6</u>	27%
Basic	<u>9</u>	41%
Below Basic	<u>3</u>	14%
Far Below Basic	<u>1</u>	5%
Total	<u>22</u>	100%

Performance Chart

**English 12 Dramatic Literature 4th Quarter Assessment**

Performance Level	# Students	% Students
Advanced	<u>5</u>	24%
Proficient	<u>4</u>	19%
Basic	<u>10</u>	48%
Below Basic	<u>2</u>	10%
Far Below Basic	<u>0</u>	0%
Total	<u>21</u>	100%

Performance Chart

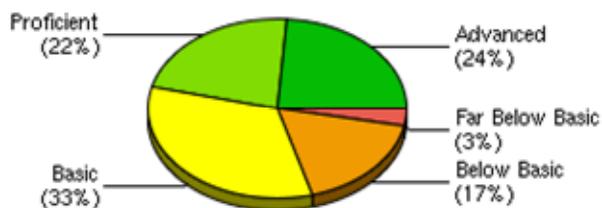


Quarterly Assessment Data (4th Quarter) 2009-2010 Continued

Algebra I 4th Quarter Assessment

Performance Level	# Students	% Students
Advanced	<u>15</u>	24%
Proficient	<u>14</u>	22%
Basic	<u>21</u>	33%
Below Basic	<u>11</u>	17%
Far Below Basic	<u>2</u>	3%
Total	<u>63</u>	100%

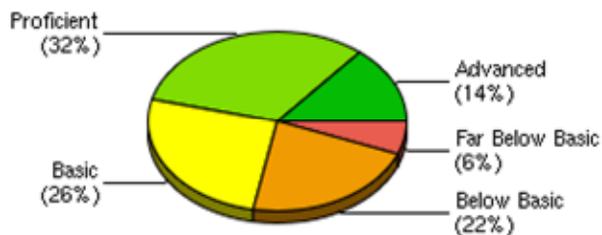
Performance Chart



Geometry 4th Quarter Assessment

Performance Level	# Students	% Students
Advanced	<u>7</u>	14%
Proficient	<u>16</u>	32%
Basic	<u>13</u>	26%
Below Basic	<u>11</u>	22%
Far Below Basic	<u>3</u>	6%
Total	<u>50</u>	100%

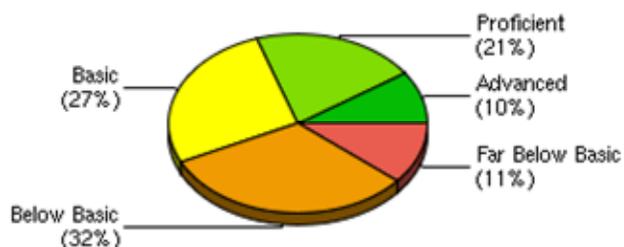
Performance Chart



Explore 2009-2010 Reading

Performance Level	# Students	% Students
Advanced	<u>6</u>	10%
Proficient	<u>13</u>	21%
Basic	<u>17</u>	27%
Below Basic	<u>20</u>	32%
Far Below Basic	<u>7</u>	11%
Total	<u>63</u>	100%

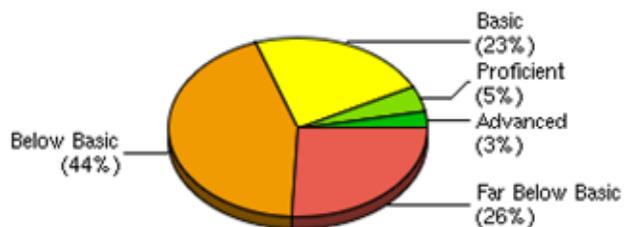
Performance Chart



Plan 2009-2010 Reading

Performance Level	# Students	% Students
Advanced	<u>2</u>	3%
Proficient	<u>3</u>	5%
Basic	<u>15</u>	23%
Below Basic	<u>29</u>	44%
Far Below Basic	<u>17</u>	26%
Total	<u>66</u>	100%

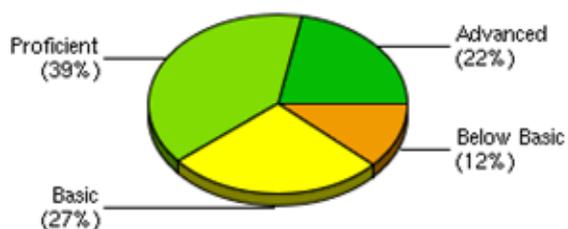
Performance Chart



Explore 2009-2010 English

Performance Level	# Students	% Students
Advanced	<u>13</u>	22%
Proficient	<u>23</u>	39%
Basic	<u>16</u>	27%
Below Basic	<u>7</u>	12%
Far Below Basic	<u>0</u>	0%
Total	<u>59</u>	100%

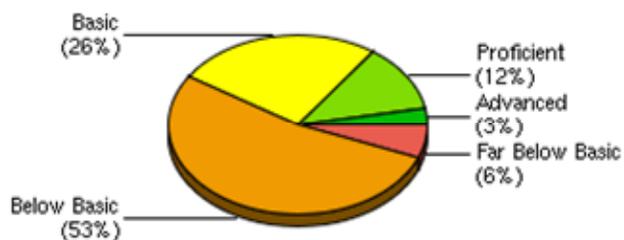
Performance Chart



Plan 2009-2010 English

Performance Level	# Students	% Students
Advanced	<u>2</u>	3%
Proficient	<u>8</u>	12%
Basic	<u>17</u>	26%
Below Basic	<u>35</u>	53%
Far Below Basic	<u>4</u>	6%
Total	<u>66</u>	100%

Performance Chart

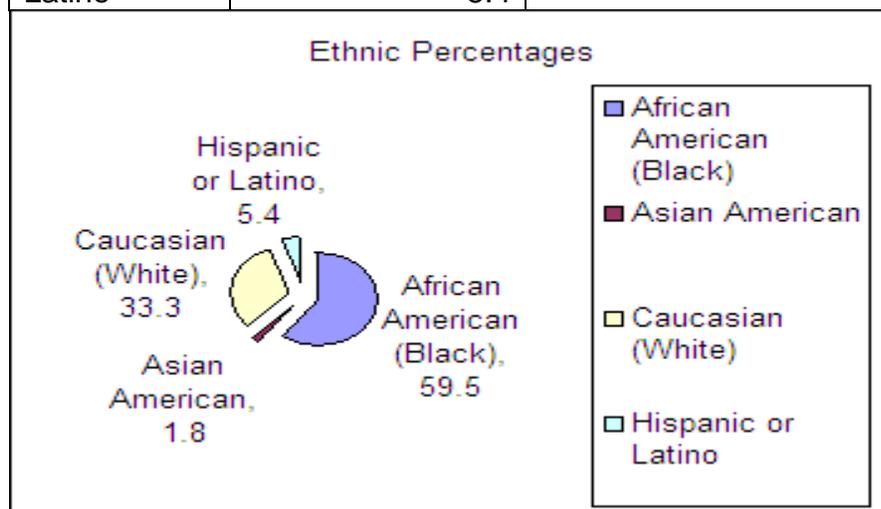


Demographic Data

Below is the breakdown of our student population and our AHS Instructional Staff.

Ethnicity	Ethnic Percentages
African American (Black)	59.5
Asian American	1.8
Caucasian (White)	33.3
Hispanic or Latino	5.4

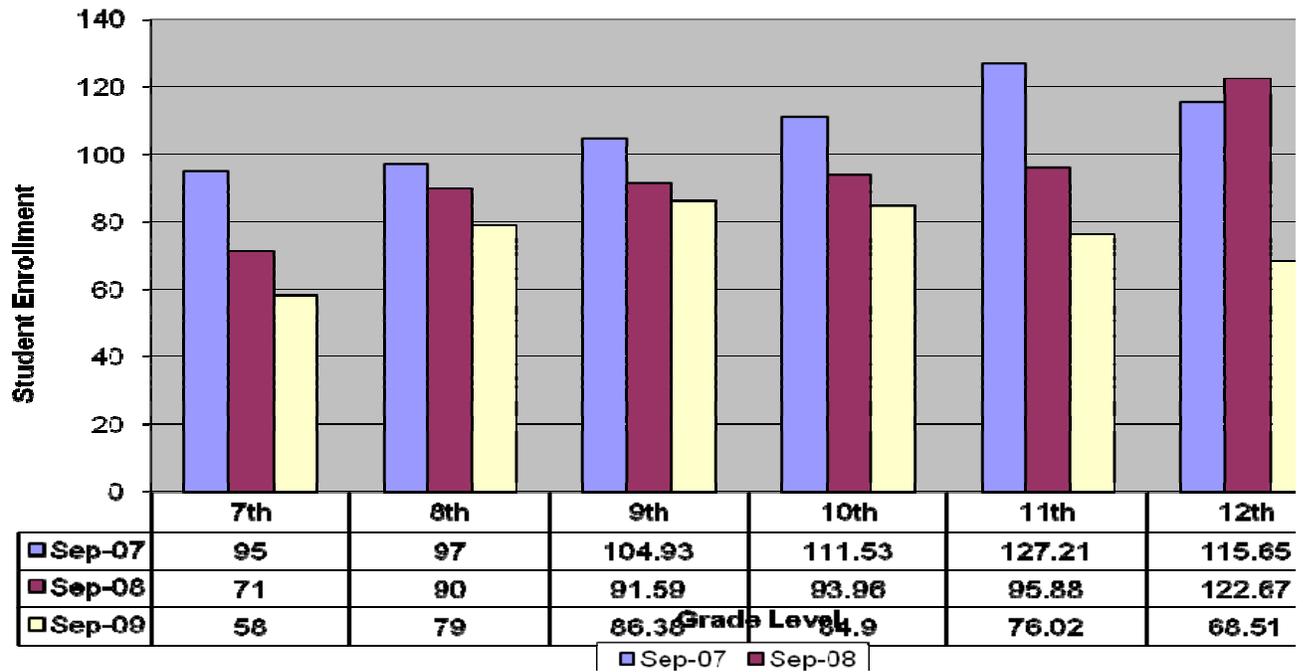
Enrollment by Ethnic Background



Based on our demographic data, we observed the following areas of challenge:

1.) Over the past three years, we have seen a significant decline in enrollment. This trend shows a decrease in enrollment from 2007-2009 in grades 7-12. In the fall of 2010, due to declining enrollment and the closing of the Washington Gardner Middle School, the 7th and 8th graders will transition to the high school which will make the building a 7-12th grade building. The 6th graders moved to Harrington Elementary School which made it a 2-6 grade building.

Declining Enrollment

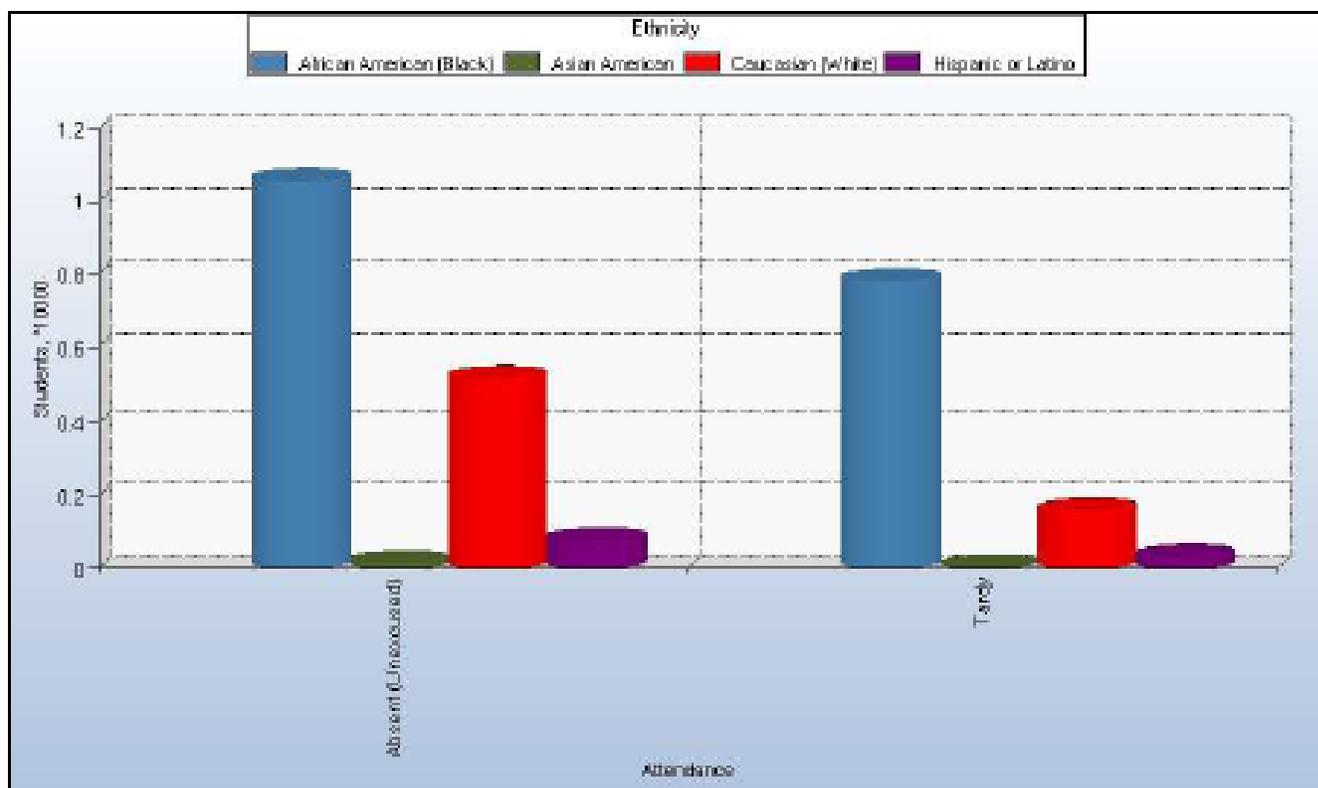


2.) The free and reduced lunch rate for grades 7-12 is 68%. The free and reduced lunch rate has **remained stable** from Oct. 2007 which was 67% to 68% in Oct. 2009.

3.) 9th-12th grade African American students have a higher absence rate per class period as compared to other ethnic groups.

Report Date: 7/14/2010

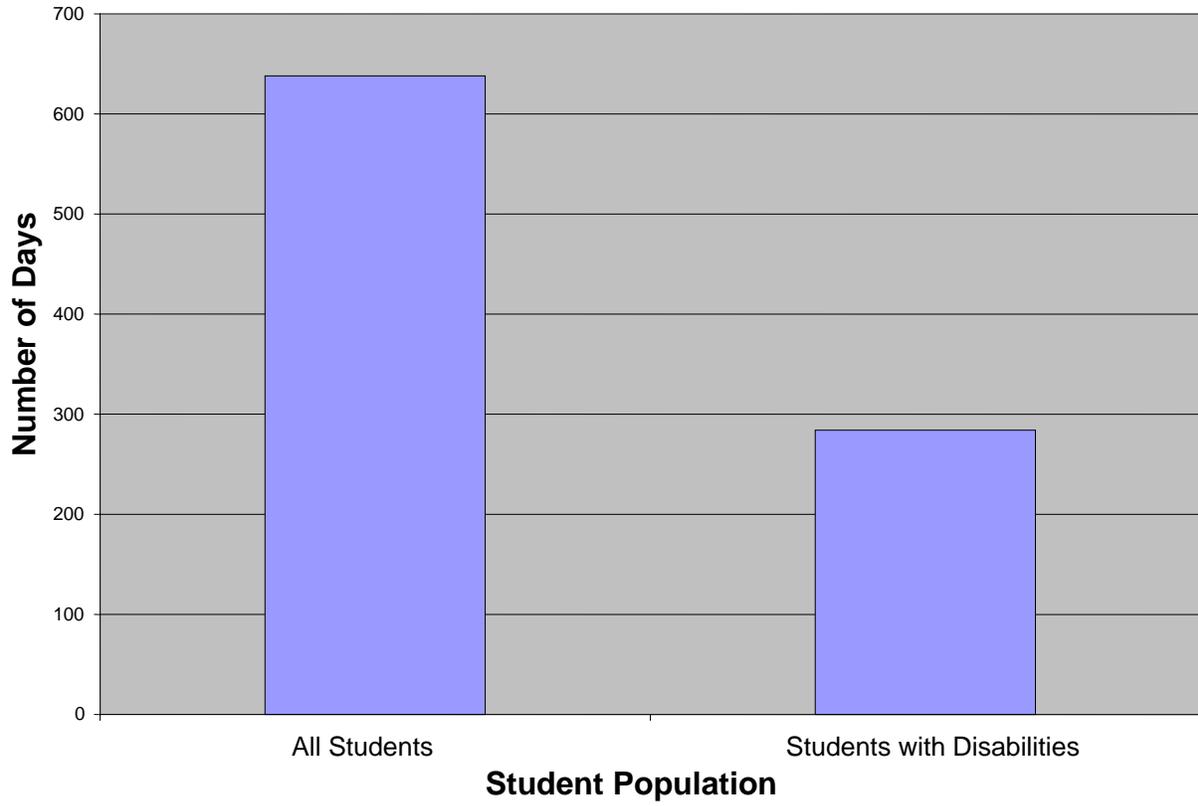
Attendance Counts by Type as of 06/11/2010 Albion Senior High School

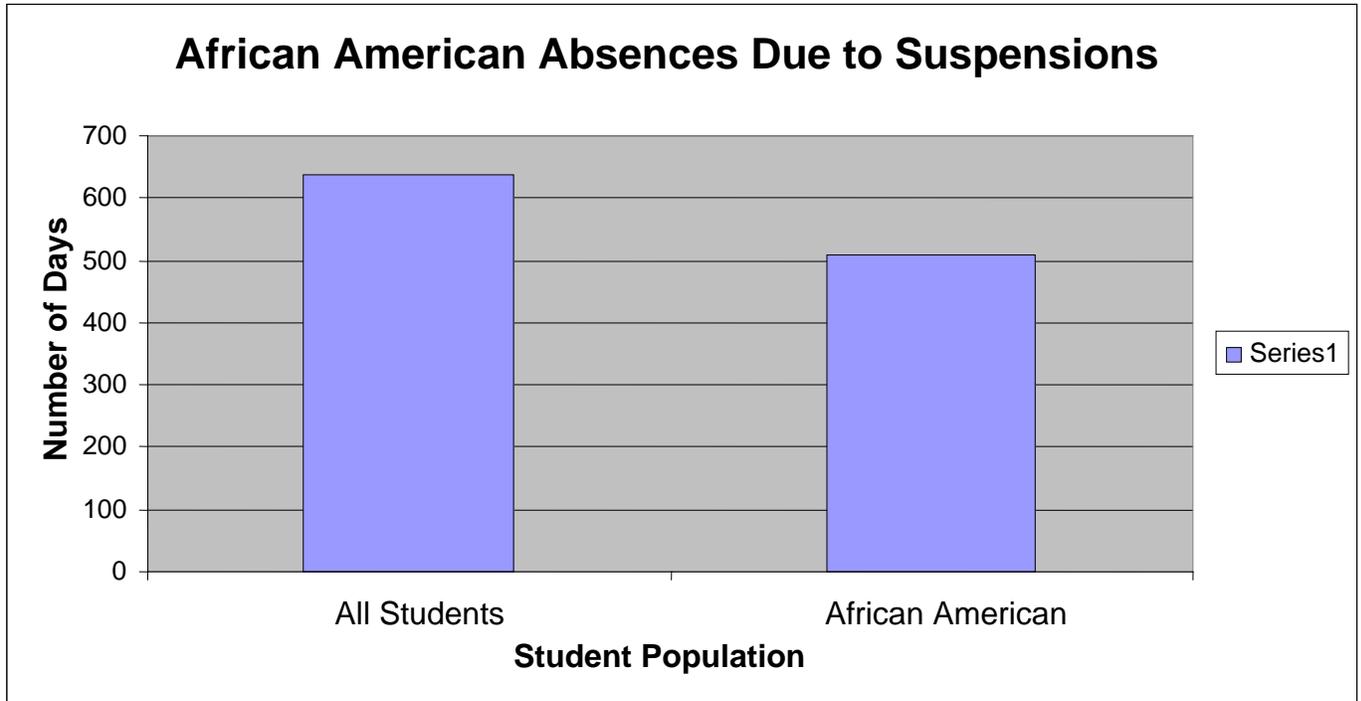


Attendance	Ethnicity	Count
Absent (Unexcused)	African American (Black)	10575
	Asian American	161
	Caucasian (White)	5156
	Hispanic or Latino	793
Tardy	African American (Black)	7820
	Asian American	39
	Caucasian (White)	1594
	Hispanic or Latino	326

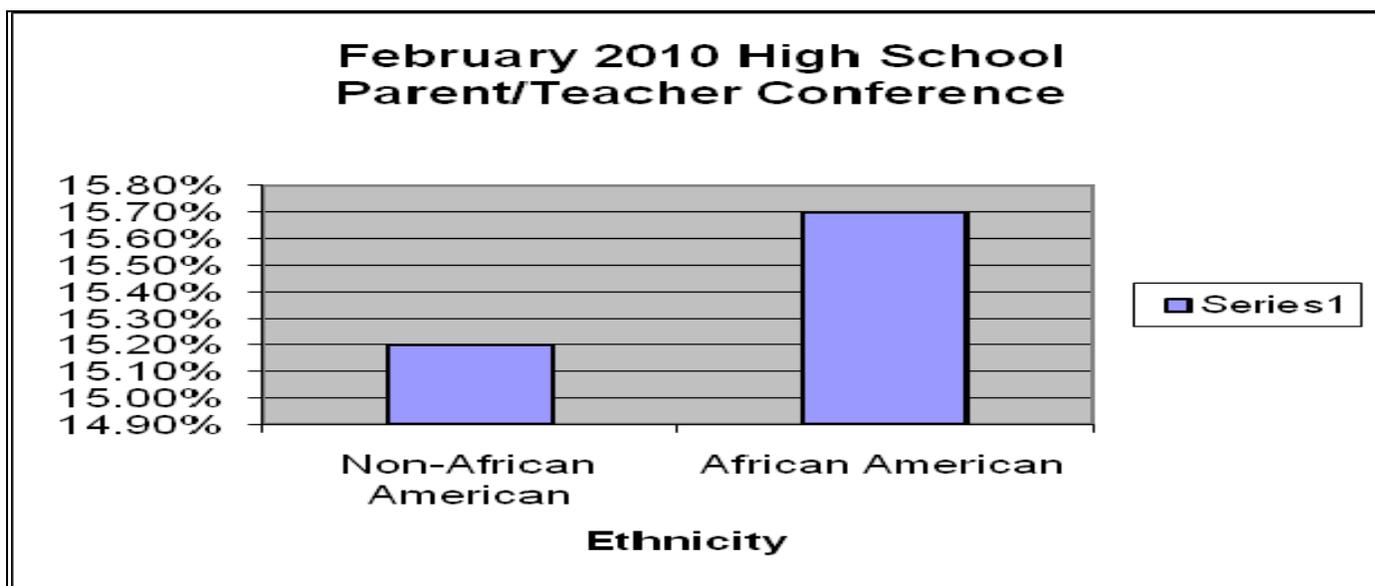
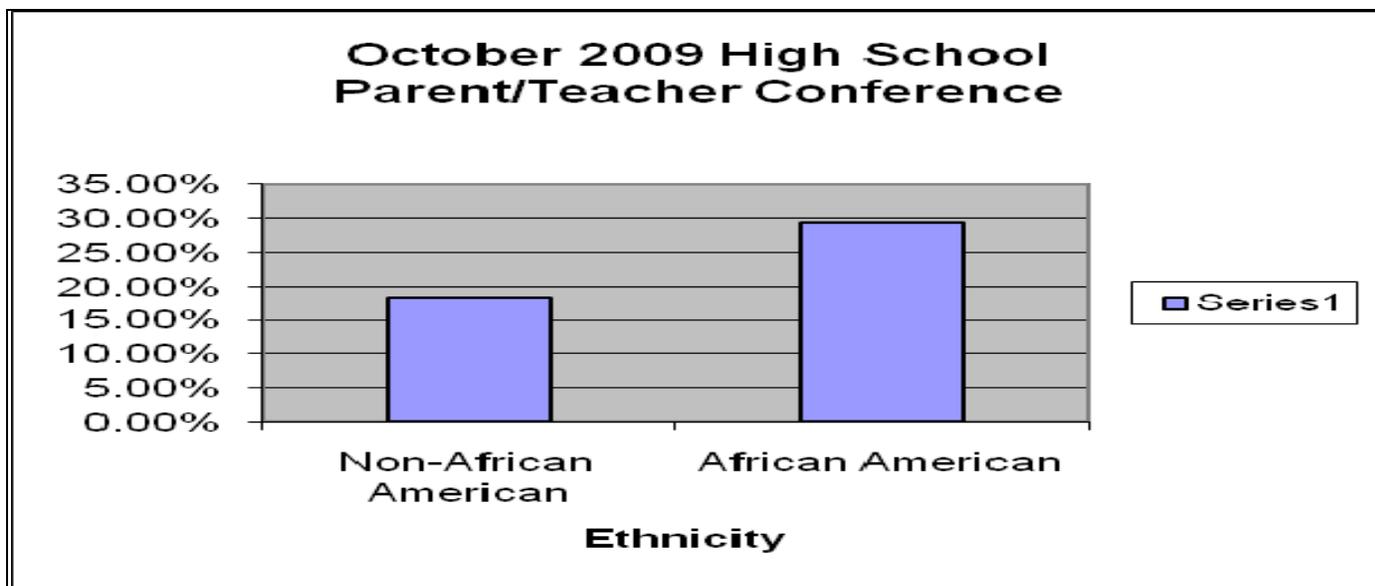
4.) In grades 9-12, 19% of our overall student population are Students with Disabilities. Of the 63 Students with Disabilities, 47% account for 44% of the total number of suspension days. Over half of the Students with Disabilities did not have any suspensions. The African American student population accounted for 80% of the total number of suspension days.

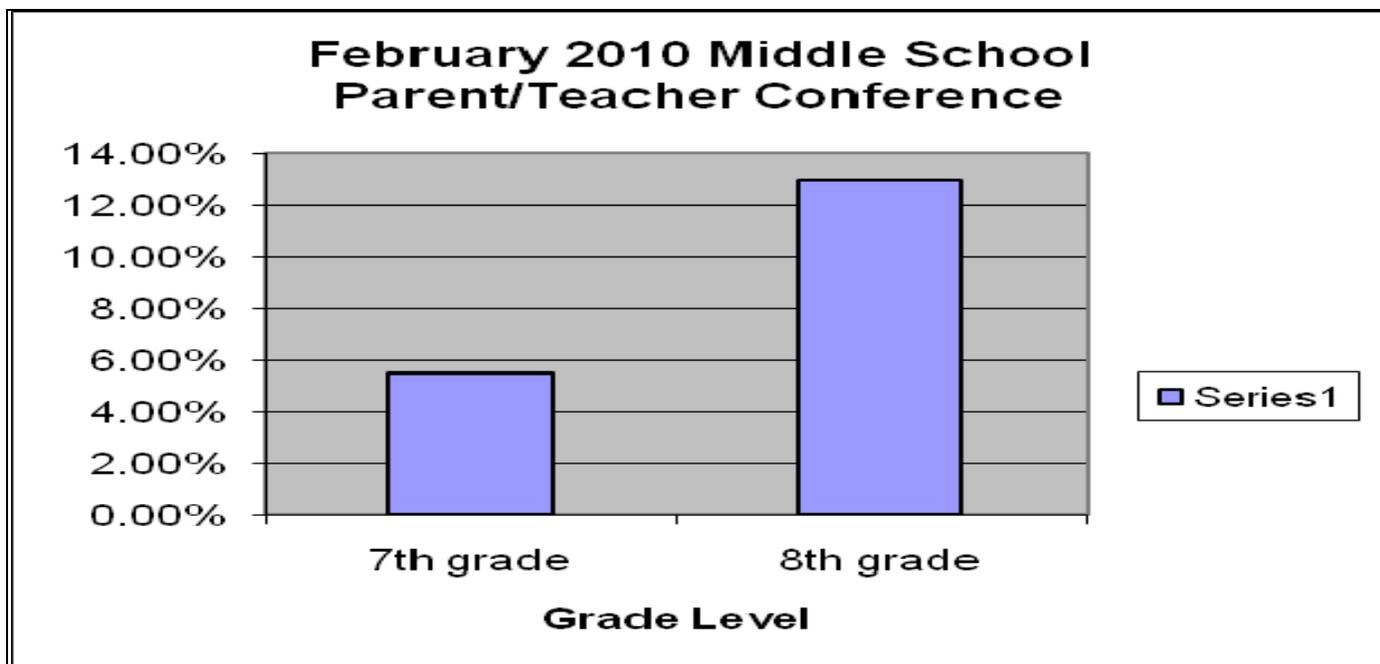
Students with Disabilities Absences Due to Suspension





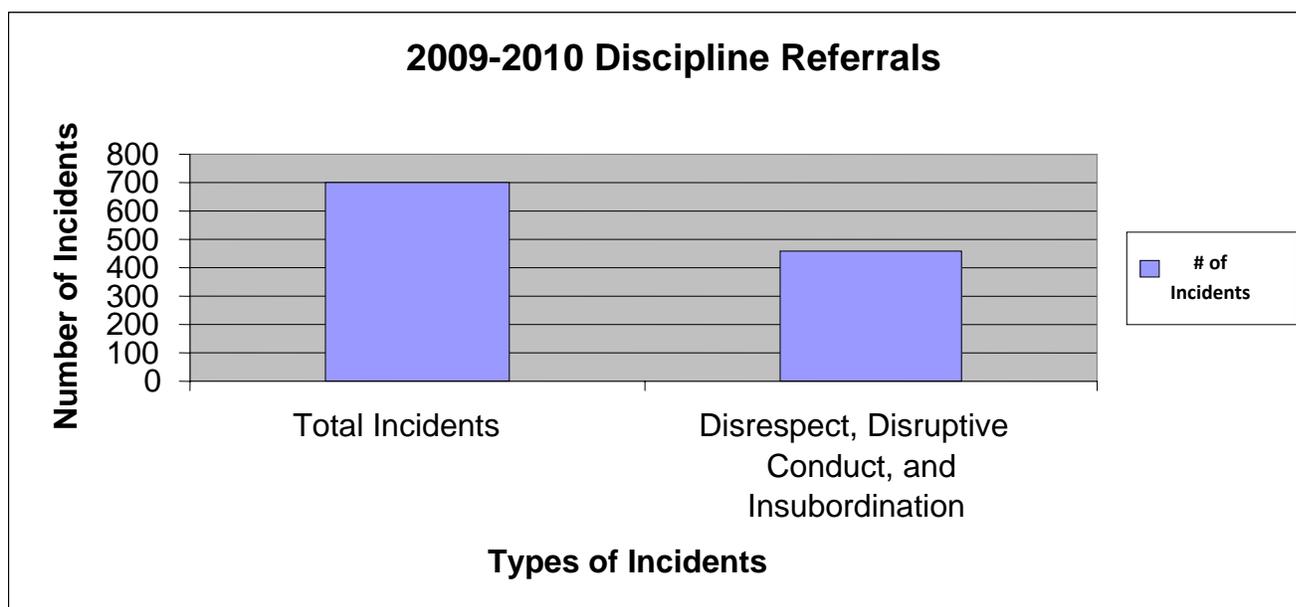
5.) One of our challenges is to increase parent participation and attendance at Parent/Teacher Conferences. The October 2009 High School Parent/Teacher Conference attendance for non-African American students was 18.43% and attendance was 29.35% for African American students. Contrary to perception, the data shows that African American parents participate and attend Parent/Teacher Conferences equal to other ethnic groups. The February 2010 High School Parent/Teacher Conference attendance percentage for all non African American students was 15.2 % and attendance was 15.7% for African American students. The February 2010 Middle School Parent/Teacher Conference Attendance for 7th grade was 5.5% and was 13% for 8th grade. The data shows that there is a need to improve overall conference attendance and to develop a plan to make sure all populations attend. A goal for the 2010-11 school year is to compile subgroup Parent/Teacher Conference attendance for 7th and 8th grades





Program and Process Data

Currently and during the **2009-2010** school year, AHS was supported by the Calhoun Intermediate School District (CISD) with a literacy and math coach. The coaches met and worked with classroom teachers developing Quarterly assessments, strategies and interventions to be used to enhance instructional techniques in the classroom based on research and best practices. These meetings were held on a regular basis throughout the 2009-2010 school year. Based on an analysis of our programs from the NCA Site Team, Superintendents in the Classroom, Administrative Walk-throughs and CISD coaches, it was found to be a reoccurring theme that classroom management was an area of focus that needed to be addressed in order to increase instructional consistency and overall academic achievement. This area of focus is supported with the data showing that 65% of our student discipline referrals are due to disrespect, disruptive conduct and insubordination. We have the following areas of challenge: classroom management and instructional strategies, instructional alignment between and among all grade levels in all core content areas; timely analysis and use of data to further differentiate instruction and plan interventions for students; and continuous professional development to support instructional changes.



The implementation of the AVID program (Advancement Via Individual Determination) has shown positive results during the first year of implementation. Data analysis of the 71 students in the program indicated the following:

- AVID students increased their attendance rate by an average of 13% after entering the program.
- AVID students decreased their discipline referrals by an average of 11% after entering the program.
- AVID students increased their GPA by an average of 0.7 points after entering the program (while being enrolled in honors level courses).

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

Albion High School Resource Profile

The District Curriculum Director and AHS Administrative Staff meet regularly to discuss and plan the use of funds from Title I and other state and federal sources based on the needs of their buildings and communities.

All of the following programs and resources are coordinated and integrated toward the achievement of the schoolwide goals. AHS coordinates and integrates funds from the

General Fund, Title IA, Title IIA, Title IID, Title IV – Safe and Drug Free Schools, 31A, local funding, and our Parent Teacher Organization. Each of these programs is intended to provide staff, parents, and students with the skills and resources necessary to be successful in their educational role.

School-wide Components	Fund Source	Programs
1. Comprehensive Needs Assessment (CNA)	<i>Title IIA</i>	<ul style="list-style-type: none"> • <i>School Improvement Team/Leadership Team (Work-time) 4 days</i>
2. Schoolwide Reform Strategies	<p><i>General Fund</i></p> <p><i>Title IIA</i></p> <p><i>Title I</i></p> <p><i>SSOS</i></p>	<ul style="list-style-type: none"> • <i>ELA and Math Teachers</i> • <i>Content Area Specialist (Reading/ELA)</i> • <i>Teacher Professional Development</i> • <i>Math and Reading Coaches</i> • <i>Coach modeling, co-teaching, observations</i> • <i>Content Area Specialist Supplies</i> • <i>Data Director</i> • <i>Math/Reading Supplies and Materials</i> • <i>Classroom Observations (semi-monthly)</i> • <i>Monthly Team Meetings</i> • <i>Individual Learning Plans (ILP's) for students identified through Child Study</i>

		<ul style="list-style-type: none"> • <i>Learning Design Model Coach</i> • <i>Classroom Instructional Coach</i> • <i>Leadership Team Planning Day</i>
3. Instruction by Highly qualified Staff	<i>General Fund</i>	<ul style="list-style-type: none"> • <i>All staff (teachers and para-professionals) are currently highly qualified</i>
4. Strategies to attract High-Quality Highly Qualified Teachers to High Needs Schools	<i>General Fund</i>	<ul style="list-style-type: none"> • <i>Newspaper Ad</i> • <i>District Website</i>
5. High-Quality and on-going Professional Development	<i>Title IIA</i> <i>Title IIA</i> <i>Title IIA</i> <i>Title IID</i> <i>General Fund</i> <i>SSOS</i>	<ul style="list-style-type: none"> • <i>Title I/School Improvement Staff Development</i> • <i>Substitute Teacher Costs</i> • <i>Teacher Stipends</i> • <i>AVID Training for Site Team Members</i> • <i>Technology Training (Interact/Engagement)</i> • <i>Materials for staff study of Dr. Ruby Payne's Book, "Building Relationships for Student Success"</i>

		<ul style="list-style-type: none"> • <i>Materials for staff study of Dr. Joyce Epsstein's book, "School, Family, and Community Partnerships"</i> • <i>Instructional Coaching in classroom management, ELA and Math</i> • <i>Book Study and materials for "Breaking Ranks II ®".</i>
6. Strategies to Increase Parental Involvement	<i>Parent Teacher Organization</i> <i>General Funds</i>	<ul style="list-style-type: none"> • <i>Family Curriculum Nights</i> • <i>Parent Training on Student Success</i> • <i>Title I Parent Nights</i> • <i>Food / Snacks</i> • <i>Supplies (charts, tablets, markers, copy paper, notebooks)</i> • <i>Parent Connect</i> • <i>School Website</i> • <i>School Messenger</i>
7. Transition Strategies	<i>General Fund</i>	<ul style="list-style-type: none"> • <i>6th Grade Orientation and Visitation</i> • <i>Training for parents of 7th Graders & 8th Graders</i>
8. Teacher Participation in Making Assessment Decisions	<i>General Funds</i>	<ul style="list-style-type: none"> • <i>Staff Data Analysis meetings</i> • <i>Classroom Instruction Support via Content Area Coaches</i> • <i>Department Meetings</i>
9. Timely and Additional Assistance		<ul style="list-style-type: none"> • <i>Outreach Workers</i>

<p>to Students Having Difficult Mastering the Standards</p>	<p><i>Title IIA</i></p> <p><i>31A</i></p> <p><i>Safe and Drug Free Schools</i></p> <p><i>General Funds</i></p>	<ul style="list-style-type: none"> • <i>Social Worker</i> • <i>Counselor</i> • <i>Extended Day</i> • <i>Summer School</i> • <i>Individual Learning Plans (ILP's) for students identified through Child Study</i> • <i>On-Line Learning</i> • <i>Instructional Software</i> • <i>Response to Intervention (RTI)</i> • <i>Instructional Supplies for ELL</i> • <i>Bully Prevention Strategies in place</i> • <i>Coordination between Special Education and Regular Education</i> • <i>Supplemental Education Services</i> • <i>Albion Wildcat Wellness School- Based Health Center</i> • <i>Free and Reduced Food Program</i> • <i>McKenny Vento Homeless Program</i> • <i>Albion Ministerial Alliance Program-7th Project</i>
<p>10. Coordination and integration of Federal, State and Local Programs</p>	<p><i>General Funds</i></p>	<ul style="list-style-type: none"> • <i>Coordination of funds is completed by the State and Federal Programs coordinator with staff, administration and Central Office</i> • <i>Calhoun Intermediate School District</i> • <i>Albion College, Kellogg</i>

		<i>Community College</i> <ul style="list-style-type: none">• <i>Calhoun Area Career Center</i>
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The coordination and integration of these resources takes place at all levels of the district. Meetings are held at department and school level to determine student needs and strategies to meet those needs. The Title I school improvement plans and the comprehensive needs assessment CNA created in conjunction with data from Data Director are products of these meetings. Meetings are also held in conjunction with the administration to determine what funds are available and how these funds can best be spent. The funding provides technology, additional staff and professional development to train teachers in instructional strategies to address gaps in student proficiency. An example of this would be Cornell Notetaking Strategies and WICR methods implemented through the AVID Program during the 2009-2010 and 2010-2011 school years. Data is collected through standardized local assessments and state assessments such as the MME. The data is evaluated and the success of the professional development and the expenditures are evaluated. Staff meetings are held to disseminate data and discuss and evaluate future interventions.

Section II: Commitment:

Albion High School will implement the Transformation Intervention Model. 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. The chart on the following pages addresses the requirements of that model and how the district and Albion High School will meet those requirements.

Transformation Intervention Model**Develop and Increase School Leader Effectiveness**

Notes: AHS administration and staff have been involved collaboratively in this school improvement process. The staff is well aware of the persistently low achievement scores and has already taken steps to implement a number of instructional improvement strategies since January 2010 including writing across the content areas, reading strategies across the content areas and the development of content areas quarterly assessments in ELA and Math. The school has developed a strong leadership team who began meeting in January 2010 to begin discussions of how to implement initiatives with fidelity. This team has met to support work on this proposal. The AHS staff and Albion Community have been fully briefed and provided several opportunities to collaborate on the reform proposal through community meetings and leadership team initiatives. Last year, ELA and Math instructional coaches were brought in to help support classroom instruction and academic cohesiveness. A member of the Albion Teacher Union Leadership has also been part of the planning process and continues to collaborate on contractual modifications necessary for the success of this proposal.

Required Activities		
SIG Criteria	Albion High School School Improvement Plan	Source of Funding
Replace the Principal	Albion High School has replaced the High School principal. Derrick Crum is the new high school principal. He was placed in this position 6 week prior to the end of the 2009-2010 school year following two interim principals. His responsibilities will include instruction, curriculum, 7-12 building transition, teacher evaluation, and the building budget. He will work directly with the CISD service provider and MDE monitor to oversee the School Improvement Reform.	General Funds
Include student data in teacher/leader evaluation	AHS will collaborate with the Calhoun Intermediate School District (CISD), as the external provider, to develop and increase teacher and leader effectiveness. This will be done by selecting services of reform model consultants to Implement effective strategies for improvement. AHS will implement Evaluation, Motivation and Observation	2010-11 SSOS monies: Michigan State Fellowship, Data Coach, Leader

	<p>(Marzano, Reeves, Danielson) strategies to connect teacher growth to student achievement. Targeted professional development will be provided to teachers and leaders using Instructional Coaches, Data Coaches, Classroom Management Coaches and Leadership Coaches. The Building Administration and Leadership Team will participate in the Michigan State Fellowship Program to develop leadership skills. The Albion District has established an Albion Education Association bargaining unit-administration team that will be codifying the Teacher Evaluation Instrument and the Merit Pay Model. The Evaluation Instrument will include student assessment as a significant portion of the evaluation (teachers will be evaluated on student achievement based on results from multiple assessments that will indicate student growth, such as the Northwest Evaluation Assessment (NWEA)). See Addendum to the Albion Teachers Master Agreement.</p>	<p>ship Coach</p> <p>General Funds: Merit Pay and NWEA</p> <p>2010-11 RAG Monies:</p> <p>2010-11 CISD : ELA, Math, Data and Classroom Mgmt. Coach</p> <p>2011-12 and beyond: General Fund and SIG or RAG</p>
Evaluations designed	The AHS Board of Education, Administration, and Albion	SIG and

<p>with teacher/principal involvement</p>	<p>Education Association are currently meeting to design an instrument incorporating student growth as a significant measure in annual instructional staff evaluations. ELA and Math Coaches will be utilized to help develop the common assessments. The Coordinator of Data and Assessment will help support the implementation of data conferences. As indicated in the Addendum to the Albion Teachers' Master Agreement, a team of bargaining unit and administration members will meet during the next several months to codify the evaluation. The design will include the identification of what defines "significant" student growth and what measures will be taken. Initially, the discussions have centered on using the NWEA as one portion of the assessment to determine student growth. The merit pay system has been established (as identified in the Addendum to the Master Agreement). Once student growth has been identified, the District will utilize that data for additional differentiation of instruction within the classroom to increase student achievement. The establishment</p>	<p>General Funds</p>
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	<p>of a Coordinator of Differentiated Instruction will assist teachers within their classrooms, coordinate differentiation assistants (Albion College Education Majors) within the classrooms, and develop ongoing professional development activities to enhance teacher effectiveness. See Addendum to the Albion Teachers Master Agreement.</p>	
<p>Reward leaders who have increased student achievement. Remove leaders and staff who have not increased student achievement</p>	<p>Administrators will be on the same merit pay system as teachers (see Addendum to the Teachers' Master Agreement). Using an evaluation process and following contractual agreements, leaders and staff whose students have not demonstrated increases in achievement over time will be properly addressed and, if necessary, removed. The Administrators' Evaluation Instrument includes a significant portion based on student growth and assessment data. Steps to improve instructional leadership will ensue if progress is not made (as identified in the evaluation instrument). See Addendum to the Albion Teachers Master Agreement.</p>	<p>General Funds</p>
<p>Provide on-</p>	<p>AHS will review the</p>	<p>2010-</p>

going job embedded staff development	comprehensive needs assessment to assess challenges to improving professional development and raising student achievement. Coaches will be hired to support ELA and math teachers for the improvement of instructional practices. Coaches will support cross content teachers as well. Classroom management coaches will work with all teachers on classroom management strategies. A Leadership Coach will work to support building administration. AHS will use information from Breaking Ranks II to develop understandings about school reform. The AHS teachers, Leadership Team, along with the CISD coaches helped design the necessary professional development based on student achievement data.	2011: CISD SSOS RAG SIG
Implement financial incentives or career growth or flexible work conditions.	Teachers will receive merit pay for achieving student growth (as identified in the Addendum to the Teachers' Master Agreement). For an annual increase of at least 10% on MME Math AND 7% on MME Reading, each core content teacher will receive \$1000 and each non-core content teacher will receive \$500 off schedule payment. Both goals must be	General Fund

	<p>achieved to receive the stipend. An additional \$250/\$125 will be received for each 0.5% increase above the set annual goal. See Addendum to the Teacher Master Agreement.</p>	
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Permissible Activities		
SIG Criteria	Albion High School School Improvement Plan	Source of Funding
Institute system for measuring changes in instructional practices that result from professional development.	AHS will conduct evaluations following professional development activities. Teachers will be required to record how the PD impacts student growth in their classrooms.	SIG/General Fund
Ensure that school is not	The mutual consent language is not currently addressed in the contract. Discussions are in progress for future contractual	General Funds

<p>required to accept teachers without the mutual consent of teacher & principal, regardless of seniority.</p>	<p>negotiations between the Albion Board of Education and the Albion Education Association. Currently, the district has “Right of Assignment” allowing teachers to be moved into positions without consent but senior teachers usually have first right of placement. The Team, consisting of bargaining unit members and administration as identified in the Addendum to the Teachers’ Master Agreement, will discuss possible guidelines to follow.</p>	
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Transformation Intervention Model		
Comprehensive Instructional Reform Strategies		
Required Activities		
SIG Criteria	Albion High School School Improvement Plan	Source of Funding
<p>Use data to identify and implement an</p>	<p>The reform strategies developed by AHS were based on the comprehensive needs assessment (CNA). The reform strategies meet</p>	<p>SIG School Improvement</p>

<p>instructional program that is aligned with state standards for every grade</p>	<p>all state (PA 25 S.C. 380.1277), federal (No Child Left Behind) and North Central Accreditation (NCA) standards and were developed in conjunction with those criteria. Strategies for the English Language Arts (ELA) and Math departments were developed with validated research-based educational techniques (Macomb County Genre Units, Algebra For All, Kalamazoo Algebra Project and Cognitive Coaching Leadership Training). AVID strategies (WICR, Cornell Note-taking, Journaling and Learning Logs) will be utilized in all content areas. Classroom Management strategies will be implemented across all content areas as well. Ethnicity, ED and SWD subgroups were evaluated during the CNA development and strategies were adopted that were applicable to all subgroups. Extended Day Programs will be utilized to meet the needs of all students which include our At-Risk population. Throughout this document we have charted the specific strategies for ELA and Math that will be implemented for the 2011-2012 school year. We will be using these strategies to increase the</p>	<p>Grant</p>
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	<p>achievement level of all students. Outreach Workers and a Social Worker will be utilized to work with the Students with Disabilities, Economically Disadvantaged Students and African American Students focusing on their academic, attendance and behavioral areas of need.</p> <p>Evaluating the performance data from ACT PLAN, EXPLORE, MME and Quarterly Assessments, we recognized deficiencies in the vertical alignment in our core content curriculum for students in grades 9-12. We were able to identify gaps within content areas which strongly affected student achievement. Therefore as an initiative we will implement the Learning Design Model based on Wiggins & McTighe, 1998 curriculum development model Understanding By Design (Backwards Design Model). The Coordinator of Differentiated Instruction, CISD coaches, teachers and the building administration will utilize the extended learning time by extending the school year an additional 2 weeks for curriculum development and 1 week prior to the beginning of the school year for</p>	
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	<p>developing implementation strategies. The results of the collaborative work of teachers in planning and engaging in curriculum design and implementation strategies will create a more comprehensive, viable and effective 9-12 instructional scope and sequence (vertically aligned curriculum).</p> <p>Albion High School will employ a Coordinator of Differentiated Instruction to work directly with the Albion Academic Intervention Team, classroom teachers, guidance counselors and administration to identify, analyze, plan and implement strategies that are measurable and monitored for student achievement. In addition, the Coordinator will provide Professional Development and coaching for differentiated instruction within the classrooms.</p> <p>According to the research conducted by Robert Marzano in his book, <i>Classroom Instruction that Works</i> (2001), there are nine strategies that have positive effects on student learning. When teachers use these strategies effectively with their students, the outcome is a measureable</p>	
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	<p>difference in regards to student achievement. Research also indicates that job-embedded professional or staff development is the most effective means of increasing staff effectiveness which has a direct impact on student achievement. While the concept of job-embedded staff development is not new, recognizing what it is and utilizing job-embedded methods is relatively new. Sparks (1994) calls for a paradigm shift in staff development. A shift that will improve staff development which is usually “educators sitting relatively passive while an “expert” “exposes” them to new ideas or “trained” them in new practices” (Sparks, 1994, p. 26). Most research on instructional improvements has indicated that staff development consisting of a single session is ineffective (Sparks, G.M., 1983). Albion High School will implement site based coaching to support Marzano’s researched based strategies. All content areas will be supported in this coaching initiative. Albion High School will also focus on Reading Apprenticeship Strategies. Reading Apprenticeship is a</p>	
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	<p>coherent instructional and professional development model based on research-based practices in reading instruction. The framework provides literacy support, promoting adolescents' engagement and achievement in reading and writing in all content areas. Based on the research from West Ed, Strategic Literacy Initiative has demonstrated growth locally when implemented. The impact on student achievement when these strategies are utilized produced a 15% increase in reading and writing for students operating at the proficient level as measured by the 2009 MME. Conversely, the reduction in performance level achievement for student operating at partially proficient or not proficient levels decreased in a range of 6% - 9% in reading and writing.</p> <p>The Coordinator of Differentiated Instruction, working along with the Calhoun Intermediate School District coaches, will meet with teachers to set up times to teach, observe and develop these skills. Rotation Days will be utilized to help support this method. These Rotations Days will consist of observations, co-teaching, strategy</p>	
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	<p>implementation, discussion and debriefing of the strategies. This model will provide teachers, leaders and support levels with job embedded professional development to increase internal capacity for improvement and sustainability linked to student achievement. Emphasis will be focused on all content areas.</p> <p>School Teams need to have a culture where opportunities are created to have conversations that are based around data to support the school improvement process. According to Doug Reeves (2010), “Data Teams are the single best way to help educators and administrators move from “drowning in data” to using the information to make better instructional decisions. Teams are forced to look at the combination of student results, teaching strategies, and leadership support instead of just student scores.” Data conferences will be held monthly so teachers can differentiate instruction based on the student data. It is a well known fact that data conferences help support commitment and responsibility for student learning. Collaborative Action Teams</p>	
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	<p>consisting of teachers, administrators and coaches will be put in place to support this effort. Teachers and guidance counselors will conference with students to help them set instructional goals for growth based on the feedback from weekly assessments. All of these assessments will align with the Michigan Merit Curriculum and Common Core Standards. The data from Educational Performance Assessment System will be used</p> <p>EXPLORE (7th/8th Grade)</p> <p>PLAN (9th Grade)</p> <p>Pre-ACT (10th Grade)</p> <p>ACT (11th Grade)</p> <p>In addition, other summative and formative instruments such as the NWEA, Northwest Evaluation Association, EDRP (Early Reading Development Pilot), weekly assessments, Qualitative Reading Inventory and Advanced Placement (AP) assessments (11th/12th Grade) will be used, as determined by the Team, to drive improvement of instruction and to design ongoing-high quality job embedded professional</p>	
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	development.	
Promote continuous use of student data to inform instruction and meet individual needs of students.	Teachers will expand the implementation of common assessments at regular intervals throughout the school year through the Calhoun County Intermediate School District's Data warehouse in conjunction with Navigator Classroom Assessment Systems, Achieve's web based data warehouse software (Data Director) and weekly and quarterly assessments. Collaborative Action Teams will use and analyze the data to help determine the needs of students and support Response to Intervention methods.	General Funds SIG

Permissible Activities		
SIG Criteria	Albion High School School Improvement Plan	Source of Funding
Conduct reviews to ensure curriculum is implemented with fidelity and is impacting	AHS and the CISD will conduct reviews to ensure curriculum is implemented with fidelity and impacting student achievement. This will be part of the Learning Design Model and the CISD will help develop and create an	General Funds CISD C4L Title I PD

student achievement	aligned curriculum in all content areas with an initial focus on Math and ELA for grades 7-12.	
Implement a school wide Response to Intervention model	Implement Response To Intervention at the high school, both behaviorally and academically, using the Learning Design Model. CISD consultants will work to build capacity with the AHS staff in the implementation of the RTI model.	General Fund SIG Title I PD
Provide PD to teachers/principals and paraprofessionals on strategies to support students in least restrictive environment	AHS in coordination with the Special Education Teacher and the special education staff will review a comprehensive needs assessment of all special education practices and services and provide PD to implement strategies to support students with disabilities. CISD staff will provide staff with training in co-teaching models for regular and special education teachers to successfully work with students with special needs. This training will be embedded in our professional development plan. The Special Education Teacher Consultant will be working directly with students with disabilities, modeling best practices for special education	SIG SPED Title I SSOS RAG

	<p>teachers and supporting the implementation of stronger co-teaching practices.</p>	
<p>Use and integrate technology-based interventions</p>	<p>This plan includes (but is not limited to):</p> <p>Students and staff will have access to computers and other technology resources (via an improved infrastructure) and web for the development of 21st Century skills</p> <p>Virtual classes which include OdesseyWare and other on-line curriculum offerings</p> <p>Calendars will be synced across the district using Google Docs, etc.</p> <p>On-line credit recovery courses offered will increase the graduation rate and reduce the droop-out rate</p> <p>Utilization of the CPS systems to monitor student learning within the classrooms</p> <p>Audio enhancement systems will be placed on core content classrooms. This research based system is designed to increase instructional effectiveness and learning</p>	<p>SIG</p> <p>General Funds</p>

	<p>Utilization of District Interactive White Boards in the building</p> <p>Implementation of smart tablets</p>	
<p>Increase rigor (AP, AVID, Dual Enrollment, Honor Courses)</p>	<p>AHS will increase course rigor by requiring all students to complete the Michigan Merit Curriculum. Dual Enrollment opportunities with Albion College and Kellogg Community College will be available. We plan to add AP and Honors course opportunities through AVID as students receive instruction from highly qualified teachers.</p> <p>In AVID's definition, rigor is a method to be applied rather than a set of specific coursework materials; it is how students learn, not just what they learn, that is emphasized. Within AVID, teachers will undergo training on how to increase rigor by using inquiry-based, collaborative strategies to engage students in content resulting in increasingly complex levels of understanding.</p> <p>Using WICR strategies, students will learn to look at information critically and to analyze it in depth.</p>	<p>General Funds</p> <p>Title I for AVID</p>

	<p>Examples of WICR strategies:</p> <p>Writing – many forms, scientific, creative, poetry, rhymes, definitions, vocabulary</p> <p>(Prewrite, Draft, Respond, Revise, Edit, Final Draft, class and Textbook Notes, Learning Logs/Journals)</p> <p>Inquiry – pose problems, situations or activities needing thought, application of information and use of knowledge to solve or devise a solution to a problem</p> <p>(Skilled Questioning, Socratic Seminars, Quickwrite /Discussion, Critical Thinking Activities, Writing Questions, Open-Mindedness Activities)</p> <p>Collaboration – work as an ACTIVE participant in group. Not just a partner, but an active and contributing member of the group</p> <p>(Group Projects, Study Groups, Jigsaw Activities, Read – Arouds, Response/Edit/Revision Groups, Collaborative Activities)</p> <p>Reading – methods for different types of reading. Texts, articles,</p>	
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	<p>stories, show how to read and attach meaning to different types of reading.</p> <p>(SQ5R [Survey, Question, Read Record, Recite, Review, Reflect], KWL (what I Know; Want to Learn; Learned), Reciprocal teaching, “Think – Alouds”)</p>	
<p>Summer and Transition programs or freshman academies</p>	<p>Albion High school serves grades 7-12. Beginning with the 2010-2011 school year, 7th and 8th grades transitioned to the high school building making it a 7-12 building. Albion High School focuses on providing a successful transition process for all incoming 7th and 8th graders. All incoming 7th and 8th graders must demonstrate adequate proficiency in all core classes in order to earn promotion to the next grade level. All 8th graders transitioning to the 9th grade develop an Educational Development Plan with the assistance of the guidance counselor. Common Assessment results are used to schedule students in the appropriate classes. The 8th graders also visit the Calhoun Area Career Center to</p>	<p>General Funds</p> <p>SIG</p>

	<p>investigate enhancements to their high school experience. An Open House is scheduled each year for 7th and 8th graders and their parents. In addition, a 9th grade Orientation is held to introduce students to the numerous opportunities the high school has to offer. The 9th grade Orientation is used to familiarize incoming 8th graders with classroom locations, teachers and high school academic expectations. We are developing plans to work with 6th graders to help make their transition to the high school building as 7th graders a smoother transition.</p> <p>An 8th grade Academic Boot Camp will be offered to students prior to the start of school to boost student efficacy. This will be available to all incoming 9th graders.</p> <p>A 9th Grade Academic Literacy Course will be required for all targeted 9th graders to support reluctant and striving readers. This course supports the Reading Apprenticeship program that teachers attend to improve reading across the content</p>	
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	<p>areas.</p> <p>Scientific Inquiry Summer Campus will be offered as an introduction to incoming 9th and rising 10th graders. This pilot program will be offered as a way to increase scientific awareness and to train young students to approach science courses from an inquiry based discovery standpoint. Emphasis will be placed on increasing students' ability to observe and write using scientific methods. The Science Campus will be a part of an ongoing collaboration with the physical science departments at Albion College.</p> <p>Mandatory summer school opportunities will be provided to strengthen academic deficiencies (as identified by assessments and student growth indicators such as the NWEA.)</p>	
<p>Increase graduation rates through credit recovery, smaller communities, and other</p>	<p>AHS will continue to implement the Odyssey Credit Recovery strategy for students that need alternative ways to earn credit. AHS will continue to offer Twilight, Lunch Bunch and Zero Hour classes to recover credit. Outreach workers, in place to do</p>	<p>General Fund Title I SIG</p>

strategies	<p>home visits and establish family relationships, will be utilized to support students in meeting the graduation requirements. Career focus will be discussed and embedded in every course.</p> <p>AHS utilizes the services of tutors to help students during the Lunch Bunch Program. This program allows students to receive help on daily assignments and to support students for upcoming assessments. The program is designed to give the students an opportunity to get individualized assistance during their lunch period. Students are targeted for assistance through weekly assessments, teacher referrals parental requests or through student initiative.</p> <p>Twilight is run by teachers to support students with recovering credits and supporting taking advance courses using the Odyssey On-line platform.</p>	
Continue to provide an early-warning system to	<p>Assessment model</p> <p>In order to accomplish the goal of increasing student achievement for all students, we</p>	General Funds

<p>identify students who may be at risk of failure.</p>	<p>have developed and implemented a mandatory weekly assessment program. To more accurately portray the knowledgebase of each student, our transcript grading system is solely based upon our weekly assessments. Students will still receive a grade that reflects the successful completion of daily classroom assignments and homework, however, the separation of daily classroom assignments and homework from the transcript grade has allowed for a clearer understanding of the level of mastery for each student in each subject area. According to the analyzed data, there is a disconnect between ACT scores and grades achieved. Therefore, a true assessment of the curriculum and curriculum effectiveness is needed.</p> <p>We start the process by aligning our instructional practices and the related tasks to the High School Content Expectations/Grade Level Content Expectations. This alignment allows for the creation of a comprehensive weekly assessment which provides</p>	
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	<p>precise information regarding areas of weakness about each student.</p> <p>Each student who performs below a sixty-seven percent is identified for targeted assistance through our Academic Center. The student's daily assignments, homework, exit slip, daily tasks, as well as the assessment that is in question will be collected and given to our Academic Intervention Team. The Academic Intervention Team then establishes the more appropriate time of day for intervention. These interventions will be during elective courses, at lunch and/or after school, all of which will be facilitated by college students from Albion College who serve as tutors. The trained college tutors will provide targeted instruction based on the assignments and related instructional tasks. Upon completing the process, the students will then be directed to meet and schedule an assessment retest with their particular teacher.</p> <p>As teachers begin to work with</p>	
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	<p>instructional and classroom management coaches and become more developed in Differentiated Instruction, this will allow more tutors to be able to offer support in the classroom instead of the high school students leaving the classroom for support.</p>	
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Transformation Intervention Model		
Increased Learning Time and Creating Community-Oriented Schools		
Required Activities		
SIG Criteria	Albion High School School Improvement Plan	Source of Funding
Provide Increased Learning Time	<p>We are establishing schedules to provide increased learning time for staff and students. Based on extended learning time research, the achievement level of our students in grades 9-12 and in recognition of the gaps in skill sets, we will use the EDUSS (Educational Software Solutions) computer software program for detailed identification, skill development and removal of learning barriers for all students, within all content area classes, for</p>	SIG Title I

	<p>one additional period each day. The EDUSS program has a built-in RTI (Response To Intervention) which will allow for school-wide screening, progress monitoring and tiered program delivery for effective intervention. The additional class period will be closely aligned with the skill sets necessary for obtaining content area mastery which leads to improved performance on ACT PLAN, EXPLORE, ACT/MME assessments.</p> <p>We were able to identify gaps within content areas which strongly affected student achievement. Therefore as an initiative we will implement the Learning Design Model based on Wiggins & McTighe, 1998 curriculum development model Understanding By Design (Backwards Design Model). The Coordinator of Differentiated Instruction, CISD coaches, teachers and the building administration will utilize the extended learning time by extending the school year an additional 2 weeks for curriculum development and 1 week prior to the beginning of the school year as</p>	
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	<p>Staff Professional Development to develop implementation, instructional and assessment strategies.</p> <p>A Summer Learning Institute through Title 1 funding, credit recovery for students, dual enrollment in colleges and a freshmen transition program. We also are considering offering enrichment classes for acceleration and after school tutoring if money is approved from the SIG process.</p> <p>All schools that fall under the Transformation Intervention Model shall establish schedules and implement strategies that provide increased learning time (as defined in this notice) including:</p> <ul style="list-style-type: none">• Weekly Saturday school- (For the 2011-12 school year, pending approval of SIG funds)• Summer Camp (For the summer following 2010-11 school year, pending approval of SIG funds)• Six week Summer Learning Institute-(For the 2010-11 school year, pending approval of SIG funds)• Academic Strategies- Course taught after the regular school day to provide additional Reading and	
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	<p>Math instruction for identified students to prepare for the MME/ACT (For the 2011-12 school year, potentially earlier pending scheduling)</p> <ul style="list-style-type: none"> • Leadership Camp (For the summer following the 2010-11 school year, pending approval of SIG funds) • Freshman Transition Program (For the summer following the 2010-11 school year, pending approval of SIG funds) <p>Furthermore, as part of the Transformation Intervention Model, teachers who participate in Professional Learning Community Teams shall participate in increased learning time that may include extra contact time including different school calendar, longer instructional day, summer school, before and after school, and weekend school.</p> <p>I. Saturday School (~120 hrs): Starting the first Saturday in October and continuing through the last Saturday in May, all students will have the opportunity to attend Saturday School. All students participating will receive academic support by a certified teacher for both Reading and Math. Students targeted for Saturday School shall be</p>	
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	<p>provided an Individualized Learning Plan that identifies student's target growth goal as well as strategies that will be used to support their learning. Summer School will run from 9am until 1pm with a portion of this time dedicated to individual student conferences. Teachers will use the Individual Learning Plans to guide their instruction and monitor progress. Results of Saturday School will be monitored using teacher-generated, formative assessments and reported on as part of the building's Professional Learning Communities.</p> <p>II. Summer Camp (~24 hrs): This two week session will be available for all students and focus on all core content areas: Math, Reading, Science and Social Studies. During this two week opportunity, students will receive additional instruction beyond the traditional school calendar with a certified teacher in each of the four core academic areas. Individualized learning plans will be generated by teachers for students scoring in the lowest quartile according to the ACT PLAN/EXPLORE/Quarterly Assessments. Progress monitoring of students with individualized learning plans</p>	
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	<p>shall occur using formative assessments created by teachers during the two week session.</p> <p>III. Summer Learning Institute (~100 hrs): Starting in July, 2011 and running for six weeks, all students will have the opportunity to attend an annual Summer School. For four hours each day, Monday through Thursday, identified students will receive targeted instruction in the areas of ELA, Mathematics, or other targeted areas. Classes will be taught using a student to teacher ratio of 14:1. Incentives for participation, attendance and performance will occur at the end of each week. Additional requirements of this Summer School program include a home to school connection where parents are required to attend a “Summer School Celebration of Learning” when students share their work.</p> <p>IV. Academic Strategies (~75 hrs): This semester-long after-school course will provide extended learning time for identified students in Reading or Math. This course will target students identified as testing below proficiency in the first quartile according to the ACT PLAN/EXPLORE/Quarterly</p>	
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	<p>Assessments. Study skills as well as math and reading basic skills will be the primary focus for this course.</p> <p>V. Leadership Camp (~16 hrs): This week-long offering will precede the start of school focusing on leadership skills, cooperation, and teambuilding. As outlined in our School Improvement Plan, special attention will be paid to conflict resolution and peer mediation. This camp will dovetail with our freshman transition program, but will be open to all Albion High School students.</p>	
<p>Provide ongoing mechanisms for family and community engagement</p>	<p>AHS will provide on-going mechanisms for family and community engagement through the Outreach Workers who will engage families and the community in an ongoing process to identify and address needs. Parents are involved in the design, implementation, and evaluation of the Action Plan. The Outreach Workers conduct daily home visits to assist in “extending the arms” of the school to families. The Albion Community currently has a poverty rate of 27%, therefore, transportation is a challenge for many families. Discussions focus on strategies for overcoming obstacles that hinder academic success of the student. In addition,</p>	<p>Title I General Funds SIG</p>

	the Outreach Workers provide a link to community resource acquisition.	
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Permissible Activities		
SIG Criteria	Albion High School School Improvement Plan	Source of Funding
Partnering with parents and other organizations to create safe school environments that meet students' social, emotional, and health needs.	<p>A (7-12) Parent Leadership group will be established to meet monthly to learn and discuss crucial academic, social, and emotional issues facing Albion High School students. The Parent Leadership group will organize and offer parenting skills and tips that will enhance parents' abilities to improve social and emotional relationships to increase the chances of academic success for their student(s).</p> <p>All AHS students will be trained on how to access and review their academic standing via the internet and Zangle Student Connect. This information can be accessed on or off campus. In addition, parents will have access to the AHS library during the school day. Within the library are computers equipped with internet access along with the necessary software that enables parents to access academic information, and a host</p>	<p>General Funds</p> <p>Title I</p>

	<p>of other information, on their student(s) through Zangle Parent Connect.</p> <p>AHS will expand their work with CISD to further develop and enhance the Parent Leadership group to incorporate social, emotional and health needs. AHS will also work with community, county and state organizations to further develop social, emotional learning programs. CISD will aid students and parents to develop the fundamental skills to lead effective lives. This program will enhance the Parent Leadership group and work in conjunction with the existing Consolidated Health Program. See also Section 1 of the grant narrative (Community Capacity) p.</p> <p>AHS will partner with the Albion Ministerial Association to bring The Seven Project to our school. The Seven Project is a 50 minute multimedia, speaker driven assembly geared for this generation of students. The assembly incorporates music, imagery, gifted speakers and AHS students to deliver a message that builds better students. The Albion Ministerial Association will also recognize and reward AHS students in five areas: Citizenship, Character, Honor Roll, Attendance and Academic</p>	
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	<p>Improvement.</p> <p>AHS building administration will meet with the Albion Branch NAACP president to coordinate strategies to encourage parents and community members to volunteer and become more involved.</p> <p>AHS has formed a partnership with the University of Toledo and Albion College to assist our students with college access and affordability. The students must maintain a 3.0 G.P.A. and take Honor Courses which will guarantee a deposit into a savings account for that student within the institution. Each year that the student maintains the criteria, the guaranteed scholarship funding will accumulate and can be utilized upon graduation to offset costs at each institution. Albion College has committed \$10,000 per year per student and U of T has committed \$2500 per year per student for qualifying students.</p> <p>The College Access Network which is made up of AHS, Albion Community Foundation, Albion College and Kellogg Community College has united to offer exposure and accessibility to collegiate life. The Networks goals are to increase the number of college graduates from AHS</p>	
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	<p>within the next five years.</p> <p>To help address social, emotional and health needs, AHS has a primary care facility called the Wildcat Wellness Center. The WWC is similar to a doctor’s office but is located right inside the high school. The WWC services all youth in Albion, and the surrounding community, ages 10-21, and their children if under the age of 10. The WWC is staffed by a Nurse Practitioner and a Medical Assistant. Partnerships with other local health care providers have been established to provide specialized care and services, i.e. OB/GYN, mental health screening and counseling, and behavior health screening.</p>	
<p>Extending or restructuring the school day to add time for strategies that build relationships between students, faculty, and other school staff</p>	<p>AHS will restructure the schedule to include an advisory period which provides time devoted to personalizing the school environment. AHS and the Outreach Workers will work with CISD and the Learning Design Model to create a school environment that will provide “check and connect” mentors for each student. The “check and connect” mentors will help to provide a sense of caring, accountability and model a set of core values essential in a democratic and civil society.</p> <p>The AHS Leadership Team will organize focus groups (CAT</p>	<p>General Funds</p> <p>Title II</p> <p>SIG</p>

	<p>teams) in four areas: Literacy, Personalization, Data and Assessment and Culture and Climate. The AHS staff will select a CAT team to join to brainstorm and implement ideas to enhance teacher/student relationships and academic achievement.</p> <p>In an effort to improve teacher/parent/student relationships, AHS has developed Positive Postcards to recognize students demonstrating improvements. Positive Postcards were designed in-house, then printed and purchased from a local printing company. Mailing labels of every student in the entire building are placed next to the stack of Positive Postcards. AHS staff members write a brief positive note on the postcard, affix the label then gives the postcard to the secretary for postage and delivery.</p>	
<p>Implementing approaches to improve school climate and discipline</p>	<p>We recognize that increased student achievement is more easily obtained when the climate of the school is conducive to learning. AHS teachers are receiving training on research-based best teaching practices on how to engage students within the classroom. Steps have been taken to educate the AHS teachers on relationship building.</p>	<p>Implementing approaches to improve school climate and discipline</p>

	<p>We are constantly looking at ways to equip our teachers with relationship building skills and the ability to connect with AHS students, parents and the community members.</p> <p>AHS will work with CISD and Learning Design Model to create a student leadership team that will involve and empower students to identify issues at school and in the community. Students and staff will be engaged to take steps to address and resolve the identified issues. AHS has employed a School and Community Administrative Leader that will oversee all programs involving community relations, student social and emotional learning discipline, and overall effectiveness on student achievement. These programs include:</p> <p>These programs include:</p> <p>Freshman mentoring Freshman Induction</p> <p>Parent Leader Group</p> <p>A (7-12) Parent Leadership group will be established to meet monthly to learn and discuss crucial academic, social, and emotional issues facing Albion High School students. The Parent Leadership group will organize</p>	
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	<p>and offer parenting skills and tips that will enhance parents' abilities to improve social and emotional relationships to increase the chances of academic success for their student(s).</p> <p>Wildcat Wellness Center</p> <p>To help address social, emotional and health needs, AHS has a primary care facility called the Wildcat Wellness Center. The WWC is similar to a doctor's office but is located right inside the high school. The WWC services all youth in Albion, and the surrounding community, ages 10-21 and their children if under the age of 10. The WWC is staffed by a Nurse Practitioner and a Medical Assistant. Partnerships with other local health care providers have been established to provide specialized care and services, i.e. OB/GYN, mental health screening and counseling, and behavior health screening. The WWC's Teen Advisory Council serves as the school's coordinated health committee. This team meets bi-monthly and focus on topics that effect the school and surrounding community.</p> <p>Behavior Health Resources</p> <p>AHS has a working relationship with Behavioral Health</p>	
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	<p>Resources. Throughout life we encounter problems that are not so easy to resolve. They show up in ways that include puzzling, distressing feelings, low self-confidence, self-defeating behaviors and decision-making dilemmas. Many times the usual way of handling these problems does not work. Simply talking to friends or relatives may seem impossible.</p> <p>Personal counseling offers a chance to talk over what is on your mind with a professional who can help you learn new skills and ways of looking at situations so that you will be more capable of resolving these issues. Learn more about our caring professionals, their specialties, and their approach in helping you achieve a higher quality of life.</p> <p>Character Education Program</p> <p>The Albion Community has adopted the Six Pillars of Character model (Trustworthiness, Respect, Responsibility, Fairness, Caring & Citizenship). Each month posters are printed in the school buildings and displayed in various areas of the community (service stations, restaurants, local businesses, churches, etc.).</p>	
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	<p>Discipline Referral Process</p> <p>There are a large number of students at risk of academic failure due to disruptions in the classroom. As mentioned above, efforts are being made to equip our teachers with skills to build relationships and engage students within the classroom. However, students who choose to repeatedly disrupt classrooms are referred to our Responsibility Room. Students are given a writing assignment to reinforce expectations and are then expected to conference with the referring teacher before being readmitted to class. Teachers are expected to notify parents about each referral. In addition, there are interventions embedded within the progressive discipline steps that mandate parent meetings in an attempt to equip students with the necessary skills to self-correct.</p> <p>Tardies</p> <p>Students who attend school but do not arrive promptly to class miss part of the planned instruction and also create problems for other students and teachers who are interrupted by late arrivals. Policies and procedures have been put in place to encourage students to report to class every day and to</p>	
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	<p>report to class on time. Part of the plan is to encourage the AHS teachers to develop exciting lessons that captivate the attention of the students that increases their desire to be in class and arrive on a timely basis.</p> <p>Student Leadership Council</p> <p>Students will also be involved in the development of the PBS system used in establishing the Culture and Climate of the school.</p>	
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Providing Operational Flexibility and Sustained Support		
Required Activities		
SIG Criteria	Albion High School School Improvement Plan	Source of Funding
<p>Provide operational flexibility (staffing, calendars/time/budgeting) to implement comprehensive approach to substantially increase student achievement and increase graduation rates.</p>	<p>Buildings have site based control over their budgets. They are required to work within district funding allowances. The newly assigned principal is in complete control over the high school budget. Included in the proposal is a three year calendar over which reforms will be implemented provided the funding is approved. This calendar is clear on the</p>	<p>SIG and General Funds/ Title I and Title II, SSOS, RAG, SIP</p>

	<p>resources that will be provided to address student achievement. The narrative indicates the increase in learning time that will occur as a result of this grant. All students will have opportunities for additional learning time to address student achievement. As described, teachers will be spend time in numerous PD experiences and will be paid stipends for work done outside of the school day.</p> <p>AHS will complete a MME review with the Calhoun Intermediate School District (course audit). The information and recommendations will be used to change and adapt programs, etc. where necessary.</p> <p>AHS will continue to utilize the credit recovery program to provide structured support for students and impact graduation rates.</p>	
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<p>Ensure that school received ongoing, intensive TA and related support from LEA, SEA, or designated external leader partner or organization.</p>	<p>AHS will receive ongoing Technical Assistance with the CISD, its approved service provider, with full support of the CISD Board and Superintendent.</p> <p>Upon approval of this grant, the Albion Education Association will have the resources to provide necessary support for AHS to implement the identified reforms and address the goals of Albion High School.</p>	<p>SSOS, Rag, SIP, Genera I Fund</p>

Section III:

Describe Actions taken, or those that will be taken to:

- Design and implement interventions consistent with the final requirements

Albion High School has:

1. Selected intervention model. (Transformational Model)
2. Selected a Service Provider. (Calhoun County ISD for Leadership Coach, Instructional Coaching Support, Management Coaching Support, and the Michigan State Leadership Fellowship for Principals).

Albion High School will:

1. Continue to meet with the CISD Service Provider to analyze and identify needs based on the action plan that was created Jan. – May 2010.
2. Work with Albion Education Association representation and teachers to create an evaluation model based on student growth and merit participation.
3. Work with Albion Education Association representation to incorporate early release and late start to have PD opportunities focusing on data, etc.

4. Employ a Learning Design Model Coach, Data Coach, ELA, Math and Classroom Management Coach to assist with curriculum alignment, mapping, common assessments (data collection/evaluation and adjustment), and unit/lesson design templates.
5. Establish additional assistance for students in ELA and Math aligned directly with core content courses based on our quarterly and weekly assessment data. This will provide additional support and intervention for students to meet with greater success in ELA and Math.
6. Work with Technology Instructional Specialist from CISD to support technology needs in the district. The district will continue to use the CPS units as well as the Navigator Calculator systems. Media carts will be provided for all staff and for all classrooms. Have computers on wheels (COWS) available with wireless capabilities for classrooms to use.
7. Provide professional development in Math and ELA. This PD will take place during half-day PD days, release time, after school, common planning time, and using on-site coaches. The PD will cover data analysis, instructional strategies, classroom management and technology integration. Collaborative Action Teams will help design the professional development.
8. Collaborative Action Teams based on data will be established within the high school. These groups will meet once a week with CISD staff members, coaches based on Rick DuFour's Professional Learning Communities model.
9. Employ a Coordinator of Differentiated Instruction (through CISD or district) to improve data entry, interpretation, analysis and dissemination of district data and to work with teachers to analyze and interpret student data to inform instruction.

10. Provide a Michigan Merit Curriculum review and add support with MME test preparation classes, refinement of student schedules and course alignment.
11. Employ outreach workers to work with students and families from Albion High School.
12. Employ Building Content Specialists in ELA and Math to support teachers in those content areas.
13. Use the Following Assessment Data: Plan and Explore, MME, Unit and Quarterly Assessments, Weekly Assessments, NWEA, AVID and ED Reading Program to make decisions for instruction and student growth.
14. Communicate with parents on a regular basis (goal of bi-weekly both positive and support). Provide a regular rotation for phone calls and notes to be made or written.
15. Provide external providers from the State's list of preferred providers

The Albion High School District Leadership team chose the Calhoun Intermediate School District. The CISD will help coordinate School Improvement Grant activities including, but not limited to: subcontracting selected services of coaching and professional Development. The CISD will provide expertise to the district in leadership, literacy, math, data analysis, technology, curriculum alignment and budget.

The Michigan State Fellowship will be used for the Leadership Team focus.

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

Albion High School will:

1. Extend the school day for HS in order to provide Zero Hour and Twilight for students.

2. Extend instructional day for all students
3. Provide professional development to change instructional practices such as Kagan Cooperative Learning strategies, Differentiated Instructional Strategies, Strategic Literacy Strategies, Reading Apprenticeship, Math Navigator, Kalamazoo Project and AVID, etc.
4. Provide virtual classes
5. Add data and reflect on student achievement growth to teacher evaluation; continue to work on unit and quarterly assessments in all areas.
6. Monitor lesson plans, instruction, assessment data, unit design and student scheduling based on the Learning Design Model.
7. Implement Drop Everything and Read School wide.
8. Continue to implement Writing Across the Content Areas
9. Have 7-12 take the EDRP or a similar measurement tool at least two times a year to determine reading level and to identify students who need support.
10. Implement a Positive Behavior Support System that focuses on building relationships and teaching behavior expectations.
11. Implement AVID Strategies across all classrooms (WICR, Cornell Notes)
12. Implement Building Academic Vocabulary by Marzano through Daily Vocabulary and Word Walls tied to content.
13. Create and provide a professional library for all staff to use with researched based books, etc. that align with the practices being implemented.
14. Provide a school Response to Intervention Model (RTI) both academically and behaviorally to support student achievement.

15. Implement job embedded staff meetings focused on collaboration about teaching and learning. Business will be covered in memos as much as possible. The Collaborative Action teams and Building Leadership team will assist in planning and scheduling.
16. Implement an Academic Referral System for students and teachers data tracking system for immediate feedback on assessments for students and for teachers to use to make instructional changes. This information will also identify student who need support.

- **Sustain the reforms after the funding ends**

Albion high School will:

1. Develop capacity within the Albion High School staff to continue the work and train others.
2. Use coaches techniques and strategies intentionally to embed instructional and classroom practices;
3. Build accountability with peers, collaborative action teams and professional learning communities so that existing staff can train new staff and reinforce practices with each other.

Section IV

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.

Current Year	Year 1	Year 2	Year 3
Selected Transformation Model	Implementation of Transformation Model Action Plan	Implementation of Transformation Model Action Plan	Implementation of Transformation Model Action Plan
Selected the Calhoun Intermediate School District as the Service Provider (Jan. 2010)	Continued work with the CISD as the service provider	Continued work with the CISD as the service provider	Continued work with the CISD as the service provider
Outreach Worker – 1 Implement an Outreach Worker to support the students, parents and school in ensuring academic success for students.	Increase Outreach Workers to 3	Maintain Outreach Workers at 3	Maintain Outreach Workers at 3

<p>MSU Fellowship – AHS Building Leadership Team will attend the MSU Principals Leadership Fellowship</p>	<p>MSU Fellowship: Continued Leadership Training for building teams</p>	<p>MSU Fellowship: Continued Leadership Training for building teams</p>	<p>MSU Fellowship: Continued Leadership Training for building team</p>
<p>Building Leadership Team - Identified and began meeting with this team in January 2010. New team members joined in August 2010.</p>	<p>Building Leadership Team will continue to work with service provider CISD to hire staff to implement interventions (ELA coach, Math Coach, Technology support, Data Coach, Leadership Coach and Classroom Management Coach). This team will continue to meet at least 8 times a year to maintain focus on the action</p>	<p>Building Leadership Team will continue to work with service provider CISD to hire staff to implement interventions (ELA coach, Math Coach, Technology support, Data Coach, Leadership Coach and Classroom Management Coach).</p> <p>This team will continue to meet at least 8 times a year to maintain focus on the action plan.</p>	<p>Building Leadership Team will continue to work with service provider CISD to hire staff to implement interventions (ELA coach, Math Coach, Technology support, Data Coach, Leadership Coach and Classroom Management Coach).</p> <p>This team will continue to meet at least 8 times a year to maintain focus on the action plan.</p>

	plan.		
TEAM – This TEAM was established in the addendum to the teacher’s Master Agreement.	Reviews progress annually and makes recommendations.	Reviews progress annually and makes recommendations .	Reviews progress annually and makes recommendations .
AVID – Summer training took place during the summer 2010. Continue to implement AVID with the desire to increase sections over the year and to immerse the AVID techniques throughout all content area classrooms: Cornell Notes, etc. 4 sections: 7 & 8 combination 9 th grade	AVID Growth: 5 sections 7 & 8 combination 9 th grade 10 th grade 11 th grade 12 th Grade	Maintain AVID Growth: 5 sections 7 & 8 combination 9 th grade 10 th grade 11 th grade 12 th Grade	Maintain AVID Growth: 5 sections 7 & 8 combination 9 th grade 10 th grade 11 th grade 12 th Grade

10 th grade 11 th grade			
<p>Coordinator of Differentiated Instruction and Instructional Coaches -</p> <p>CDI, ELA, Math, Leadership & Classroom Management Coaches began working in Jan. 2010 to support the AHS staff in student achievement and growth initiatives. These coaches will also help with the development of curriculum and assessments and the method to be used in delivery, analysis and instruction.</p>	<p>CDI, ELA, Math, Leadership & Classroom Management coaches continued support</p>	<p>CDI, ELA, Math, Leadership & Classroom Management coaches continued support</p>	<p>CDI, ELA, Math, Leadership & Classroom Management coaches continued support</p>
Cornell Notes - Continued Implementation	Implementation of Cornell Notes with fidelity.	Implementation of Cornell Notes with fidelity	Implementation of Cornell Notes with fidelity

of AVID's Cornell Notes	Design a method in which this can be attained.		
<p>Learning Design Model (Based on McTighe and Wiggins "Backward Design of Curriculum and Power Standards)</p> <p>Training building leadership team on understanding and how to do this process.</p>	<p>Learning Design Model</p> <p>Training teaching staff on unit design</p>	<p>Learning Design Model</p> <p>Expanding units following models created previous year</p>	<p>Learning Design Model</p> <p>Expanding units following models created previous year</p> <p>By this time, assessments, units and lesson should be aligned with the Common Core Curriculum and MME in the format of Power Standards and Backwards Design</p>
<p>Positive Behavior Support</p> <p>A PBS Collaborative Action Team will be developed to identify the PBS</p>	<p>Continue implementation of Schoolwide PBS System</p>	<p>Continue implementation of Schoowide PBS System</p>	<p>Continue implementation of Schoowide PBS System</p>

<p>process utilized within the school. This team will focus on building Relationships, developing expectations and how to teach them.</p> <p>Student Leadership Team A team of students will be organized to help support and provide input on schoolwide initiatives</p>	<p>Student Leadership team will continue to be a part of the schoolwide initiative process</p>	<p>Student Leadership team will continue to be a part of the schoolwide initiative process</p>	<p>Student Leadership team will continue to be a part of the schoolwide initiative process</p>
<p>Extending Learning Opportunities - Twilight and Lunch Bunch was implemented</p>	<p>Continuation of Twilight and Lunch Bunch and increase times offered</p> <p>Implement Zero Hour</p>	<p>Continuation of Twilight, Zero Hour and Lunch Bunch</p>	<p>Continuation of Twilight, Zero Hour and Lunch Bunch</p>

<p>ACT Prep Class for Juniors - All juniors will be given an ACT support class to help prepare them for the ACT and MME.</p>	<p>Continuation of ACT Prep Class for Juniors</p>	<p>Continuation of ACT Prep Class for Juniors</p>	<p>Continuation of ACT Prep Class for Juniors</p>
<p>Strategic Literacy Strategies Development - Continued support from ELA coach on the technique of strategic Literacy Strategies across the curriculum (funneling, writing, etc.). This support and PD began in January 2010.</p>	<p>Continued support from ELA coach on the technique of strategic Literacy Strategies across the curriculum</p>	<p>Continued support from ELA coach on the technique of strategic Literacy Strategies across the curriculum</p>	<p>Continued support from ELA coach on the technique of strategic Literacy Strategies across the curriculum</p>
<p>Reading Apprenticeship- Reading Apprenticeship training for four teachers: Sp. Ed., ELA</p>	<p>Reading Apprenticeship training for five teachers: Sp. Ed., ELA Content Specialist, Social Studies</p>	<p>Reading Apprenticeship training for five teachers: Sp. Ed., ELA Content Specialist, Social Studies and Science.</p>	<p>Reading Apprenticeship training for five teachers: Sp. Ed., ELA Content Specialist, Social Studies and Science.</p>

<p>Content Specialist, Social Studies and Science.</p> <p>Teachers will be trained for eight sessions with on site follow up observations and feedback.</p> <p>The Reading Apprenticeship teachers will bring back lessons learned to the entire staff during selected in-service trainings on site.</p>	<p>and Science.</p> <p>Teachers will be trained for eight sessions with on site follow up observations and feedback.</p> <ol style="list-style-type: none"> 1. Implement a 9th grade Academic Literacy Class for Striving Readers. 2. Train ELA Staff Member in the R.A. Academic Literacy Course (\$2950) which includes a five day institute plus all materials. 3. Utilize an ELA trained R.A. Teacher and purchase only the materials needed for student materials (\$495.00 Teacher package plus \$92.75 for student 	<p>Teachers will be trained for eight sessions with on site follow up observations and feedback.</p> <p>Continue 9th grade Academic Literacy Class for Striving Readers.</p>	<p>Teachers will be trained for eight sessions with on site follow up observations and feedback.</p> <p>Continue 9th grade Academic Literacy Class for Striving Readers.</p>
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	materials.)		
<p>Math Navigation System –</p> <p>Math teachers were trained during the 2010 summer and are implementing the use of this system.</p>	Continued support as needed to implement the Math Navigation System and implementation.	Continued support as needed to implement the Math Navigation System and implementation	Continued support as needed to implement the Math Navigation System and implementation
<p>DEAR –</p> <p>Drop Everything and Read</p> <p>The AHS staff (collaboration Team focus) will work together to design a process that will implement the DEAR program during the school day. This process will hopefully be implemented this year.</p>	Continued implementation of DEAR	Continued implementation of DEAR	Continued implementation of DEAR

<p>Increase AP offerings in Core Subjects -</p> <p>Discussion will be held on what AP courses could be added and what they might entail.</p>	<p>Continue to implement AP offerings in Core area subjects</p>	<p>Continue to implement AP offerings in Core area subjects</p>	<p>Continue to implement AP offerings in Core area subjects</p>
<p>Embed Alternative Schools -</p> <p>Discussions will be held on how an alternative school could be offered to students who would benefit from this structure.</p>	<p>Implementation of embedded alternative school</p>	<p>Continuation of embedded alternative school</p>	<p>Continuation of embedded alternative school</p>
<p>Community Partnerships -</p> <p>Discussions will be held with Community Partnerships to help support the AHS school reform initiative: Such groups will consist of AMAP,</p>	<p>Continued discussion and support from Community Partnerships</p>	<p>Continued discussion and support from Community Partnerships</p>	<p>Continued discussion and support from Community Partnerships</p>

<p>NCAAP, Parent-teacher organization, Albion college, etc. The PTA and student advisory team will be developed by the end of this year. Superintendent's Coffee Chats will provide opportunities to discuss progress of the Transformation Model.</p>			
<p>Content Area Specialists - An ELA content area specialist was hired to support teachers with classroom management, instruction and coaching initiatives.</p>	<p>Hiring of a Math Content Area Specialist Continuation of ELA Content Area Specialist These two specialists will continue to support strategies across all of the content areas</p>	<p>Continuation of Content Area Specialist support</p>	<p>Continuation of Content Area Specialist support</p>

<p>Cyber School - Cyber School methods will be investigated in hopes to find a way to implement this for AHS students and offer them a variety of options for learning and earning credit.</p>	<p>Implement Year I of Cyber School.</p>	<p>Continue Cyber School Implementation</p>	<p>Continue Cyber School Implementation</p>
<p>Additional Hours - The discussion of how to add the hours inclusive of instructional time for students and professional development for staff will be discussed will be done with the District Leadership, Albion Education Association Leadership and AHS teachers.</p>	<p>Implementation of additional hours using the agreed upon methods (Amount determined by the Team)</p>	<p>Implementation of additional hours using the agreed upon methods</p>	<p>Implementation of additional hours using the agreed upon methods</p>

<p>Professional Library -</p> <p>Discussion will be held on a location of a professional library, along with which materials.</p>	<p>Purchase PD library materials</p>	<p>Continue building PD library</p>	<p>Continue building PD library</p>
<p>Northwest Evaluation Assessment -</p> <p>This model will be reviewed by the Albion Education Association and teachers as a possible model to use to demonstrate student achievement in the content areas.</p>	<p>If chosen, this model will be implemented. The information will also be used in conjunction with the Coordinator of Differentiated Instruction and the building collaborative action teams.</p>	<p>The NWEA information will be used in conjunction with the Coordinator of Differentiated Instruction and the building collaborative action teams to support student achievement and growth.</p>	<p>The NWEA information will be used in conjunction with the Coordinator of Differentiated Instruction and the building collaborative action teams to support student achievement and growth.</p>
<p>Collaborative Action Teams -</p> <p>The AHS Building leadership team will support the development of</p>	<p>CAT teams will continue</p>	<p>CAT teams will continue</p>	<p>CAT teams will continue</p>

<p>Collaborative Action Teams with the staff. These teams will focus on PD, Instruction, Assessment, and Personalization.</p>			
<p>Book Studies - Various Books will be studied by staff to help develop understandings of diversity and student achievement.</p> <p>Leadership Team and coaches will research and choose focus. Some suggested readings at this point are: <u>Kagan Cooperative Learning</u> by Dr. Spencer Kagan, Kagan Publishing ISBN #978-1-879097-10-0</p>	<p>Continuation of staff Book Studies</p>	<p>Continuation of Staff Book Studies</p>	<p>Continuation of Staff Book Studies</p>

<p><u>A Handbook for Classroom Instruction that Works</u>, Marzano, ASCD, ISBN#0-87120-522-X</p> <p><u>Reading and Writing for Resiliency</u> by Alfred W. Tatum</p> <p><u>Results Now</u> by Michael Smoker</p> <p><u>Understanding by Design</u> by Mctighe and Wiggins</p>			
<p>Breaking Ranks II® -</p> <p>The AHS Leadership Team will study the information presented through <u>Breaking Ranks II®</u> to determine next steps for possible training.</p>	<p>Move forward pending study and begin possible leadership training</p>	<p>Move forward pending study and begin instructional staff and student training</p>	<p>Continuation of leadership, instructional and student training</p>

<p>Selected Service Provider –</p> <p>Work with Calhoun Intermediate School District to develop plan and continue implementation of strategies started in January 2010.</p>	<p>Continue to support Action Plan that includes focus on instruction, content, assessment, technology, PD, intervention and evaluation.</p>	<p>Continue on-going collaboration with CISD and all instructional staff to address gap in achievement with all student and sub-population groups.</p>	<p>Continue on-going collaboration with CISD and all instructional staff to address gap in achievement with all student and sub-population groups.</p>
<p>Academic Student Intervention Center -</p> <p>The Academic Center will work with students who need support using Community partnerships for tutoring. Identifying the students will be done by the weekly assessment data, teacher input, etc. The Coordinator of</p>	<p>Continuation of ASIC</p>	<p>Continuation of ASIC</p>	<p>Continuation of ASIC</p>

<p>Differentiated Instruction , Counseling staff, Outreach Worker, CAT Team and Instructional Coaches will ensure the process runs accordingly</p>			
<p>Grading Practices - The AHS staff implemented two separate grades for homework and assessment. This process will be further discussed and researched to continue to develop understanding.</p>	<p>Continuation of developing the understanding of grading practices and processes</p>	<p>Continuation of developing the understanding of grading practices and processes</p>	<p>Continuation of developing the understanding of grading practices and processes</p>
<p>Data Conferences - Data conferencing will be done with teachers and departments to</p>	<p>Continuation of Data Conferencing</p>	<p>Continuation of Data Conferencing</p>	<p>Continuation of Data Conferencing</p>

<p>help determine what supports students may need to achieve and to help teachers differentiate their instruction.</p> <p>These meetings can be led by but not inclusive of the Coordinator of Differentiated Instruction, Content Area Specialists, departments, instructional staff, counselors, outreach workers, etc.</p> <p>Discussions will take place to determine the best process and time to do such conferences.</p> <p>Formative and Summative Assessment information will be utilized.</p>			
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<p>Early Release/Late Start -</p> <p>Discussions will be held with the District Leadership Team, Albion Education Association and AHS Staff to develop a plan for early or late start which will allow teachers to have more collaborative time focusing on student achievement and growth.</p>	<p>Implementation of Early Release/Late Start</p>	<p>Implementation of Early Release/Late Start</p>	<p>Implementation of Early Release/Late Start</p>
<p>Curriculum Audit -</p> <p>A curriculum audit will be started with the support of the CISD.</p>	<p>Curriculum development will be supported through the CISD and the Learning Design Model.</p>	<p>Curriculum development will be supported through the CISD and the Learning Design Model.</p>	<p>Curriculum development will be supported through the CISD and the Learning Design Model.</p>
<p>AHS Building Administrator and Leadership Coach -</p>	<p>AHS Building Administrator and Leadership Coach will meet</p>	<p>AHS Building Administrator and Leadership Coach will meet</p>	<p>AHS Building Administrator and Leadership Coach will meet</p>

<p>AHS Building Administrator and Leadership Coach will meet on a regular weekly/bi-weekly basis to review progress on the action plan.</p>	<p>on a regular weekly/bi-weekly basis to review progress on the action plan.</p>	<p>on a regular weekly/bi-weekly basis to review progress on the action plan.</p>	<p>on a regular weekly/bi-weekly basis to review progress on the action plan.</p>
<p>Rotation Days - Rotation days will be set up so teachers and coaches will have ample opportunities to collaborate on instructional and classroom management strategies.</p>	<p>Rotation days will be set up so teachers and coaches will have ample opportunities to collaborate on instructional and classroom management strategies.</p>	<p>Rotation days will be set up so teachers and coaches will have ample opportunities to collaborate on instructional and classroom management strategies.</p>	<p>Rotation days will be set up so teachers and coaches will have ample opportunities to collaborate on instructional and classroom management strategies.</p>

Section V

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

Goal Area	ELA: Writing and Reading								
Rationale (GAP)	<p>2010 MME Writing scores showed 18.3% proficiency.</p> <p>2009 MEAP Writing scores declined from 58.2% in 7th grade to 22% in 11th grade. 2010 MME scores for writing showed 18.3% proficiency. 2010 MEAP scores were unavailable.</p> <p>2010 MME Reading scores showed 43% proficiency.</p> <p>MEAP Reading scores declined from 54.5% in 7th grade to 43.3% in 11th grade.</p> <p>African American, Students with Disabilities and Economically Disadvantaged students score consistently lower in reading and writing on the MME and MEAP.</p>								
Objective (SMART)	<p>Increase the percentage of proficient students in reading and writing as measured on the 2010-2011 MEAP and MME.</p> <table border="1" style="width: 100%; margin-top: 10px;"> <thead> <tr> <th style="width: 33%;">Grade Level and Content</th> <th style="width: 33%;">Current Score</th> <th style="width: 33%;">Target Score</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>			Grade Level and Content	Current Score	Target Score			
Grade Level and Content	Current Score	Target Score							

	7 th MEAP Reading	54.5%	60%
	2009 7 th MEAP Writing	58.2%	64%
	8 th MEAP Reading	62.5%	67%
	11 th MME Reading	43%	49%
	11 th MME Writing	19%	28%

Goal Area	Math						
Rationale (GAP)	<p>2010 MME Math scores showed 16.7% proficiency.</p> <p>MEAP Math scores declined from 67.3% in 7th grade to 16.7% in 11th grade.</p> <p>African American, Students with Disabilities and Economically Disadvantaged students score consistently lower in on the MME and MEAP.</p>						
Objective (SMART)	<p>Increase the percentage of proficient students in Math as measured on the 2010-2011 MEAP and MME.</p> <table border="1"> <thead> <tr> <th>Grade Level and Content</th> <th>Current Score</th> <th>Target Score</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Grade Level and Content	Current Score	Target Score			
Grade Level and Content	Current Score	Target Score					

	7 th MEAP Math	67.3%	72%	
	8 th MEAP Math	33.8%	41%	
	11 th MME Math	16.7%	26%	

Section VI

As appropriate, the LEA must consult with relevant stakeholders regarding the LEA's application and implementation of school improvement models in its Tier I and Tier II schools.

Describe how this process was conducted within the LEA.

Stakeholders: students, parents, family/community members, teachers/staff, administrators, board members, CISD and Michigan State University Fellowship program have participated in the following activities:

- May 11, 2010: School Board Meeting: Discussion of Reform Process
- June 14, 2010: Targeted to Schoolwide: 8:00-12:00 p.m. – AHS
- June 17, 2010: Targeted to Schoolwide: 9:00-12:00 p.m. - AHS
- June 24, 2010: Targeted to Schoolwide: 9:00-12:00 p.m. - AHS
- June 28, 2010: Tier III, Michigan Dept. of Education Mtg. – Lansing
- July 1, 2010: Targeted to Schoolwide: 8:00-12:00 p.m. – AHS
- July 6, 2010: Targeted to Schoolwide: 8:00-12:00 p.m. – AHS
- July 6, 2010: Community AYP Meeting; Charles Snyder Bldg.
- July 7, 2010: Targeted to Schoolwide: 8:00-12:00 p.m. and 2:00-4:00 p.m. - AHS
- July 8, 2010: School Board Mtg.
- July 8, 2010: Superintendent Coffee Chat; New Hope Worship Ctr.
- July 13, 2010: Targeted to Schoolwide: 8:00-12:00 p.m. – AHS
- July 14, 2010: Targeted to Schoolwide: 12:00-4:00 p.m. – AHS
- July 15, 2010: Targeted to Schoolwide: 8:00-12:00 p.m. – AHS
- July 20, 2010: Targeted to Schoolwide: 8:00-6:30 p.m. – AHS
- July 21, 2010: Targeted to Schoolwide: 8:00-12:00 p.m. – AHS
- July 26-29, 2010: Michigan State Principals Fellowship with Leadership Team
- July 28, 2010: School Board Work Session

November 11, 2010: Negotiations Meeting
November 12, 2010: AHS Building Leadership Team Mtg. SRR
Review
November 15, 2010: Negotiations Meeting

Budget Analysis

(Currently under development)

Appendix B: Administrative Appraisal Process

INTRODUCTION

A necessary part of continued professional growth is the periodic assessment of the district level administrator. This process should be an on-going assessment of the individual's job-related performance as defined in his/her job description for the position. The evaluation should:

1. Encourage professional growth and improved performance of the individual.
2. Enhance communication and understanding between the administrator and his/her supervisor.
3. Defuse destructive criticism and make constructive criticism more effective.
4. Establish a system of communication that is helpful in dealing with job-related issues impacting the educational process.
5. Allow the supervisor to fulfill his/her responsibility to provide a well-managed district without interfering with the daily operations under the administrator's area of responsibility.
6. Provide an outlet for airing issues, problems, needs, concerns, frustrations, or anxieties.
7. Document that the supervisor has communicated his/her desires to the administrator.
8. Comply with established laws, rules, and policies for the appraisal of the administrator.

To be effective, an appraisal system should have the following components:

1. A written appraisal procedure that defines the structure of the evaluation, including time lines, procedures, evaluation criteria, and the appraisal instrument.
2. An appraisal instrument based on the administrator's job description.

3. An administrator's self-appraisal through which the administrator can identify his/her strengths, weaknesses, and future goals using several indicators as well as academic achievement data which indicates student growth.
4. A conference between the supervisor and administrator during which the administrator's accomplishments are acknowledged, skill areas needing improvement are discussed and recommendations for improvement are presented.

Evaluation Timeline

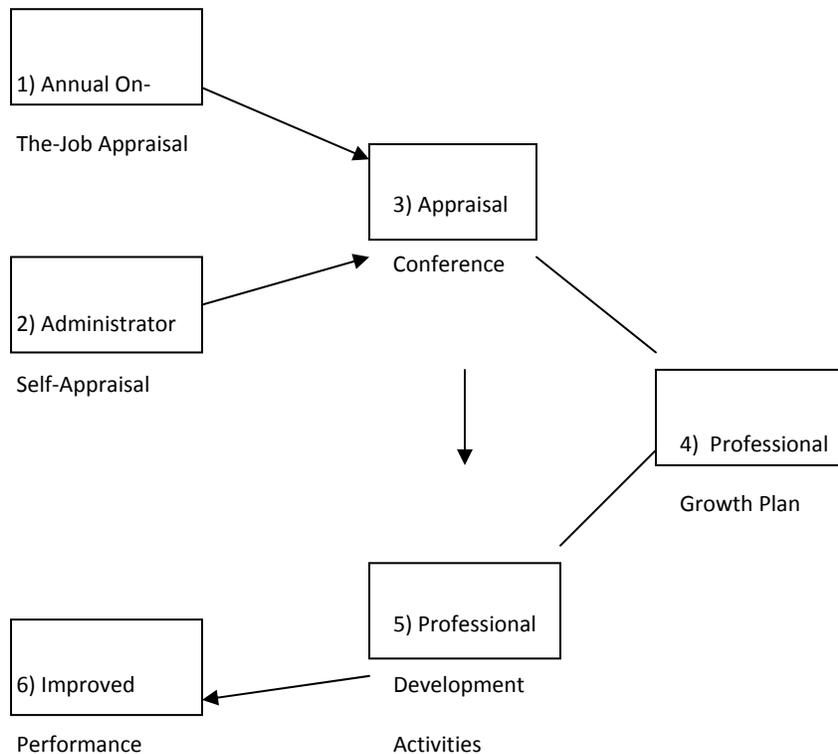
Self appraisal and approval of goals. November 15

Appraisal conference if the administrator will not be renewed. March 15

Appraisal conference for administrators who are being renewed. June 1

APPRAISAL CYCLE

The following diagram illustrates the main components of the administrator's appraisal process:



1. **Annual On-The-Job Appraisal** This step involves an examination of the administrator's performance as compared with the expectations for each performance indicator in the job description.
2. **Administrator Self-Appraisal:** The administrator appraises his/her own strengths in order to set personal professional growth goals.
3. **Appraisal Conference:** At the end of the appraisal period the supervisor conducts a conference with the administrator discuss his/her appraisal of his/her performance.

4. **Professional Growth Plan:** The administrator utilizes the appraisal of his performance by the supervisor and the self-assessment evaluation to develop a professional growth plan.
5. **Professional Development Activities:** Professional development activities appropriate to the need defined in the plan are carried out (example: graduate courses, seminars, workshops, and conferences).
6. **Improved Performance:** The final outcomes of an effective appraisal process should be improved on-the-job performance and general improvement in leadership and management skills.
 - a. **The supervisor will appraise the administrator by:**
 - i. Rating the performance of the administrator as: 1) *Meets or Exceed Expectations* 2) *Does Not Meet Expectations*, on each of the duties and responsibilities on the job description.
 - ii. Meeting with the administrator to discuss his/her evaluation of the individual's job-related performance and his/her *Self-Appraisal Instrument*. The administrator's accomplishments should be acknowledged, areas needing improvement discussed, and recommendations for improvement presented.
 - iii. Discussing the recommendation for extension of the administrator's

Contract.

ALBION PUBLIC SCHOOLS**ADMINISTRATOR'S SELF-APPRAISAL**

Name: _____ Assignment: _____

1. What do you consider your most significant accomplishments during the last school year?
2. Identify areas that you feel were not accomplished during the past school year and the factors that you feel prevented completion.
3. Based on your student achievement numbers last year, what areas will you focus on in response to the data (please include specific indicators of student growth).
4. Establish 3-5 major goals that you will set for your building as you finish the current school year and 3-5 major goals you will set to open up the school year in the fall. Describe how you will measure these goals.

Administrator's Signature _____ Date _____

Evaluator's Signature _____ Date _____

ALBION PUBLIC SCHOOLS
Comprehensive Appraisal of Administrators
2009-2010

Name	Campus/Location
------	-----------------

Title

Years of administrative experience in Albion Public Schools(including current year): _____

Directions:

Items I through VII below constitute areas of competence for an administrator in Albion Public Schools to perform their job successfully. Each area of competence is following by a series of statements that are indicative of proficient practice in the competency. The evaluator will mark each competency as MEETS or EXCEEDS EXPECTATIONS or DOES NOT MEET EXPECTATIONS. The "Comments" section should be used to elaborate on the administrator's observations about an administrator's strengths or areas of concern. Comments of a specific nature are mandatory if the indicator has been marked DOES NOT MEET EXPECTATIONS. Administrators will not be held accountable for indicators not reflected in their job responsibilities. The area of competence and respective indicators should serve as the basis for administrator improvement plans. All administrators will work on personal improvement annually.

I. Instructional Leadership

- Promotes the improvement of student achievement.
- Demonstrates skill in the selection of staff.
- Provides guidance and support to all staff members in their involvement with students, patrons, and colleagues.
- Ensures the effective evaluation of assigned personnel.
- Encourages and facilitates the personal and professional growth of teachers.
- Demonstrates leadership in improving student academic achievement.
- Maximizes effective use of instructional time.
- Assists the teaching staff in implementing strategies for effective teaching and classroom management.
- Utilizes assessment data to enhance instructional leadership.
- Monitors student growth and implements instructional practices for teachers to respond appropriately to the data.

_____ Meets or Exceeds Expectations

_____ Does Not Meet Expectations

Comments:

II. Personal Leadership Skills

- *Problem Analysis:* Ability to find relevant data and analyze complex information; ability to search for information with a purpose.
- *Judgment:* Ability to reach logical conclusions; skill in identifying educational needs and setting priorities; ability to evaluate written communications.
- *Organizational Ability:* Ability to plan, schedule and direct work of others; skill in using resources; ability to deal with great and competing demands on one's time.
- *Decisiveness:* Ability to recognize when a decision is required and to act efficiently and effectively.
- *Personal Leadership:* Ability to direct and influence the actions of others in the organization; skill in exercising responsible authority.

- *Sensitivity*: Ability to perceive needs, concerns, and personal problems of others; skill in resolving conflicts; tact and tolerance in dealing with people from different backgrounds.
- *Stress Tolerance*: Ability to perform under pressure and during opposition; ability to think on one's feet.
- *Oral Communication*: Ability to make a clear oral presentation of facts or ideas.
- *Written Communication*: Ability to express ideas clearly in writing and to write appropriately and accurately for various audiences.
- *Range of Interests*: Competence to discuss a variety of subjects in one's professional field; participate in events and activities at the building, district, and state levels.
- *Educational Values*: Possesses and articulates a well-reasoned educational philosophy; exhibits behavior that emphasizes the value of education.
- *Ethics*: Conforms to accepted professional standards of conduct.
- *Student/Staff Morale*: Discerns levels of morale and acts accordingly.

_____ **Meets or Exceeds Expectations**

_____ **Does Not Meet Expectations**

Comments:

III. School/Organizational Improvement

- Models professional expertise.
- Actively pursues and continues professional growth.
- Identifies school needs for instructional/curricular improvement based on substantive data, and pursues a plan for meeting identified needs.
- Effectively utilizes services of system-wide administrators.
- Actively participates in staff development.
- Facilitates the accomplishment of district goals and strategic plans.
- Establishes appropriate standards for student academic achievement.
- Infuses goals of the Consent Decree and related documents into school improvement efforts.

_____ **Meets or Exceeds Expectations**

_____ **Does Not Meet Expectations**

Comments:

IV. Personnel Management

- Establishes and utilizes an effective system for disseminating pertinent information to staff.
- Works collaboratively with staff in the development and articulation of a common vision of improvement.
- Follows district personnel procedures.
- Provides an organizational structure that encourages staff input.
- Ensures continuous renewal of curriculum, policies, and methods.
- Encourages appropriate risk-taking.
- Models support for the goals of the Consent Decree and related documents.

_____ **Meets or Exceeds Expectations**

_____ **Does Not Meet Expectations**

Comments:

V. Student Management

- Assists in the development and implementation of student and classroom plans.
- Assists in the development and implementation of a behavior management system (PBIS, Love and Logic, Kids at Hope, etc.) at the district and building level.
- Interacts productively with staff for effective student management.
- Communicates expectations for student conduct.
- Responds appropriately to students' academic needs.
- Understands and responds to students' individual and social needs.
- Complies with all federal, state, and local regulations and procedures regarding student welfare.
- Willingly assumes responsibilities for evening and weekend activities.
- Administers weekend and evening duties in an appropriate manner.
- Demonstrates active involvement in and support for an appropriate student activity program.
- Establishes and promotes activities for the maximum involvement of all students.

_____ **Meets or Exceeds Expectations**

_____ **Does Not Meet Expectations**

Comments:

VI. School/Community Relations

- Encourages appropriate and effective staff communication with patrons.
- Ensures that parents are aware of instructional programs and other activities in the district.
- Provides guidance and support to organizations and/or projects involving patrons.
- Projects a positive image for the district.
- Interprets curriculum content, instructional methods and student achievement to parents.
- Takes an active role in district public relations efforts.
- Interacts appropriately and effectively with media.
- Demonstrates visibility and availability.
- Demonstrates courtesy, dignity, respect and professionalism.
- Ensures the staff's awareness of scheduled school and district activities and programs.
- Effectively interprets school laws and district policies, Consent Decree and related documents, procedures, and expectations to school personnel.
- Communicates effectively with all stakeholders.

_____ Meets or Exceeds Expectations

_____ Does Not Meet Expectations

Comments:

VII. Fiscal and Facilities Management

- Assumes responsibility for the development and effective administration of available budgets.
- Ensures availability of appropriate materials for staff.
- Works with building and district personnel to ensure that the building and grounds are clean, safe, functional, and aesthetically pleasing.

- Appropriately acquires and maintains equipment and furniture.
- Addresses safety, security, and emergency procedures.

_____ **Meets or Exceeds Expectations**

_____ **Does Not Meet Expectations**

Comments:

VIII. Academic Excellence Performance Indicators

- MEAP/MME scores.
- Assessments used at the elementary level
- ACT scores.
- High school graduation rate.
- Attendance.
- Annual dropout rate.
- Percent of seniors meeting NCLB recommended graduation requirements.
- Utilization of assessment data to indicate student growth.

_____ **Meets or Exceeds Expectations**

_____ **Does Not Meet Expectations**

Comments:

Signature of Evaluator _____ **Date** _____

Signature of Administrator _____ **Date** _____

(Signature acknowledges receipt of a copy)

ALBION PUBLIC SCHOOLS

Administrator Evaluation System

Annual Evaluation

Administrator

Evaluator

Overview of Performance

Recommendations

Based upon job performance as summarized above, I recommend:

_____ **Reemployment**

_____ **Non-renewal of Contract**

Evaluation _____ Date _____

Administrator _____	Date _____
(Signature acknowledges receipt of a copy)	

Distribution: #1: Human Resources

#2: Administrator

#3: Evaluator

ALBION PUBLIC SCHOOLS

Administrator Evaluation System

Administrator Improvement Plan

Name	Campus/Location
Title	Year

I. Areas of Emphasis:

- | | |
|--|---|
| I. _____ Instructional Leadership | V. _____ Student Management |
| II. _____ Personal Leadership Skills | VI. _____ School/Community Relations |
| III. _____ School/Organization Improvement | VII. _____ Fiscal and Facilities Management |
| IV. _____ Personnel Management | |

II. Performance Objectives: The administrator will:

III. Improvement Strategies (Includes the activities, personnel, and time frame necessary to complete the performance objective):

IV. How will success of objectives be measured?

V. Date performance objectives will be completed:

<p>Evaluation _____ Date _____</p> <p>Administrator _____ Date _____</p> <p>(Signature acknowledges receipt of a copy)</p>
--

Distribution: #1: Human Resources

#2: Administrator

#3: Evaluator

District Name Albion Public Schools

School Name Albion High School

Reviewer Number _____

Transformation Model		Page numbers	
Develop and increase school leader effectiveness			
quired Activities	Replace principal*	page 36	
	Use rigorous, transparent evaluation systems for teachers and principal* --Student academic achievement/growth data is included as a significant factor in evaluation; --Multiple observation-based assessments of performance; --Designed and developed with teacher and principal involvement	page 36-39	
	Reward school leaders, teachers, staff who have increased student achievement/growth and graduation rates and remove leaders and staff who have not increased student achievement*	page 40	
	Provide ongoing, high-quality, job-embedded Professional Development (PD) to ensure that teachers are equipped to facilitate teaching and learning*	page 40-41	
Permissible Activities	Implement financial incentives, opportunities for career growth, and more flexible work conditions*	page 41-42	
	----- Provide additional compensation to attract and retain staff*	----- page 41-42	-----
	Institute system for measuring changes in instructional practices resulting from PD	page 42	

	Ensure the school is not required to accept a teacher without consent of teacher and principal regardless of seniority*	page 42-43	
	Include in the planning teachers and principals from other buildings in the LEA		
Comprehensive instructional reform strategies			
Required Activities	Use data to identify and implement instructional program	page 43-45	
	Continuous use of student data (formative, interim, summative) to inform and differentiate instruction	Page 45	
Permissible Activities	Conduct reviews to ensure curriculum is implemented with fidelity and is impacting student achievement	page 46	
	Implement school-wide Response to Intervention (RtI) model	page 46	
	Provide PD to implement strategies to support students with disabilities and English language learners	page 46	
	Use and integrate technology-based interventions	page 47-48	
	(in high schools) Increase rigor (AP, IB, STEM, and others)	page 48-50	
	Improve student transition from middle to high school	page 50-53	
	(in high schools) Increase graduation rates through credit recovery and other strategies	page 53-54	
	Establish early-warning systems to identify students at risk of failure or dropping out	page 54-57	
Increasing learning time and creating community-oriented schools			

Required Activities	Establish schedules to provide increased learning time* --using a longer school day, week, or year schedule to significantly increase the total number of school hours to include additional time for core academic subjects, other subjects, enrichment activities, teacher collaboration or PD	page 57	
	Provide ongoing mechanisms for family and community engagement	page 57	
Permissible Activities	Partnering with parents and community organizations to create safe school environments that meet students' needs	page 58-62	
	Extend or restructure school day to add time for advisory periods to build relationships between students and staff*	page 62-63	
	Improvement of school climate and discipline, for example, positive behavioral supports, anti-bullying	page 63-68	
	Offer full-day kindergarten or pre-kindergarten		
Providing operational flexibility and sustained support			
Required Activities	Give the school sufficient operational flexibility (staffing, calendars/time, budgeting) to implement comprehensive approach*	page 68-70	
	Ensure the school receives ongoing intensive Technical Assistance from LEA, SEA, or turnaround organization	page 70-71	
Permissible Activities	Allow the school to run under new governance in LEA or SEA*		

	Implement weighted per-pupil school-based budget formula based on student needs		
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General Comments

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