

**FERNDALE’S UNIVERSITY HIGH SCHOOL –
A MODEL FOR MEASURING
EXEMPLARY COLLEGE SUCCESS URBAN HIGH SCHOOLS**

**REVISED TRANSFORMATION MODEL – SUBMITTED TO THE MICHIGAN
DEPARTMENT OF EDUCATION, JANUARY 21, 2011**

**INTRODUCTION – A COLLEGE PREPARATORY MODEL FOR
URBAN HIGH SCHOOL STUDENTS**

This plan describes the Transformation Model being implemented by Ferndale Public Schools at University High School after initial review by the Michigan Department of Education in December 2010. The administrators, teachers and staff of University High School, along with Ferndale Schools’ central administrative staff, superintendent and community stakeholders have reviewed the elements of the Transformation Model and substantially incorporated them into this plan for review and approval by the Michigan Department of Education.

In this revised plan, the Ferndale Schools offer a detailed explanation relating to each of the four elements of the Transformation Model, as modified in response to the MDE’s letter of December 10, 2010, **See Attachment A – Letter from Mary Alice Galloway.**

TRANSFORMATION MODEL ELEMENTS— Directed by the MDE, December 2010

ELEMENT 1: Replace the Principal

ELEMENT 2: Use of evaluation systems that take into significant account data on student growth as well as other factors.

ELEMENT 3- Evaluation systems are designed with teacher and principal involvement.

ELEMENT 4- Identify and reward school leaders, teachers, and other staff who have increased student achievement and remove leaders and staff who have been given multiple opportunities to improve professional practice and have not increased student achievement outcomes

In the following section a detailed narrative discussion will address how the Ferndale Schools plans to respond to each of these four required elements. The Transformation Plan components submitted in November 2010 remain unchanged and follow these additions.

ADDITIONAL FEEDBACK - The Ferndale Schools, in acknowledging the feedback provided in the Transformation Model Required Activities form provided in December 2010, has modified this plan to the Transformational Model. In addition, UHS is invested in understanding the full scope of its students' and graduates' academic success. With only three graduating classes on college campuses at this time, UHS is in the early stages of implementing a method for collecting and evaluating college students' need for remediation in college. The following section addresses the request for additional description on the UHS plan to increase student achievement in math.

ELEMENT 1: Replace the Principal.

It is the belief of the Ferndale Schools that to replace the principal at University High School would be detrimental to the culture of the school, and to the progress of the staff in increasing student achievement.

It is also our belief, that under the statute, the MDE has the discretion to approve plans, such as this one presented by Ferndale's University High School, for schools with proven track records of success that do not fit any model of persistently failing schools. In an opinion letter created in response to this directive, John A. Carlson, attorney and partner with Shifman & Carlson, P.C., has studied the enclosed Transformation Model, and finds there is no state mandate prohibiting flexibility in interpreting the school reform statute. **See Attachment B – Opinion Letter**

Therefore, the Ferndale Schools do respectfully decline the directive to replace Principal George Tomey. The Ferndale Schools selected University High School Principal George Tomey to found the new school in 2005. He has successfully created a school culture dedicated to academic and college success, hired and supported an engaged and dynamic staff to create an innovative college-prep curriculum and instruction model, and supported continuous improvement through his leadership

Going forward, the district is working on developing an evaluation tool in collaboration with the Association of Ferndale School Administrators (AFSA) that will focus on student growth. This tool will result in a plan to reward or replace principals who improve student achievement or do not.

ELEMENT 2: Use of evaluation systems that take into significant account data on student growth as well as other factors.

Evaluation Systems Incorporating Student Growth through Teacher and Principal Evaluations.

The UHS School Improvement Team, along with the support of the teaching staff and the Ferndale Education Association (FEA), has proposed a new agreement on teacher and principal evaluation systems for University High School. The goal is to reach an agreement on a system that connects teacher and principal performance with student achievement.

Teacher and Principal Evaluation Models based on the work of Charlotte Danielson

An effective system of teacher and principal evaluation accomplishes two things: First, it ensures quality teaching and second, it promotes professional learning. The quality of teaching is the single most important determinant of student learning; a school district's system of teacher and principal evaluation is the method by which it ensures that teaching is of high quality. Therefore, the system developed for teacher evaluation must have certain characteristics: it must be rigorous, valid, reliable, and defensible, and must be grounded in a research-based and accepted definition of good teaching. Charlotte Danielson's *The Framework for Teaching* provides such a foundation. In addition, the procedures used in teacher evaluation can be used to promote professional learning. By shifting the focus of evaluation from "inspection" to "collaborative reflection," educators ensure the maximum benefit from the evaluation activities.

The Framework for University High School's Effective Teaching

The following is a framework of expectations that University High School has created for its leadership and instructional staff for the development of University High School's teaching and learning. This *Teaching Framework* defines four distinct domains which are built around sets of research-based teaching standards.

These four domains include:

1. Planning and Preparation
2. The Classroom Environment
3. Professional Responsibilities
4. Instruction, Assessment, Communication

The *Teaching Framework* may be used for many purposes, but its full value is realized as the foundation for professional conversations among practitioners as they seek to enhance their skill in the complex task of teaching and learning. Below, is an expanded definition of the four domains and their major components.

Domain 1: Planning and Preparation

Domain 1 includes comprehensive understanding of the content to be taught, knowledge of the students' backgrounds, and designing instruction and assessment. Its components are:

- Demonstrating knowledge of content and pedagogy
- Demonstrating knowledge of student
- Selecting instructional goals
- Demonstrating knowledge of resources
- Designing coherent instruction (Rigor and Relevance)
- Assessing student learning
- Using a variety of instructional strategies including, but not limited to: Brain-Mind-Learning, Marzano Best Practices and activity/project-based strategies

Domain 2: The Classroom Environment

Domain 2 addresses the teacher's skill in establishing an environment conducive to learning, including both the physical and interpersonal aspects of the environment. Its components are:

- Creating an environment of respect and rapport (Relationships)
- Establishing a culture of learning
- Managing classroom procedures
- Managing student behavior
- Organizing physical space

Domain 3: Professional Responsibilities

Domain 3 is concerned with the teacher's skill in engaging students in learning the content, and includes the wide range of instructional strategies that enable students to learn. Its components are:

- Reflecting on teaching
- Maintaining accurate records
- Communicating with families
- Contributing to the school and district
- Growing and developing professionally
- Showing professionalism

Domain 4: Instruction

Domain 4 addresses a teacher's additional professional responsibilities, including self-assessment and reflection, communication with parents, participating in ongoing professional development, and contributing to the school and district environment. Its components are:

- Communicating clearly and accurately
- Using questioning and discussion techniques
- Engaging student in learning
- Providing feedback to students
- Demonstrating flexibility and responsiveness

Three Plans for Evaluation

University High School has developed the following three plans for developing and evaluating highly effective teachers and administrators, including the principal.

Plan I- Individual Development

Mentoring of new teachers is accepted as the optimal method to provide the necessary support. A program of new teacher induction and mentoring consists of informing, training, support and follow-up provided by the current staff to novice teachers with an expected outcome of increasing teacher retention, establishing norms of professionalism, and increasing effective teacher performance, which in turn leads to improved student achievement. In this endeavor it is essential to work from a coherent definition of good teaching. The use of formative assessment based on *The Framework for Teaching* in the mentoring process helps beginning teachers focus on classroom performance and delineate how teaching improves from novice to expert practice.

Who

- Teachers with fewer than four years teaching experience
- Teachers who have not taught previously in Michigan
- Newly hired Michigan tenured teachers
- Annually authorized personnel

Purpose

- To ensure that UHS standards for effective teaching are understood, accepted and demonstrated
- To provide support in implementing the standards
- To provide accountability for decisions to continue employment

What

- Formal observations and evaluation of performance
- Portfolio
- Post-observation reflections
- Mentor observations

Method

- Classroom observation with feedback
- Discussion of professional practices
- Mentor support
- Review of portfolio

Teacher evaluation processes have been revised to include student growth as a mitigating factor in the overall evaluation. Teachers whose students do not show growth, will work with an administrator to develop an Individualized Development Plan (IDP) and will receive coaching from lead/mentor teachers, and assistance in the development of plans to improve instructional practices to increase student growth. Teachers and leaders who do not make improvement after interventions will be removed and replaced.

In collaboration with the Ferndale Education Association, the Ferndale Public Schools has negotiated a Letter of Agreement (LOA) for University High School. This LOA allows for more flexibility regarding seniority rules and enables UHS to hire and retain those individuals who will best meet the needs of University High School's student population.

Plan II- Professional Growth

Professional Growth Planning is a process of self-directed inquiry focused on what teachers need to learn and do to improve their practice, resulting in improved student learning. In this process, teachers engage in self-assessment, analysis of both quantitative and qualitative data, and the priorities of both the school and district. A teacher's professional growth plan may be focused on a specific component of *The Framework for Teaching*, or on a general aspect of practice. A valuable professional growth plan is one that engages teachers in significant new learning of a skill related to one's responsibilities. Preparing a meaningful professional growth plan requires skills of self-assessment and analysis of practice, knowledge of resources available to contribute to one's learning, and the discipline to engage in learning activities to improve practice. The activities of the plan may be undertaken individually or collaboratively with other; in each case the result is the same: improved classroom practice and enhanced student learning.

Who

- Tenured teachers who are demonstrating the UHS Standards for Effective Teaching

Purpose

- To ensure the UHS Standards for Effective Teaching are understood, accepted and demonstrated
- To improve student achievement
- To enhance professional growth
- To provide feedback on professional goals

What

- Joint meeting with administration to develop Professional Growth Plan
- Formal Observations
- Informal Observations
- Formal evaluation of performance
- Documentation
- Goal review meeting with administration

Method

- On-going formal discussion of teacher performance
- Development of Professional Growth Plan by teacher teams
- Collaboration between teacher teams and administration
- Establishment of progress indicators aligned with student achievement growth
- Administrative support of teacher teams
- Feedback to teacher teams.

Plan III- Specific Individual Professional Development

Specific Individual Professional Development Plans are designed for those teachers whose students have not shown growth in their content area. A professional growth plan will be required along with a self-assessment and analysis of practice. Professional conferences and collaboration sessions will be made available to contribute to one's learning and due process disciplinary steps for removal will be in place.

Who

- Teachers in need of specific professional guidance in identified areas(s) of the Standards for Effective Teaching.

Purpose

- To give tenured teachers the opportunity to seek assistance in any Standard
- To provide a more structured process for a tenured teacher who may benefit from more support
- To provide due process for disciplinary action

What

- Three Phases
 1. Awareness Phase
 2. Assistance Phase
 3. Disciplinary Phase

Method

- Observation and feedback focused specifically on identified area(s) of needed improvement.

The University High School staff and leaders have been participating in an intervention model designed to promote student growth through teacher mentoring. A teacher/mentor partnership system was put in place in September 2009.

ELEMENT 3 - Evaluation systems are designed with teacher and principal involvement.

A new model for evaluation was created for University High School with input from the FEA, principals and current staff. The new model is designed to meet the needs of tenured staff, probationary staff, and tenured/non tenured staff with IDPs through goal setting, monthly observations and data discussions. See **Attachment C** for the signatures of the 2010-2011 University High School certified staff members of the FEA.

ELEMENT 4 - Identify and reward school leaders, teachers, and other staff who have increased student achievement and remove leaders and staff who have been given multiple opportunities to improve professional practice and have not increased student achievement outcomes.

University High School recognized that much of the requirements to incorporate this transformational model effectively are outside of the contractual constraints negotiated by the staff's collective bargaining unit that would allow for compensation from the District. As a result, University High School wishes to supplement portions of this compensation through various grant and endowment rewards. In addition, UHS will provide a means to increase opportunities for promotion and career growth, as well as providing flexible working conditions to improve instruction. By using these incentives, UHS can develop and retain its highly qualified staff and compete to recruit the best professionals in the field. Some strategies in this regard may include, but are not limited to:

- Providing incentives and other variations of merit compensation for teachers who are successful in promoting rapid, positive change in student achievement as demonstrated on national, state and local standardized assessments.
- Providing incentives for staff who attend 100% of the workshops targeted at meeting the goals of the data-driven action plans as it relates to their specific content areas. Staff must provide documented proof of attendance and evidence of the information disseminated at the workshop.
- Providing incentives for qualified staff to act as facilitators to develop pertinent workshops to in-service other staff.
- Providing incentives for the extensive Leadership Teams and departmental meetings outside what is allocated and required through the School Improvement Plan.
- Providing incentives for staff who take college courses, and/or certification programs to become more efficient with instructional skills pertinent to the Transformation Model, including an annual \$1,000 stipend for teachers who earn a national certification.
- Incorporating staff input in the scheduling of courses to achieve the most effective results in students achievement.

University High School leadership is working with the Ferndale Schools administration to develop a formula to provide incentives for teachers who show improvement in student achievement: flexibility in scheduling will be available for teachers pursuing advanced degrees, and attending required professional development activities; incentives for career growth will include opportunities to conduct professional development workshops for other staff on effective implementation of strategies to

improve student achievement, and participation and leadership of school committees and activities. Financial incentives will be provided for teachers who volunteer to participate in these out-of-classroom activities.

INCREASING EMPHASIS ON MATHEMATICS

The following information is provided to inform the MDE on increased emphasis to increase student proficiency level in mathematics in response to the comments recorded on last page of the Transformational Model Requirement Activities Feedback Form:

“More description is needed for increasing student achievement in math.”

The staff at University High School is committed to improving student achievement in all subject areas. Since the founding of UHS and the inception of this closely knit team of teachers, this staff has functioned as a professional learning community using data to inform instruction and programming. In response to challenges in raising students’ math scores on standardized tests, an increased focus has now been placed on mathematics where they have implemented a four-pronged approach to strengthening instructional practices and students’ time on task so as to increase student performance. Through a series of initiatives, the staff has created a math-rich environment designed to support student learning and improve performance.

Math Initiatives fall into the following four categories:

1. Professional Development
2. Focused Instruction
3. Formative Assessment
4. Extended Learning Time

1. Math Initiative - Professional Development

In 2010-2011, the UHS math teachers joined a county-wide professional development series designed by Oakland Schools Intermediate School District entitled D.E.L.T.A: Developing Excellence in the Learning and Teaching of Algebra. D.E.L.T.A. is a three-year professional development project designed to strengthen secondary math teachers’ content knowledge and pedagogical skills. As part of this series, teachers attend monthly workshops focused on instructional strategies. A D.E.L.T.A. coach provides on-site support which focuses on implementation of strategies learned at the monthly workshops.

In addition, math professional development has been planned for the entire instructional staff at UHS. The math department is creating a standardized approach to teaching students how to read and decode

math word/story problems. In August 2011, the approach will be taught to all UHS teachers and then incorporated into all classes to help students strengthen their problem solving skills.

2. Math Initiative - Focused Instruction

UHS created two courses designed to strengthen students' test taking skills. The first course is called College Prep and is designed for all juniors. The students are placed with a teacher "Specialist" who teaches ACT/MME strategies in their area of expertise. Over the course of the year, the students rotate to each core instructional area making sure they cover the four content areas found on the ACT. The second course, Project-Based Seminar for Math, meets weekly and focuses on each student's specific area of need.

3. Math Initiative - Formative Assessment

The use of formative assessment strategies has increased this year at UHS. The staff initiated the use of the IOWA Test of Basic Skills as a pre/post testing strategy used to measure student growth from year to year. The staff received training on how to administer the test and interpret the data acquired. In addition, the staff uses Pearson Inform, a test and data warehousing tool, to create common formative assessments aligned with the Michigan Curriculum Framework. The data provided from these tests informs instruction and enhances student achievement. Pearson Inform is also used during ACT Prep Camp to collect data gathered from a mock ACT testing experience. This test is also given to students at the end of their sophomore year, providing ample time for staff to identify and address common weakness areas and plan for instruction in the junior year.

4. Math Initiative - Extended Learning Time

The final initiative centers on ways to incorporate extended learning time in mathematics for all UHS students. The school improvement team is looking at alternative scheduling scenarios designed to provide students with math every day. This will increase the number of instructional minutes students receive in mathematics as opposed to the current Day 1/Day 2 block scheduling system. To address student need, the staff created a College Conditioning program that meets after school on a weekly basis. Students work on concept development, math foundation skills, and developing the resiliency and stamina needed to succeed on long achievement tests.

CONCLUSION TO THE JANUARY 21, 2011 MDE RESPONSE

The Ferndale Schools hereby respectfully submit this Transformation Model to address the school improvement needs of schools like University High School (UHS). As noted, the district will retain the current principal while incorporating a rich complement of teacher and principal evaluation and support mechanisms to strengthen teaching and learning.

The comprehensive school design and instructional model employed successfully by UHS is based on research-driven success models used in progressive schools to ensure urban learners are college ready. In this plan, the Ferndale Schools describe the path this new high school has been on since 2005. It is a path designed to meet the academic achievement needs of all students regardless of their pre-high school preparation. This plan demonstrates how this innovative model has produced a 97-100% college admission rate over three years of graduates, and an outstanding first-year college success rate. The UHS model has also produced performance results on standardized academic measures above the national average for the student demographic.

**A TRANSFORMATION MODEL FOR
FERNDALE’S UNIVERSITY HIGH SCHOOL**

Resubmitted January 21, 2011 with modifications noted in the previous section.

Central to the UHS model is continuous improvement, with ongoing review of outcome and formative data to assess school and individual student progress. As a result of the staff’s rigorous review of benchmark indicators, they have implemented revisions and additions to the UHS program to continuously improve and achieve increasing student success.

Rather than abandon the UHS model in the face of the “persistently failing schools” rating, the Ferndale Public Schools propose to demonstrate how the features of this model are consistent with the Michigan model for success and how the implementation of the model has produced, and will continue to see improvement on student achievement to ensure student success that exceeds state and national standards.

Ferndale’s University High School - Profile At a Glance – The First Three Graduating Classes			
	2008	2009	2010
School Size	407	450	485
Demographics - % African-American	98%	98%	98%
Economically Disadvantaged	58%	72%	65%
ACT Score – of the graduating class	17.1	16.1	17.2
Graduation Class Size	38	103	69
Graduation Rate Source: CEPI	94.87%	99.03%	95.95%
Senior Class Grad Rate = Graduates/Class Size at Graduation	97%	100%	100%
College Acceptance Rate	100%	100%	100%
First Year College Attendance Rate & Average GPA	81% Fall - 2.52 GPA 72% Winter – 2.41 GPA	78% Fall – 2.49 GPA 85% Winter – 2.35 GPA	Pending
Second Year College Attendance Rate & Average GPA	63% Fall – 2.58 GPA 71% Winter – 2.48 GPA	Pending	Pending

This plan provides a model designed for success of all high school students, especially those who began their education in urban systems. The University High School model will ensure that all will succeed – not only in graduating from high school, but ultimately in graduating from college. The Ferndale Schools entered into a mission to create an urban

college-prep high school in Fall 2005 with the support of Michigan Future, Inc. which operates on the philosophy that the urban young people of Michigan must be college-educated to ensure the future success of our state. In a partnership with Lawrence Technological University, the Ferndale Schools established a rigorous curriculum, hand-picked the best administrators and teaching staff possible, and set about educating the pioneering students who left their traditional high schools for a college-prep model designed for their success.

Over the five years University High School has been in existence, three classes of students have graduated with the highest graduation rate of any similar school, and even the highest of all high schools in Oakland County, where the home base site is located . These three graduating classes have documented successes on the college campuses, with 100% of the Classes of 2009 and 2010 accepted to colleges and universities. In addition, 85% of the Class of 2010 completed their first year of college, a statistic that far out-weighs the college-going rate for African-American students nationwide. Numerous studies cite college entrance rates for African-American students near 58%; while college completion rates for African-Americans are only 17%. While these rates have grown considerably in the last 40 years, those dedicated to UHS believe those rates are just not good enough.

It is the expectation at UHS that 100% of the students will gain college acceptance and at least 85% of those who enter college will graduate from college. These goals more than close the achievement gap. To accept less than 100% entrance rates is a concession that is not acceptable. A graduation rate of 75% is in line with the graduation rates of African-American students at elite colleges. UHS will not accept less or concede to lowered expectations. In a school with a student body that is 99% African American and, in the 2010-2011 school year, where 87% of the students are defined as economically disadvantaged, the outcomes experienced by UHS students far exceed state and national data for similar demographics.

In looking toward the future of high school reform, UHS believes its model demonstrates the necessary evidence for a model that has met the criteria set by research-based best practice and has successfully demonstrated rigorous student achievement outcomes. The UHS growth model relies on multiple measures of student academic success including standardized measures such as the ACT/MME and nationally normed testing to benchmark, monitor and assess school and individual student success and to guide strategies to support student college success. The UHS model is consistent with psychometric research that shows that a single test is an insufficient model to predict, measure or to guide student and school success.

University High School is a successful model for high school reform. Unlike test-in schools which select the best students, UHS students enter through open enrollment and they come from dozens of elementary and middle school experiences, representing 150 middle school feeder schools from across metro Detroit.

It is the belief of those dedicated to the UHS reform model that the ACT cannot be the only measure to predict college success. UHS believes, and has proven, that these students can LEARN. They do not enter high school with the skills they need, but the growth they experience from entry through high school graduation is tremendous. UHS argues that that growth model is the true measure reform schools should use to determine the success of a school.

ACT, the national measure of college readiness, purports that students who do not meet the ACT College Readiness Benchmark Scores will not be successful in college. ACT claims that these standard test scores “serve as a direct link between what students have learned and what they are ready to do next.”

According to ACT, only 1% of the UHS Class of 2009 met all four ACT College Readiness Benchmark Scores, thereby predicting that 99% of the class was not college ready. They suggest “Getting more students ready for Algebra prior to 9th grade will increase the changes that students will be prepared for and take advanced level math courses.” For a reform model high school, beginning with 9th Grade, the opportunity to prepare students for the ACT also begins in 9th Grade. On the contrary, ACT assumes the system has been in place with a consistent cohort since kindergarten.

It is important to note that a conscious decision was made to start the college prep school at the Ninth Grade level in 2005. Although the founders recognized the increased level of influence they would have over the students in a K-12 structure, the *mission was to help ensure today’s students would get to college*. There was not the luxury of time to wait 13 years to see the first cohort reach college.

The UHS reform model described throughout this plan demonstrates the rigorous approach to intervention and college preparation possible when a staff, institution, students and parents are dedicated to ensuring the goal of college success is achieved. Because of the compressed time to effect change, the UHS model is based on achieving significant, measurable growth.

UHS Class of 2011 Growth Measures							
(Note: Gray cells represent data that was not yet collected in early years, or that has not yet been collected)							
Year of Grad	Explore Test Taken 9 th Grade	PLAN Test Taken 10 th Grade	First ACT Pretest	ACT/MME ¹ Composite	ACT Composite Retaken after ACT/MME	High School GPA	First Semester College GPA
2013	13.88						
2012	14.13	15.82					
2011		15.51	12.52	16.6			
2010		14.56	13.49	17.2	17.83 ²	2.71	
2009			14.03	16.1	16.80	2.61	2.49
2008				17.1		2.77	2.52

THE ELEPHANT IN THE ROOM – AFRICAN AMERICAN STUDENTS AND STANDARDIZED TESTS

Although college success has been documented, UHS students continue to score lower than the national average of all students on the ACT. And although they score higher than the average of other African-American students, the question must be asked: Why do African-American students score significantly lower on these tests than other students?

2009 ACT Scores of African-American Students					
Note: UHS students perform higher than African American students at the national level, and above their peers at the state level.					
	UHS	State African American	National African American	State All	National All
Avg Composite ACT Score	16.8	15.5	16.9	19.6	21.1

UHS has achieved the measures of success it was created to meet:

- 1. Graduation Rate above 90%**
 - UHS is in the 97th percentile of all other similar schools (Peer schools with more than 80% African-American students)
 - UHS is ranked second of all high schools in Oakland County

¹ Source for ACT Scores represent the ACT/MME test taken in Spring of 11th Grade. Posted on the Michigan Department of Education website at: http://www.michigan.gov/mde/0,1607,7-140-22709_35150_47474---,00.html

² Source: ACT. Many UHS students plan to retake the ACT to improve their scores. For example, for the Class of 2010, 21 of 69 students retook the test, improving their scores 1-4 points. **See Attachment D**, Post-Secondary Results Report to see the “Best ACT After Retakes” column. Light green highlights reflect students who retook the ACT to improve their score.

2. College Acceptance above 90% - 100% for all three classes

3. College Retention/Success –

2008 – 71% enrolled at end of sophomore year with a 2.48 GPA

2009 – 85% enrolled at end of freshman year with a 2.34 GPA

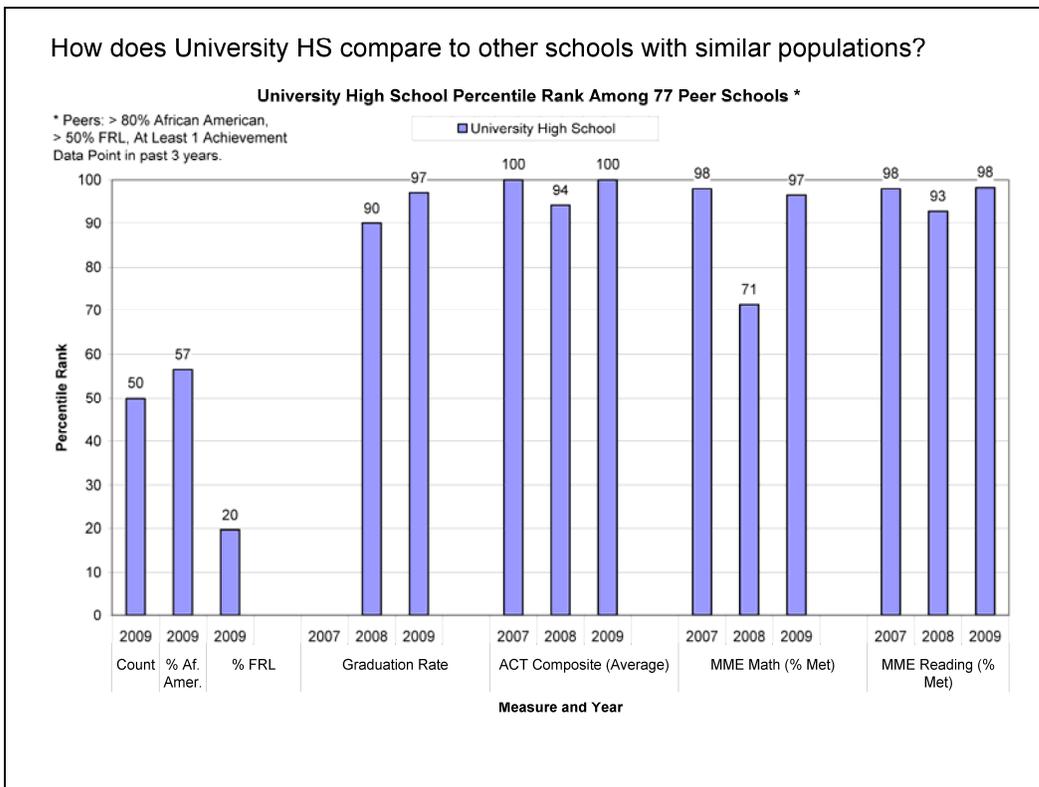
2010 – 91% enrolled and attending freshman year of college

4. ACT Preparation – UHS is in the 100th percentile of peer schools for ACT composite; that is, for schools with an African-American student body of greater than 80%, UHS students perform better on the ACT.

5. AYP – UHS has made AYP every year, and has earned a C on the state Report Card – both of which are based on MME scores.

Note: University High School staff believe their students are doing well in college because of the supportive academic environment they experienced at UHS and the support positions they provide to help them achieve college entrance and college success.

Figure 2 illustrates a comparison among high schools with similar student populations to Ferndale’s University High School, i.e., greater than 80% African-American, and greater than 50% economically disadvantaged.



Clearly among peer schools following a similar mission, to prepare urban students for college success, Ferndale’s University High School is leading the way.

For UHS students, success is measured by more than ACT. Although ACT is the nationally normed test, and considered by many to be the predictor of college success, it is not necessarily the total predictor of success for all students.

When 85% of the UHS Class of 2009 completed their first year of college, earning an average 2.49 GPA, they challenged the predictors.

UHS Class of 2009 College Report – Selected Students					
	High School GPA	ACT Score	1st Semester GPA	College/ University	Major
1	2.04	22	2.0	Wayne State University	Nursing
2	2.42	21	3.85	Eastern Michigan University	Journalism
3	2.38	18	3.30	Saginaw Valley State University	O.T.
4	2.65	16	3.20	Central Michigan University	Education
5	2.84	15	3.30	Oakland University	Business
6	2.73	13	3.40	Marygrove College	Premed

These are only a select few of the class of 101 graduates. They represent students who by the ACT standard were not predicted to be successful in college, but on the contrary, they earned high GPAs at a wide range of colleges and universities across Michigan. See **Attachment D** for a full report on the college performance results of all UHS graduates to date. The college results these students have achieved support the UHS reform model.

Those who bravely enter into the realm of education reform bringing with them experience beyond the classroom, dedication, innovation and creativity, need to be provided long-term support to continue their work. Some would call it “cover,” or protection, to do the toughest work in America’s schools. These teaching forces (just as we respect our armed forces, these warriors in the classroom deserve our support, as well) must have their work validated, not negated by narrowly focused, arbitrary lists. A fully valid evaluation must be applied to ask the deeper questions about each student’s true experience and real success.

The Ferndale Schools request that the UHS Transformation model be accepted as the FPS UHS reform plan. It is the belief of everyone involved in UHS that this Transformation reform model will yield the desired success.

FERNDALE’S UNIVERSITY HIGH SCHOOL MODEL FOR HIGH SCHOOL REFORM

There is a national mandate for all schools to ensure the success of their students. With that mandate, No Child Left Behind and the School Improvement initiatives of the Obama Administration, comes a series of sanctions for schools whose students have not achieved at the levels set for them. UHS has been identified by Michigan Department of Education measures as a “persistently low achieving school,” requiring it to develop a redesign model to improve student achievement. And although we agree that schools should be accountable, and all students deserve a rigorous curriculum and instruction model, we believe that Ferndale’s University High School has created not only a successful model to serve its students, but a replicable model to serve thousands of urban students and to support them in achieving their goals of graduating from college.

This plan provides a detailed overview of the high school, including its mission, curriculum and instruction, responses to intervention, rigorous use of data to inform instruction, and preparation for increasing success on the nationally normed ACT test.

University High School’s reform model functions as a successful national model for urban students for the following reasons:

1. **College-Going Culture:** UHS is a reform model high school meticulously designed with a rigorous, college-prep curriculum that has demonstrated college success in just three years of graduating classes. While the UHS community is proud of its high graduation rate, it would mean little if students weren’t staying in college. The primary goal of UHS is to ensure a minimum of 85% of their students graduating from UHS with 85% of those students attending college and 85% of those students graduating from college. UHS measures its success by how many of its students advance beyond high school graduation to graduate from college.
2. **Culture of Persistence:** Although UHS students take the official ACT after only 2 ½ years in the school, the majority of them continue to practice test preparation and retake the exam in the senior year to raise their scores.
3. **Culture of Success Despite the Odds:** UHS students have the second highest graduation rates in Oakland County, higher ACT

scores than peer schools with similar demographics statewide, and higher college attendance rates than other urban schools.

4. **Dedication to the Whole Child:** No parent would measure their child by one test score, and they would not want their schools to do so either. UHS uses a comprehensive set of assessments based on a developmental growth model, commitment to demonstrating continuous improvement throughout all four years of high school (described later in this plan) to support students in achieving measurable increases in achievement from 9th Grade through to college graduation.
5. **Culture of Extraordinary Staff Dedication:** Through a unique agreement with the Ferndale Schools teachers' bargaining unit that ensures staffing consistency, full support of the Board of Education, and an opportunity to hand-pick the staff, UHS has the benefit of a staff dedicated to continuous improvement, opportunities to develop school improvement plans to continually refine and enhance the teaching and learning at their school.

We believe that it is impossible and inappropriate in an industry that serves human beings to merely rely on a single day/single test accountability measure to comprehensively quantify the success or failure of a school. This discounts the aspects of teaching and learning, the power of a supportive school culture, and the many dimensions of a successful student that cannot be measured by these tests. We believe student achievement should be measured holistically, and that their success as they complete post-secondary high school is an essential assessment of that success.

We believe, and this plan substantiates, that Ferndale's University High School is not in need of a re-start model with new leadership or staff. On the contrary, we believe UHS represents new and creative approaches to a high school reform model that is working, will continue to improve, and should be considered as a model for other schools seeking to prepare minority and urban students for college success.

This document provides evidence that UHS is not a failing school, rather it is a successful model for reform that is designed based on the research derived best practices and that continuously uses multiple metrics to determine student and school program success. UHS has a Grades 9-16 vision to measure student success which includes attendance, retention, and graduation from college. At the heart of UHS' measures of success are – the "Life Outcomes" – Graduation from college and the ability to earn a living. This plan proposes that the MDE expand its approach to determining school success.

VISION STATEMENT

UHS is a rigorous, innovative college-preparatory school, with a curriculum organized around college preparedness and careers for the 21st Century. UHS offers students a dynamic learning environment where project-based learning occurs and prepares students to meet the ever-growing challenges of college and the professional world. UHS has a 9-16 vision, where success is measured by the number of UHS students who graduate from college. UHS students receive the support they need to be self-motivated learners who are respectful, professional, and invested in their education. Students and teachers work together to create a safe and caring learning environment.

MISSION OF UNIVERSITY HIGH SCHOOL

The mission of University High School is to prepare students to be successful in college without need of remediation. UHS students will also graduate from college and be successful in 21st Century careers.

THE LESSONS LEARNED

In five years since opening its doors, the staff at Ferndale's University High School has tackled the challenge of ensuring student mastery with benchmarks ranging from standardized testing to college graduation. In that time, they have learned many lessons. There are ten essential lessons or core beliefs that guide actions and practices at UHS.

1. Every student can learn: "THESE Kids can Learn."
2. Leadership is everyone's responsibility.
3. Student learning, achievement comes first.
4. Relationships are at the core of everything we do.
5. Culture influences everything at UHS.
6. Teachers and instruction are more important than curricula.
7. Take care of the little things.
8. Develop and have integrity to a clear and consistent model.
9. Practices should reflect values and beliefs.
10. We should always prescribe hope.

2010 SCHOOL IMPROVEMENT PLAN

Ferndale's University High School was founded in 2005 by an institution and new schools staff dedicated to a reform mission uniquely designed to prepare urban students not only for high school graduation, but also for successful matriculation to college and through to college graduation.

The UHS curriculum was developed in alignment with the Michigan High School Content Standards (HSCEs), and through an agreement with the Henry Ford Learning Institute. Curriculum materials are selected to provide a link between course content and the students' cultural background, with emphasis on accomplishments of their cultural groups.

The staff at UHS operates on a flexible and fluid, continuous improvement model. Throughout their five years, the staff and administration have continually revisited their teaching methods and curriculum to benefit students and increase achievement. Together, they have developed a curriculum and instruction model to match students' needs. Teachers in each core content area plan and implement a common beginning unit focused on fundamental skills needed for success in mastering the content area through Michigan Merit High School Content Expectations and college preparatory exams. As students' cognitive abilities evolve, they are matched with appropriate course structure and content, increasing rigor, scope and depth.

Instructional strategies implemented at UHS are research-based and designed to engage all students in brain-mind learning. The staff is highly trained and proficient in integrating Dr. Marcia Tate's brain-mind strategies into all curriculum areas. After a two-year study with inclusion of the strategies identified in Worksheets Don't Grow Dendrites, the UHS staff integrated specific instructional strategies into all lessons.

School Improvement is part of a district-wide continuous improvement effort designed to increase student achievement. Staff collects and reviews data for all students from year to year, as well as, analyzing cohort performance. According to the 2010 MME test administration data, 97% of the student population is African-American and 72% are Economically Disadvantaged. Therefore, noting that nearly all students represent "subgroups," the staff's focus is on improving *all* students' achievement and on closing the achievement gap between UHS students and students statewide and nationwide.

It is important to note here that the Ferndale Schools and the UHS staff acknowledge that the performance of UHS students on the MME/ACT are in need of improvement, in particular in Math and Reading. The district asserts the belief that these lower-than-desired test scores can be

addressed without the need to enter into a turnaround model, such as those proposed by the Michigan Department of Education. This Transformation Model includes the UHS School Improvement Plan focused on improvement in four core content areas, with intensive intervention and focus on mathematics.

Most recently, UHS has developed the **2010 School Improvement Plan**, included here as **Attachment E**. This working document includes four primary goals for improving student achievement. These goals are based on analysis of ACT/MME and other academic assessments:

Goal 1: Science Literacy

This goal was developed to address a gap in fundamental science skills, including basic math skills (graphing, chart analysis, fractions and conversions) and background vocabulary that exists when new students enter UHS from over 150 different middle school science curriculum experiences.

Goal 2: ELA Writing and Reading College Readiness

This goal addresses the gap between the UHS student population and the state/national average on the ACT/MME. The goal is to improve ACT composite scores by at least one point. A secondary goal is to improve students' understanding of informational text through a non-fiction text analysis focus throughout the year.

Goal 3: Math College Readiness

Recognizing drastically low MME scores in mathematics, the UHS staff is focusing on improving mathematics achievement as the most critical area targeted by the School Improvement Plan. The staff not only acknowledges that students have not performed at the levels where they need to be, but they have also addressed the gap between the UHS student ACT score and the college readiness math score of six points. The goal is to improve the ACT math subscore by at least one point each year. This will be achieved through intensive focus on ensuring students master foundation skills such as fraction math, inequalities, number line, basic operations and negative numbers identified as areas needed remediation to ensure success in algebra and geometry.

Goal 4: Social Studies College Readiness

The ninth grade MEAP demonstrates a lack of background knowledge in social studies, including map identification, economic calculations, economic concepts, and vocabulary.

MANAGEMENT AND OPERATION

Pearson Inform: Working with the Intermediate School District, the Ferndale Public Schools district has established a data warehouse system, Pearson Inform, which provides rapid information to teachers to inform instruction. Pearson Inform 5.1 is used to provide a student profile which contains the results of standardized and district established assessments. In addition, it is used to create, score, and plan locally generated common assessments in all core areas.

Zangle: All teachers in the Ferndale Schools use the Zangle student information system for attendance and grading, but the University High School staff spearheaded the use of advanced features to ensure all teachers are not only aware of their students' overall performance, but can impact student achievement beyond their own classrooms. UHS teachers were the first to use Zangle's ParentConnection and StudentConnection online tools which give school families access from home to student achievement on a daily basis. They host family technology nights to guide parents on how to use the tools available to them to support their student at home. In addition, UHS teachers use Zangle's Pulse feature to review their students' overall performance in all coursework, allowing them to serve as mentors and support beyond their own classes.

In addition, teachers use several online technology tools including **Blackboard and Moodle** to support instruction. For example, teachers use Blackboard to communicate with dual enrollment students and seniors to enhance communication.

TEACHING AND LEARNING

The teaching and learning philosophy at University High School is based on a growth model which measures the improvements students make from entry at 9th grade through graduation. Every teacher is dedicated to the goal of narrowing the achievement gap between UHS students and the nonminority population. Although UHS students have consistently scored above the state average for African-American students on standardized tests, a significant emphasis at UHS is on making up for deficits in language development and vocabulary acquisition in the years prior to entry in 9th Grade. Students enter UHS from as many as 150 different elementary and middle schools across Detroit and the metro area, bringing with them a wide range of academic preparation, most of them with academic deficits.

With college-preparation the mission of the school, students are taught the importance of high standards and a work ethic. Teachers emphasize

that students need to earn Bs in high school to be successful in college. They need to know how to use their resources and form relationships with teachers, advisors and others who can support their goals. Not only do the teachers believe they are providing excellent preparation for college, but they have been told that their students enter college and work experiences with better skill sets than their peers, which is leading them to college success.

Another factor in the UHS success model is the commitment to maintaining a small school size of no more than 500 students with a holistic approach to teaching and learning that focuses on the whole child. Not only does every student have a name and a welcome place, but it is also impossible to be lost in the crowd at UHS. The small school atmosphere supports individual attention.

Students are encouraged to establish strong, supportive relationships with their teachers. UHS students are taught to make connections with someone to ensure they aren't "a number." For example, a recent UHS graduate contacted his high school English teacher for guidance when he was disappointed with the grade on his first writing assignment. He was unable to get help at his college help desk, so he turned to his relationship with his previous teacher, and asked her for help.

UHS was deliberately designed to create a college-going culture where all students are required to apply to a college or university, and over the three years of graduating classes, nearly 100% have been accepted. High stakes are placed on college success and life-outcome metrics just as high school graduation, college readiness, college application, college enrollment, college retention. Each of these metrics has been tracked for the three UHS graduating classes in 2008, 2009, and 2010.

CURRICULUM

University High School's curriculum is board approved and aligned to the Michigan Merit Curriculum's rigorous state standards. The instructional staff is committed to using instructional materials that are rigorous and relevant to urban learners, stressing the use of positive role models from their racial, ethnic and cultural experiences. UHS employs research-based "best practices" for instruction. Practices and strategies are reevaluated annually for their effectiveness and improvement. Furthermore, courses are evaluated annually and updated based on data and analysis.

All students must complete 32 credits, which exceeds the Michigan Merit Requirements and Michigan High School Graduation Requirements. All

students must complete four years of math, science (including physics), social studies and English language arts, two years of foreign language.

TECHNOLOGY AND DATA INFORM INSTRUCTION

The use of technology and using data to drive instruction is firmly grounded in the University High School philosophy: a unified building culture that began when the school opened in 2005. Data-driven decision making and the use of technology are embedded in the culture of teaching and learning at UHS. The use of technology is a foundational part of the curriculum and instructional practice. Students and teachers seek out leading-edge technology to promote higher-level thinking and problem solving.

Daily use of technology occurs in all content areas. Multimedia is used extensively in all content areas to demonstrate mastery. For example, students produce multimedia cross-curricular thematic projects and group presentations.

Technology is also embedded in the data gathering process at UHS. As stated earlier in this plan, the Ferndale Public Schools utilizes Pearson Inform, a comprehensive assessment system which provides longitudinal and current data that is always based on student performance measures. It is a quick and efficient tool that can be used to inform instruction and measure learning.

The UHS School Improvement Team bases its major decisions for planning, monitoring and program evaluation on student performance data generated from formative and summative assessments. These assessments include: standardized pre-test and post-testing, mastery projects, product-driven instruction, and common content-based unit assessments.

ASSESSMENTS

University High School staff use a comprehensive set of assessment tools to ensure continuous improvement. All assessments are based on current Michigan High School Content Expectations (HSCEs). Pearson Inform is used to create and deliver formative assessments. Summative assessments are always incorporated into teacher training and professional development. UHS teachers are committed to a school-wide philosophy designed to drill deeper on gathering data, analysis and feedback for instruction. Currently, all teachers participate in five days of training in use of assessments each year to support their ongoing assessment data analysis.

Teachers have established a pre-test and post-test structure for data gathering and benchmarking. The range of instruments includes the Iowa Test of Basic Skills (ITBS), MME, ACT, and departmental unit/semester assessments. All departments have formative and summative assessment schedules and are used to inform instruction.

Assessments are aligned to the Michigan Merit High School Content Expectations to ensure the success of students on the ACT and more importantly for success in college. Student performance is tracked through Pearson Inform, our data warehousing system, and used to inform instruction.

UHS's goal is to employ more instruments to evaluate programs and to manage more discrete data in evaluating programs, instruction and student performance. The various instruments include standardized testing, surveys, and departmental unit/semester assessments.

HUMAN CAPITAL: UNIQUELY DEDICATED STAFF – THE VALUE OF UHS TEACHERS

UHS is a new school which opened in 2005 with a commitment to reforming high school education for urban students, and the knowledge that the teaching staff would need to approach their careers in a new, nontraditional way. All teachers are highly qualified, teaching in their major area of certification. As a result, the teachers were instrumental, along with the administration, in creating the school culture and climate. This philosophy is embraced and enhanced continually.

UHS operates with the shared leadership philosophy which continually develops leadership among the teaching staff and has eliminated the traditional silo approach which is typical of most high schools. It is a teacher-led building which operates with a Coordinating Council providing an inter-relationship between the School Improvement Team, Coordinating Council and administration. The goal of each committee is to impact student learning and school culture. All committees are designed to impact student achievement.

Teacher leaders assume responsibility for student achievement across all content areas and are involved in developing the master schedule. In addition, the teaching staff creates a culture for student success, including behavior expectations, dress code, with a goal of functioning independently on the college campus and in partner worksites. The existing staff plays a key role in selecting new teachers. A strong teacher induction and coaching feedback system is in place for new teachers.

At UHS, job-embedded, ongoing professional development includes continuous implementation of the following comprehensive approach so teachers can make individual and collective decisions on academic achievement and performance. Eight formative common assessments are delivered by each department annually. Teachers analyze their individual data, complete reflection forms and attend Professional Learning Community (PLC) team meetings where they complete Team Learning Logs. These logs include data analysis to inform instruction, such as reviewing students who are learning as well as those who are not. They examine assessment results by item analysis, student mastery, and High School Content Expectations (HSCE) analysis, including aggregate, individual, and group data. Further review of problem areas may include examining why only 20% answered a question correctly. Reflection includes asking if failure is the result of not teaching the item, not teaching it well, or that it is a poor test question. The process includes teacher-to-teacher comparison and reflection for re-teaching, reflection on the assessment itself, discussion of common re-teaching methods, brain-mind learning, and timelines for reassessment to achieve mastery. The school culture of shared leadership results in highly effective teachers who develop a strong commitment to every student's success.

DISTRICT SUPPORT

A Secondary Curriculum and Instruction coordinator services UHS providing curriculum and assessment writing, data review and analysis, classroom coaching, professional development activities, and serve as a liaison between the school and the Intermediate School District.

University High School has an onsite Learning Consultant who has daily release time to work with staff. This person works closely with department chairpersons to provide instructional support, curriculum and assessment writing, and interdepartmental coordination.

Two special staff positions were created to support the college-going culture – the College Transition Specialist ensures all students apply to college, for scholarships and financial aid, and make the best selection for their personal interests; and the College Success Advisor who essentially follows all graduates to college to provide support and access to resources such as tutoring, advising, financial aid and counseling.

Ferndale Schools' Board of Education acknowledges the essential role of the principal in leading a reform model school. Although individual staff have not been mentioned in other areas of this plan, it is important to specifically note the important role UHS founding principal George Tomey has played in leading his new staff to develop a culture of relationships, rigor and relevance to help improve student achievement

and college success. George Tomey has been fully invested in creating, maintaining and continuously improving the vision and mission of Ferndale's University High School. As a career educator, he provides a strong building management style while fostering independent and team leadership among the staff. He has been, and continues to be instrumental in developing the nurturing student-focused, college-going culture of the school while supporting his staff in implementing instructional strategies strategically selected for urban learner success and curriculum innovations.

In addition, University High School receives support from The Oakland Intermediate School District and the Small Schools Learning Network. Oakland Schools provides professional development in the areas of Reading and Mathematics concentrating on deepening teachers' content knowledge and pedagogical skills. Furthermore, through a comprehensive relationship with Michigan Future, Inc. (which initiated the creation of University High School) which oversees a Small Schools Learning Network, UHS administration and teaching staff participate on a continual basis in monthly meetings that provide an opportunity for networking and sharing of instructional models and pedagogy for similar small urban schools. The organization has formed a partnership with the University of Michigan-Flint to create a reform model for teacher preparation for small urban schools planned for launch as a graduate program in Fall 2011.

The district supports the unique educational demands and needs of this college preparatory, reform high school. Although the costs associated with operating block scheduling are greater than traditional schedules, the district supports the school's use of 90-minute instructional blocks for UHS.

RIGOR

UHS has developed unique college preparatory programs: The staff at University High School has developed a series of courses to ensure student success, including:

- **Advanced Level and Dual Enrollment Courses:** High levels of participation in dual enrollment courses. One third of juniors and nearly half of seniors take dual enrollment courses. In 2010, 51 students are enrolled in AP courses in English, Calculus, Government, US History, and Comparative Government. UHS students also have access to the Center for Advanced Studies and the Arts with 17 additional advanced and AP courses. All of these are essential to the overall experience at UHS.

- **High Graduation Standards:** The schoolwide high school graduation expectation exceeds the state standards with all students required to earn 32 credits, completing four years of math, science, social studies and English language arts, culminating with pre-calculus and physics.
- **Project-Based, Real-World Instructional Strategies** include project-based course work (Digital Media, IVD course integrated multi-year, physics and engineering course– which culminates in students’ participating in the international Convergence Conference where the students have won accolades each time), blended instruction, cross-curricular instruction, and use of original source materials.
- **Partnerships/Authentic Learning/Off-Site Industry-Based Learning and Community Engagement**

Relationships and Partnerships with:

1. **Lawrence Technological University** – higher education partner provides tutoring, summer school and on-campus experiences for UHS students.
2. **SquareOne Education Foundation** which supports the Innovative Vehicle Design (IVD) project and curriculum.
3. **Purdue University EPICS Program:** Engineering Projects and Community Service (EPICS) in which UHS students built computers for Head Start and the Royal Oak Township Recreation Center.
4. **Digital Career Roadmap** – Web pages designed for young people to make career decisions in a partnership with an author who was a member of SquareOne.
5. **Arvin-Meritor** – Engineering course developed in collaboration between UHS teacher and partner engineers offered on-location focused on STEM curriculum and Introduction to Engineering.
6. **Stratford Festival** – annual trip for honors English students to attend plays at Stratford Festival in Ontario, Canada.

RESPONSE TO INTERVENTION (RTI)

The University High School model uses data from Explore and PLAN tests to determine which interventions will be used to ensure success, including ACT/MME test prep classes, and the College Conditioning After-School Initiative. **Ninth Grade Success Camps** are another component of the RTI. Students are placed in groups of 20-24 with a mentoring teacher for tutoring and grade monitoring. At progress report time, the students are regrouped by GPA. All students who earned below a 2.0 on the first progress report are included in the intervention group.

Successful students receive assistance from the College Transition Specialist who works with the 3.5-4.0 groups to ensure they maintain their GPAs. The College Transition Specialist also works with juniors by auditing transcripts to keep the students on track for graduation. This intervention usually begins in senior year in a traditional school; however, starting early is a direct approach to addressing the urban student dropout rate.

In addition, the following components of the UHS model contribute to the college-going culture and student success once in college:

- **College-Prep Course:** UHS teachers created the College Preparatory Course comprised of three year-long courses focused on learning styles, ACT/MME skill-building, and college preparation. In the first semester of freshman year, students learn study skills, learning styles, and effective note-taking skills. In the second semester of freshman year, students take a new Background Knowledge and Vocabulary course, where staff will use Marzano's *Building Academic Vocabulary* to help increase students' background knowledge. In the sophomore year, students begin extensive preparation for the ACT/MME exam, focusing on basic test-taking strategies for each section of the exam, as well as on the persuasive writing structure. In the junior year, students rotate through ACT/MME-specific test-taking strategies with content area teachers. After taking the ACT exam, the remainder of the junior year course is spent researching college choices, applying for scholarships, and preparing for the college application process.
- **ACT Preparation** also begins in Freshman Year, including teacher-led Saturday ACT/MME Boot Camp for juniors in the weeks prior to MME.
- **The College Conditioning** extended school period meets three days a week and focuses as an RTI for students based on sophomore year PLAN scores. The College Conditioning Camp has a student-to-teacher ratio of 5:1 and focuses on basic literacy and numeracy skills necessary to be successful both on standardized tests and, more importantly, at the college level. The goal of this program is to provide students with opportunities to improve basic skills, so that they will not require remediation in college.

- **The 3+ Program** is an incentive program for ninth grade students to encourage them to earn a 3.0 grade point average in the freshman year in order to get off to a strong start for earning college scholarships and admission to top colleges. The 3+ project culminates into a campus visit in spring of the freshmen year for students and parents who have met the program goals.
- **Summer School Provides Extended Year Learning** including enrichment in STEM and credit recovery. These programs take place on the campus of Lawrence Technological University, and through a partnership with the Michigan Council of Women in Technology Foundation (MCWTF).
- **Preparation for Rigorous Curriculum:** Students begin each school year with intensive review in all four core content areas with emphasis on Foundation Skills units developed by UHS teachers. The UHS mastery-based grading structure was developed to evaluate proficiency levels at different grade levels (graduated, weighted grades are based on each task aligned with the most important college readiness skills, i.e., math and writing. Grading is standardized across courses and across departments.
- **Behavior and Classroom Management:** Behavioral issues typical in urban school are not a common occurrence at UHS. Carol Boyd, Ph.D. of the University of Michigan has included University High School in a longitudinal study of student behaviors and experiences funded by a grant from the National Institute on Drug Abuse, National Institutes of Health. UHS students reported significantly lower incidences of using alcohol or illegal drugs than the national average. They also reported a significantly higher feeling of safety and cover from bullying behaviors within their school.
- **Student Activity Clubs** are academic in nature and focused on extending students' UHS learning experiences beyond the regular school day. The Innovative Vehicle Design (IVD) program, now a class, functions in a two-year cycle, where students plan, design, build, race, and present an electric vehicle. The DECA national marketing club is a pre-professional group prepares students for professional careers in the business and marketing fields, and has sent students to district, state, national, and international competitions in the last three years. The Michigan Council of Women in Technology Foundation (MCWTF): Girls' Tech and Web Design groups focus on girls' robotics competitions and web design competitions at the state level. Several students then go on to participate in summer camps as mentors for younger students. The Picture Perfect Multi-Media group extends the digital media and technology focus of UHS to an after-

school club, where students create videos using multimedia. The Leadership Committee, National Honor Society, and Student Council groups also function to create leadership and community service opportunities for UHS students. Finally, the new MHSAA athletic programs also require a rigorous 2.5 grade point average in order to participate.

- **Classroom Management:** Students learn quickly how to function on a college campus while still in high school. University High School has successfully established a solid cohort of students with minimal attrition and minimal disciplinary issues. New students are only enrolled through 10th grade, leading to a stable cohort.
- **College-Going Culture:** All UHS teachers display their college colors, diplomas, and even transcripts for students to see where they can go and what it takes to achieve a college diploma. In addition, students plan to spend their senior year taking their coursework, including dual enrollment classes, on the campus of Lawrence Technological University. At LTU, they become familiar with the cultural norms of the college campus, and comfortable with navigating the campus
- **National Honor Society:** UHS students share an excitement to be in NHS. High performance is cool and the teachers believe they have made a cultural breakthrough to instill pride in high achievement.

ACADEMIC PROFICIENCY AND AYP

The faculty and administration of UHS have meticulously reviewed the various measures of school success. UHS achieved AYP, UHS earned a C on the School Report Card, raw data tells a different story and the SIG calculations of the same numbers indicate the school is “persistently low achieving.” All of these measures use the same test scores, but in different ways. In fact, at UHS only four classes of students have taken the exam with enrollment varying as follows:

Testing Cohort Size	
Class of 2008	40 students
Class of 2009	107 students
Class of 2010	77 students
Class of 2011	111 students

Because the cohort size of students tested has changed as UHS has grown, it is logical to drill beneath the trend data to look for degrees of variation in scores year to year. This and other forms of analysis of student data lead to the continuous improvement of instruction to ensure increasing student performance and fidelity to the model.

UHS staff members have carefully studied students' Raw Data from the ACT/MME in collaboration with the Ferndale Schools' Curriculum department. The use of raw data directly informs programming and instruction by targeting the group of students on the "bubble" of achieving proficiency. In turn, this data is used to inform the School Improvement Plan.

It is extremely important to point out the inconsistency between Adequate Yearly Progress (AYP) and the state's formula for determining the schools labeled "persistently lowest achieving." It begs the question: How many multiple measures of success or failure can exist and where does the credibility lie? The following University High School data illustrate this inconsistency:

Using Adequately Yearly Progress data, 91% of UHS's 11th grade students were proficient in reading. Of the 91%, 44% were provisionally proficient meaning these students scored just below the 1100 cut score on the MME Reading test. Although the "5% rules," i.e., the definition of "Persistently Lowest Achieving" schools fail to recognize these students as proficient, the Michigan Department of Education and US Office of Education both recognize these students as proficient under No Child Left Behind. As a college preparatory school the primary metric has been college going and college retention heightening the importance of the ACT. An outcome of this review process is that staff and students see how far they have come and know that they can continue to improve.

LABOR AND BOARD RELATIONS

One of the goals of establishing University High School was to create a model program that could be shared with other school districts seeking to better prepare students for college success. The Superintendent of Ferndale Schools and President of Michigan Future, Inc. have shared the UHS story with others considering launching similar schools in the metro Detroit area. UHS has become a replicable model for reform in high school education through its focus on building culture, a wide array of research-based and leading edge instructional strategies, and its 9-16 vision. Michigan Future, Inc., through its Michigan Future Schools initiative, recommends many of the components of University High School's core principles for its new schools, one of which opened in Fall 2010, and four more which will open in Fall 2011.

The following points are recommended to any school considering launching a similar program. They represent the primary reasons University High School has been successful.

1. **Board of Education Support:** Strong Board of Education support is essential. Without the visionary willingness of the Ferndale Board to pursue a new kind of high school, UHS would not have been possible. In 2010, the National School Boards Association Journal recognized the innovative leadership of the Ferndale Schools Board of Education in creating and supporting the reform model of University High School with a national MAGNA Award.
2. **Administrative Commitment:** In addition, a public school that takes on a new venture like UHS must have a dedicated and involved administration committed to ensuring the success of the school, staff, and students. This has been the case at Ferndale Schools from the Superintendent's Office to the Principal.
3. **University Partnership:** The connection UHS students experience with Lawrence Tech students and teachers, on-campus experiences, and knowledge that the university is their next goal has been essential to the recruiting process for UHS students, and to their wide-ranging experiences.
4. **Highly-Qualified Teachers:** The Ferndale Schools teachers' bargaining unit agreed to an unprecedented super-seniority agreement to ensure every teacher hired at UHS will be protected from potential layoffs. This guarantee of a stable teaching staff has provided a sense of community and security to both the teachers and the students.
5. **Consistent Staffing and Super-Seniority Guidelines:** The Ferndale Education Association (FEA) agreed to a set of guidelines to ensure the continuity of service and curriculum when University High School was established in 2005. This agreement is continually renewed and protects the staffing configuration and individuals from any district-level layoffs, transfers or bumping. A copy of the most recent Letter of Agreement is included here as **Attachment F**.

It is important to note that the Administrative leadership at University High School has been consistent throughout its existence, with the addition of an assistant principal's position as the enrollment grew to a full four-year school. Staff positions have been added as well, as the class sizes grew near the full target size of 500 students. The Teacher/Staff retention rate has been higher than 92% each year.

6. **Industry Partner Support:** A unique aspect of the UHS experience is the contact students have with industry leaders throughout the automotive professions. Working with professionals on a regular basis has been extremely important to creating the unique identity of UHS.

7. **Student/Family Commitment:** Students and their parents know from the first time they visit UHS that their daily commitment to being engaged in the learning process will not only be expected, but supported. They know this is not just any high school experience, and they make a strong commitment by leaving their neighborhood school to be successful at UHS.
8. **Communication:** University High School benefits from a comprehensive communication strategy. UHS works with the Ferndale Schools Community Relations department on external communications, including press coverage of student successes, recruiting students through a comprehensive marketing outreach program (including brochures, postcards and radio advertising), and ensuring that all stakeholders are aware of the school's programs and achievements. Staff members representing all departments and current and former students participate in recruiting Open Houses throughout the spring and summer months. Stakeholders include prospective families, parents, students, teachers, board members and committees, funders, partners, and the management team. Student representatives make monthly information update presentations to the district Board of Education. Vision, Mission and School Improvement strategies are communicated regularly as part of building the culture of the community.

Communication between school and home includes extensive support for parents to learn how to use the technology resources to monitor their children's homework, progress and grades. UHS teachers host parent technology workshops every fall to provide necessary support on these skills. Using the Zangle ParentConnection web-based program, teachers are in regular communication with parents about attendance, grades and upcoming project. In addition, workshops are hosted for parents to help them prepare for sending their children to college. UHS has an active PTSA which hosts events for the school community, including family picture day, parent dances, and school parties and raises funds for scholarships and college tours.

ENROLLMENT & STUDENT POPULATION

Ferndale's University High School is a public high school whose students may reside in any county adjacent to Oakland County through the State of Michigan's Schools of Choice program. New student enrollment is open to anyone entering grades 9 and 10 committed to the mission of this rigorous college prep high school. Because new students cannot enter after sophomore year, the cohort is cohesive.

The official Fall enrollment at UHS for 2010-2011 was at an all-time high of 485 students in Grades 9-12. The Official Fall Count Day enrollment figures are listed below for 2006-2010.

University High School Official Enrollment 2006-2010					
	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
9th Grade	90	116	93	132	141
10th Grade	155	98	133	129	142
11th Grade	44	110	77	118	96
12 th Grade	N/A	39	104	71	106
Total UHS Enrollment	289	363	407	450	485

Students who attend UHS represent three counties: Wayne, Oakland and Macomb. Most of the students, 78%, are residents of the City of Detroit, with the following cities also represented: Southfield, Hazel Park, Farmington, Oak Park, Highland Park, and others. All but six of the students are African-American. Approximately 65% of UHS students qualify for free or reduced lunch. The school population represents over 150 middle schools from across metro Detroit. All have set graduating from college as a goal and all participate in the UHS college prep curriculum.

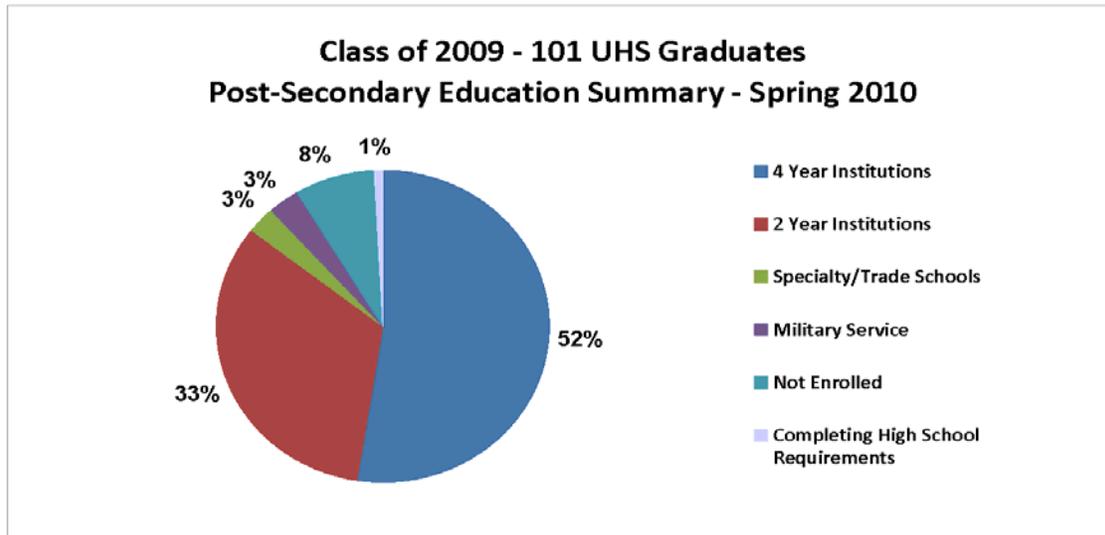
COLLEGE-GOING CULTURE

Through the support of and constant communications with the College Success Advisor, detailed evidence of the UHS graduates' success has been documented.

Class of 2009 - The 2nd Graduating Class -

The Class of 2009 was the first class to attend all four years at University High School. They had a 99% graduation rate from high school with 100% of graduates accepted to colleges or universities. For the first semester, 82% of the graduates began the semester enrolled in two or four-year institutions, with an average first semester GPA of 2.49. Those attending college increased to 85% in Spring 2010. **Figure 2** provides a summary of the Class of 2009 current (Spring 2010) post-secondary enrollment status.

Figure 2 – Class of 2009 Spring 2010 Post-Secondary Education Summary



Below is a summary of Year One results for the Class of 2009, including GPAs.

- 100% (103) Graduated
- 100% of Graduates accepted to college or university
- 85% enrolled in college or university in Spring Semester 2010; 91% Attended College or other Post-Secondary School/Military in Spring Semester 2010 Semester
- Most students enrolled for a full schedule, and successfully completed a total 85% of credits attempted.
- Average ACT score: 16.9; Highest Score: 30
- First Semester Average GPA 2.49

The College Success Advisor works closely with all students, especially those UHS graduates who are not enrolled in college. His task is to ensure students are successful in their classes, have access to support services as needed, and remain in college through graduation.

A detailed log is maintained of each non-enrolled student with dated contacts and information. A second log is maintained on all students including a summary of enrollment issues, communications between the College Success Advisor, the student and college officials, and status of future enrollment plans. Reasons for not enrolling include a move to another state; legal, financial and family barriers; family relations; and alternate career plans.

STAFFING MODEL - HUMAN RESOURCES

The Ferndale Schools are committed to ensuring the long-term stability of the rigorous college-going culture of teaching and learning at University High School. To ensure staff stability the Ferndale Education Association, teachers' bargaining unit agreed to an unprecedented super-seniority agreement to ensure every teacher hired at UHS will be protected from potential layoffs. This guarantee of a stable teaching staff has provided a sense of community and security to both the teachers and the students.

All teachers hired by the Ferndale Schools are highly qualified in the subject areas they teach. They are employed with full understanding of the high expectations for ensuring student success. The evaluation method includes an expectation that all teachers will use rigorous instructional strategies and use data to inform instruction. Learning logs and a formative assessment schedule are also expected of all teachers.

Hiring for University High School has been the result of a broad recruiting process including state-wide and national advertising and attending education graduate job fairs statewide and nationally. Recruitment has also been broad beyond the education industry. Many UHS teachers had professional careers and rich real-world experiences prior to entering the teaching profession. The next section outlines the experience of the teachers in each department at University High School.

ENGLISH DEPARTMENT

The University High School English department is comprised of four teachers, all of whom have Master of Arts in Education and/or Curriculum and Teaching. One teacher is currently pursuing her Education Doctorate in Educational Leadership. At the university level, one staff member was a MSU Honors College graduate, Phi Beta Kappa member, and a Rhodes Scholar Semi-Finalist for the State of Michigan. Teaching awards within the department include a Coca-Cola Scholars Foundation Educator of Distinction and a Ninth Grade Academy Teacher of the Year.

SCIENCE DEPARTMENT

The University High School Science department is comprised of four teachers. The UHS biology teacher earned a Master of Science of Forensic Science degree and previously worked as a Forensic Technician for the Medical Examiner's Office and as a Forensic Toxicologist in Massachusetts. The chemistry/physics teacher has a Bachelor of Science in Chemical Engineering and is currently pursuing a master's degree. Prior to teaching, she worked in research and development for DuPont Automotive Performance Coatings and for the City of Pontiac Waste

Water Treatment Plant. The UHS biology/chemistry teacher currently holds an Education Specialist in curriculum and Instruction focusing on science education and is pursuing her doctorate. The lead physics teacher holds a Master of Arts in Curriculum and Teaching and had a career as a naval ship building engineer prior to entering the teaching profession. Two members of the science department also teach at the university level.

MATH DEPARTMENT

The University High School Math department is comprised of four teachers. Three of the staff members have earned Master of Education and/or Curriculum and Instruction degrees and one is currently pursuing a Master of Education in Educational Psychology. Prior to teaching, one staff member worked as a Technical Consultant in the advertising field, while another worked as a Marketing Analyst and Coordinator for Herman Miller and Facility Matrix Group. One math staff member also teaches at the university level.

SOCIAL STUDIES & PHYSICAL EDUCATION DEPARTMENT

The University High School Social Studies department is comprised of five teachers. Three of the staff members have Master of Arts in Curriculum and Instruction, Curriculum and Teaching, Educational Leadership, and Reading/Literacy, and one is currently pursuing a master's degree in Education. Prior to teaching, staff members have worked in the following areas: a Substance Abuse Counselor and Prevention Specialist, Total Student Athlete, Inc. company founder, Adjunct Faculty at the collegiate level, an Oakland County Board of Commissioner, and Office Manager of a small business company. Awards and memberships include Teacher of the Year in Darlington County, Phi Theta Kappa Honor Society, and Honorable Mention University of Michigan Student Teacher of the Year. The physical education teacher also earned the Eastern Michigan University President for a Day and Martin Luther King, Jr. Humanitarian award, and is currently a published author and motivational speaker.

FOREIGN LANGUAGE DEPARTMENT

The University High School Spanish department is comprised of three teachers, including two staff with Master of Arts in Teaching, Business, and Spanish and in Literature. One member has a Bachelors of Arts in Spanish Language and Literature and graduated Cum Laude with Departmental Honors in Spanish to English Translation. Prior to teaching, one teacher (also a Business Department teacher) also worked as a Senior Analyst in the Marketing Division of Kelly Services World Headquarters, as well as completed an International Internship in Belgium. Awards within the department include an International Business & Economics Discipline Award for highest graduate GPA in the major, Phi Kappa Phi membership, Freshman of the Year at Ohio

Northern University, Sigma Delta Pi Spanish Honor Society and Delta Mu Delta National Scholarship winner.

BUSINESS AND TECHNOLOGY DEPARTMENT

The University High School Business Department is comprised of three teachers whose subject areas include Computer Applications, Multimedia Instruction, Digital Media, Marketing, Sports Marketing, Accounting, and Personal Finance. One staff member is currently pursuing a Masters in Sports Administration and one member is certified in Vocational Business Services. Prior to teaching, one staff member worked for the Michigan State University Athletic Department in Marketing and Promotions. The Marketing Department also boasts the largest student activity group at University High School, the UHS DECA chapter, which has sent students to the International Career Development Conference in two of the first three years of the chapter's existence.

FACILITIES AND TRANSPORTATION

UHS was created with the premise that it would be a “hub, not a center.” By senior year, students are not at the UHS hub location regularly, but rather, they are taking their daily courses on the campus of partner Lawrence Technological University. Facilities access is expanded through on-campus experiences through the Lawrence Technological University partnership relationship.

UHS is housed in a Ferndale School district classroom building which meets district and state standards. Students in Grades 9-11 take most of their coursework at the Ferndale location. A 1995 bond provided updated windows and lighting, and environmental services, and a 2004 bond provided updated technology throughout. The facility is maintained at the same high standards as all Ferndale Schools buildings

The building has been retrofitted as needed to meet the needs of a high-quality curriculum. The Innovative Vehicle Design (IVD) classroom lab was modified as needed to meet the evolving needs of the curriculum, including adding an entrance to accommodate electric cars, and other large projects and equipment.

Transportation services at UHS meet the standards of the Ferndale Schools. Historically, Ferndale high school students have been responsible for their own transportation, and similarly, UHS students ride public transportation, carpool, or ride with their parents to and from school. However, for the dual enrollment and on-campus experiences, seniors are transported daily on school district buses to Lawrence Tech.

TECHNOLOGY AND MATERIALS

Technology is integrated into the instructional strategies to reflect the influence of technology on learning, and the need to prepare today's students for the careers of the future. Tools include web, digital, video and emerging resources. In 2009, computer labs were expanded and updated. New additions include laptop carts, operation of two platforms – PC for standard coursework, and Macintosh for digital multimedia curriculum. Students access computers through a combination of in-class work and dedicated labs. In addition, smart boards and document cameras have been provided to enhance instruction.

University High School uses a diverse set of materials. The focus is on leading edge informational text that addresses core content changes. Course packets are developed using primary source materials so as to provide students with focused, up-to-date information. Integrated into the course packets are technology links which provide online learning opportunities in all coursework. The school's belief is that materials and resources must directly address the content core standards, as well as, the unique needs of the urban learner.

CONCLUSION

The Ferndale Schools understand the challenges that exist in measuring the success of students in a comprehensive and equitable manner that informs instruction to continuously improve teaching and learning. In 2005, recognizing the need to reform education, the district created a new high school to model best practices in ensuring students, in this case predominately urban learners, can achieve not only high school graduation, but college graduation, as well. The Ferndale Schools and University High School are committed to ensuring their students will achieve success. Those students who enter this reform-model high school in the ninth grade receive four years of rigorous instruction to prepare them for college success, regardless of their pre-high school preparation.

Furthermore, the Ferndale Schools assert that to measure the success of a school, its principal, its teachers, or its students based on the results of a single test on a single day is not evaluating all the components of a successful education model.

This Transformation Model for school reform presented here as Ferndale's University High School Plan remains committed to a set of principles that can best be achieved by remaining on the current path with the enhancements described herein.

Therefore, with an open acknowledgement that test scores, especially those in mathematics, must improve, the Ferndale Schools assert the following conclusions:

1. We know we can improve math and reading scores, but believe the value of an entire school dedicated to a college-going culture has produced a group of young people achieving college success that beat the odds and prove predictions based on test scores do not tell the whole story. We have a plan to improve test scores while maintaining the supportive college-prep school community.
2. It takes four years to fully prepare a student for college success through a rigorous curriculum and instruction model. A test delivered after only 2 ½ years attending the school cannot measure the full extent of the learning that takes place over a four-year high school career.
3. Multiple measures of success and failure, such as AYP and the list of “Persistently Lowest Achieving” Schools, “Top to Bottom” rankings, create more confusion and uncertainty than guidance on what the focus of teaching and learning should be.

It would be a travesty to dismiss the reform model of this school based on a single test on a single day when this model is designed to ensure success, through all four years of high school.

Ferndale’s University High School must be allowed to continue on its current path without changing the principal, teachers or curriculum. This plan, combined with University High School’s School Improvement Plan, challenges those who demand school reform to dismiss UHS students’ documented college success and the fact that these students and graduates are defying the odds. They will soon change the national statistics for urban learners through their college success. We can’t afford to take them off that trailblazing path.



JENNIFER M. GRANHOLM
GOVERNOR

STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
LANSING



MICHAEL P. FLANAGAN
SUPERINTENDENT OF
PUBLIC INSTRUCTION

December 10, 2010

Mr. Gary Meier, Superintendent
Ferndale Public Schools
2920 Burdette St
Ferndale, MI 48220-1055

Dear Mr. Meier:

The redesign plan submitted by your team for University High School has been received and reviewed by the State School Reform/Redesign Office. This letter fulfills the requirement of MCL 380.1280c, section 3, for the State School Reform/Redesign Officer to "issue an order" approving, disapproving or requiring changes of redesign plans.

The descriptive paper submitted proposed a fifth intervention model instead of describing the implementation of one of the four interventions specified by statute. It was clear to reviewers that University High School was created as a unique model with the purpose of transforming education to meet the needs of urban students. Many of the metrics and measures described in the paper indicate success for students in that they graduate high school and enroll and persist in college. It was also clear that there is more work to be done to fully prepare students in core mathematics skills.

State statute does not allow for the use of intervention models outside of the four specified – transformation, turnaround, restart, or closure.

Status of Redesign Plan: **Changes Needed**

Deadline: Friday, January 21, 2011 by 5:00 p.m.

Reviewer comments have been provided, using the transformation intervention guidelines, to assist with the revision of the redesign plan. The review document is also posted on the Michigan Electronic Grants System (MEGS) website.

STATE BOARD OF EDUCATION

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December 10, 2010
Page 2

By January 21, 2011 at 5:00 p.m., please upload the revised redesign plan in MEGS. A letter approving or disapproving your final redesign plan will be sent via email by February 21, 2011. If you have questions, please contact me at gallowaym@michigan.gov or 517-335-2741.

Sincerely,

MaryAlice Galloway
Interim State School Reform/Redesign Officer

cc: Principal
Board President
State Superintendent of Public Instruction

Transformation Model Required Activities

	No	Yes	Additional Comments
Develop & Increase School Leader & Teacher Effectiveness Requirement 1 Replace the principal	<input checked="" type="checkbox"/> Continuing with existing principal who does not meet the 2 year rule. <input type="checkbox"/>	<input type="checkbox"/> Continuing with existing principal who meets the 2 year rule. <input type="checkbox"/> New principal identified and put into place. <input type="checkbox"/> New principal not yet identified, but interview process in place. <input type="checkbox"/> New principal identified, but not put into place. <input type="checkbox"/> New principal not yet identified. Plan to identify new principal in place. <input type="checkbox"/>	The school states that their administration and staff have been together working on a consistent and well thought out plan and changing any personnel would disrupt the success they have been experiencing since the implementation of their plan.
Requirement 2 Use of evaluation systems that take into significant account data on student growth as well as other factors	<input checked="" type="checkbox"/> There is no indication that a plan for teacher and leader evaluations reflective of student growth is in place. <input type="checkbox"/> Conversations are underway related to the use of student growth in teacher and leader evaluations; nothing is in place at this time. <input type="checkbox"/>	<input type="checkbox"/> A plan is in place that incorporates student growth in teacher and leader evaluations. <input type="checkbox"/>	There is no evidence of a plan to use student growth in teacher and leader evaluations. There is no plan for personnel evaluations at all.
Requirement 3 Evaluation systems are designed with teacher and principal involvement.	<input checked="" type="checkbox"/> There is no evidence that staff was involved in designing the evaluation system <input type="checkbox"/>	<input type="checkbox"/> There is evidence that the staff collaborated in the design of the new evaluation system. <input type="checkbox"/>	There is no evidence of an evaluation system.
Requirement 4 Identify and reward school leaders, teachers, and other staff who have increased student achievement and remove leaders and staff who have been given multiple opportunities to improve professional practice and have not increased student achievement outcomes.	<input checked="" type="checkbox"/> There is no plan indicated to identify and reward leaders and/or staff that have increased student achievement <input checked="" type="checkbox"/> There is no plan indicated to identify and remove leaders and/or staff that have not increased student achievement <input type="checkbox"/>	<input type="checkbox"/> The plan indicates that staff has multiple opportunities to improve instructional practices with follow ups and timelines. <input type="checkbox"/> There is a detailed plan to identify and replace leaders and staff not increasing student achievement. <input type="checkbox"/> The plan indicates how school leaders, teachers, and other staff who have increased student	Federal guidelines and state law require ways to identify and reward or remove school leaders, teachers and other staff using student achievement. Please include a plan to address this issue.

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

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

Additional feedback:

Did not follow any of the four models for reform.

The school has implemented its own transformational model for the past five years and there is evidence of success in that students are attending college and maintaining an acceptable grade average. No data is provided on student need for remediation at the college level. More description is needed for increasing student achievement in math. Change required. State statute does not give us the option of allowing a fifth model.

Submit revised plan by January 21, 2011.

LAW OFFICES

SHIFMAN & CARLSON, P.C.

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33001-128

OUR FILE NUMBER

January 14, 2011

MaryAlice Galloway
Interim State School Reforms/Redesign Officer
Michigan Department of Education
608 West Allegan Street
P. O. Box 30008
Lansing, MI 48909

Re: Ferndale Public Schools/ University High School

Dear Ms. Galloway:

In your December 10, 2010 letter to Gary Meier, Superintendent of Ferndale Public Schools, you stated that the redesign plan submitted on behalf of University High School was a “fifth intervention model.” You then stated that University High School must submit one of the four intervention models specified by statute and provided a checklist of required activities for the transformation model.

You have now been presented with a revised redesign plan for University High School. As explained in that submission, University High School is proposing the implementation of the “transformation model” as its redesign plan. In judging the compliance of plans, your department has provided a strict checklist of elements of the applicable model and suggested that all elements must be strictly followed. The applicable statute, however, does not preclude flexibility in the development and approval of redesign plans.

MCL 380.1280c(2) states, in pertinent part, that a school placed under the supervision of the state school reform/redesign officer shall submit a “redesign plan” to you, as follows:

... The redesign plan shall require implementation of 1 of the 4 school intervention models that are provided for the lowest achieving schools under the federal incentive grant program created under sections 14005 and 14006 of title XIV of the American recovery and reinvestment act of 2009, Public Law 111-5, known as the "race to the top" grant program. These models are the turnaround model, restart model, school closure, and transformation model. ...

Procedures for review, approval or disapproval, and appeals therefrom are addressed in the following subsections of MCL 3380.1280c, as follows:

(3) Within 30 days after receipt of a redesign plan for a public school under subsection (2), the state school reform/redesign officer shall issue an order approving, disapproving, or making changes to the redesign plan. If the order makes changes to the redesign plan, the school board or board of directors has 30 days after the order to change the redesign plan to incorporate those changes into the redesign plan and resubmit it to the state school reform/redesign officer for approval or disapproval.

(4) The state school reform/redesign officer shall not disapprove a redesign plan that includes all of the elements required under federal law for the school intervention model included in the redesign plan. A school board or board of directors may appeal disapproval of a redesign plan on this basis to the superintendent of public instruction. The decision of the superintendent of public instruction on the appeal is final.

The statute only requires that a school submit a plan implementing 1 of the 4 federal redesign models. However, it in no way requires that the plan must incorporate every element of the federal models in order to get approved; it never once states any such thing. The absence of any such explicit requirement is made all the more meaningful by the inclusion of language which specifically prohibits the reform/redesign officer from disapproving any plan that includes all the federal elements. Subsection 4 of MCL 380.1280c states: "The state school reform/redesign officer shall not disapprove a redesign plan that includes all of the elements required under federal law for the school intervention model included in the redesign plan." The language the legislature uses, "all of the elements required under federal law..." is key, because it is mentioned once and referenced twice, once as being the basis for a plan not being disapproved and a second time as a basis for appeal, but that language is not used to establish a requirement for approval of a plan. The fact that the statute does not condition the state school reform/redesign officer's approval of a plan upon that plan including all of the elements required under the federal models is either coincidental, or it is meaningful.

Deciding whether it is coincidental or meaningful is a question of statutory interpretation. "There seems to be no lack of harmony in the rules governing the interpretation of statutes. All are agreed that the primary one is to ascertain and give effect to the intention of the legislature. All others serve but as guides to assist the courts in determining such intent with a greater degree of certainty. If the language employed in a statute is plain, certain and unambiguous, a bare reading suffices and no interpretation is necessary. The rule is no less elementary that effect must be given, if possible to every word, sentence and section. To that end, the entire act must be read, and the interpretation to be given to a particular word in one section arrived at after due

consideration of every other section so as to produce, if possible, a harmonious and consistent enactment as a whole.” *Grand Rapids v. Crocker*, 219 Mich. 178, 183 (Mich. 1922).

In interpreting this statute, it would be an obvious logical fallacy to conclude that the statutory requirement that a plan including all of the elements of a federal model must be approved logically implies that a plan which does not include all such elements must be rejected. Indeed, in this case, proper statutory interpretation leads to the very opposite conclusion.

In order to give every section and phrase meaning, the Michigan Department of Education should apply yet another well established rule of statutory construction: “*expressio unius exclusio est alterius*,” which is to say that the expression of one thing in a statute is the exclusion of another. Here, the rule can be applied to the phrase, “all of the elements required under federal law.” The fact that it was expressly stated as a condition (here as the basis for an appeal) in one part of the statute means that it must be excluded from other parts as a condition (such as the requirement for approval). If it were meant to be included in both parts, it would have been. The legislature’s omission of the phrase from one section must be interpreted to be meaningful under Michigan law and the only possible meaning is that inclusion of each and every element of the federal models is not required for approval of a redesign plan.

An interpretation of MCL 380.1280c which allows a certain degree of flexibility for the reform/redesign officer would seem to be the obvious intent of the legislature. The legislature was cognizant of the fact that redesign plans are harsh and that there is always a possibility of a good school with one bad year being placed on the list either via anomaly or error. Because of such considerations, the Department needs to have a measure of discretion to approve redesign plans which may not include all of the elements of the federal models in order to allow approval of good plans, which will provide good results, and not require changes which would be detrimental to a school simply to complete a checklist, while also providing a safe harbor for schools meeting every element of the federal intervention models.

The need for such a safe harbor was the obvious reason for inclusion of the language at all. A safe harbor is necessary because the four federal school intervention models are also the basis of eligibility for certain federal School Improvement Grants. The legislature had to ensure that the redesign plan of a school which was approved for such a federal Grant and subsequently ended up on this list would be approved by the Department as well, so the school would not be subject to conflicting requirements. As for schools not subject to those same considerations, there was no reason for the legislature not to leave the Department with the discretion, where appropriate, to approve a redesign plan which might not completely comply with all of the elements of a federal intervention model if the inclusion of one such element would be counterproductive. In this case, University High School will be a better school by retaining its current principal. The Department can and should recognize this based on the information provided in the redesign plan, and should use its discretion to protect University High School, a school that finds itself on

MaryAlice Galloway
January 14, 2011
Page 4

the list without the need for such intrusive intervention but which has nevertheless submitted a plan meeting all of the required elements of the "transformation model," with this single exception.

As a government agency charged with enforcing a statute, the Department is also charged with interpreting the statute as may be necessary. The legislature conferred power on the Department to enforce the school reform program explained in MCL 380.1280c, and the Department may therefore interpret the statute so as to allow some flexibility in the development of a redesign plan. Since the Race to the Top federal funds are not available, as Michigan failed to qualify for them, the implementation of these reform programs is not subject to federal oversight and is now simply a matter of state law. There is no longer any state interest in strictly following the federal intervention models where doing so would be detrimental to a school redesign plan. The federal school intervention models are merely guidelines referenced by the legislature in MCL 380.1280c to advance the State's interest in education and are now subject to interpretation by the State's representative, the reform/redesign officer, to serve the State's interests in improving schools. There is no on-going State interest in meticulously following federal guidelines under circumstances where they are not enforceable by the federal government unless, in a particular case, doing so is in the best interests of the State. There is no such State interest in removing the University High School principal.

The Department should approve University High School's transformation model as it substantially and successfully implements the intent of guidelines referenced by the State legislature while protecting integral parts of a successful program.

Sincerely,



John A. Carlson

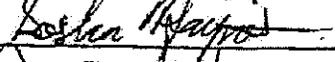
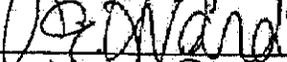
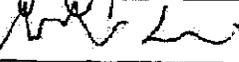
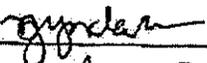
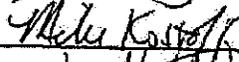
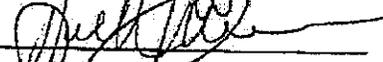
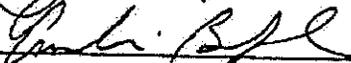
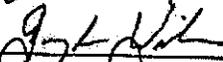
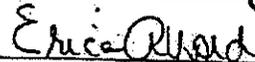
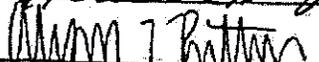
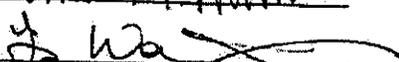
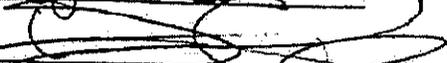
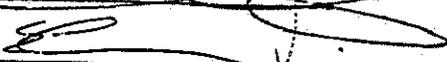
JAC/rb

xcs: Gary Meier, Superintendent
Michael Flanagan, Superintendent of Public Instruction
Timothy Haynes, Assistant Attorney General

Attachment C - UHS Staff Signatures
University High School

Teaching Staff Petition to Accept Revisions to Teacher Evaluation Plan

The University High School teaching staff, members of the Ferndale Education Association, by the individual signatures below, hereby agree to the terms set forth in the "University High School-Transformation Model Required Activities Response to Areas Needing Change in SIG application" dated 1/13/2011.

Printed Name:	Signature:
1. JASON BEATTY	
2. KATHARINE JEFFREY	
3. Sosha Haynes	
4. Jessica Kijck	
5. Elizabeth Ward	
6. Sherri Bryant	
7. RYAN GRILLO	
8. SCOTT COLLINS	
9. JESSE YNCLAN	
10. Susan Farah	
11. MIKE KOSTOFF	
12. Johanna Maena	
13. JAMES DOYON	
14. Julie Patterson	
15. Andre Buford	
16. Jovanna Wilson	
17. Carla Postell	
18. Erica Alford	
19. Heather McLaren	
20. Alison Britton	
21. Liz WATKINS	
22. David Gardner	
23. Eddie Connor	
24.	
25.	

**UNIVERSITY HIGH SCHOOL
CLASS OF 2010
POST-SECONDARY RESULTS REPORT 2010-2011**

Students Enrolled in College						Year 1 Credits & GPA	
Ferndale's University High School Class of 2010						1st Semester - Fall 2010	
College/University Plans Location First Year	Class Size at Graduation	100% Graduated	Class of 2010 ACT Data Date of MME compared to Retakes (highlighted)		High School GPA	63 Began Fall 2010 2/4 Year College/Univ	
	69	100% College Acceptance				91% Began Fall 2010 2/4 Year College/Univ	
	Official Graduation/Dropout Rate (GAD) Source: CEPI	Defined as Graduates/ Class Size at Graduation	2009 Official ACT score	Best ACT After Retakes	Avg High School GPA	Credits Attempted	Credits Earned
	95.95%	Acceptance Letters/Scholarships					
Major/Area of Study	Source: College Transition Specialist				pending % Completed		
University of Toledo	Undecided	EMU, FSU, Missouri, Coastal Car	28	28	2.53	13	
Wayne State University	Biology	WSU	27	27	2.77	15	
University of Michigan-Ann Arbor	Business	FSU, MSU, WSU, UofM	23	25	3.94	15	
Michigan State University	Hospitality Management	MSU, Seton Hall	23	23	3.19	14	
Wayne State University	Business	HFCC, MSU, SVSU, FSU, UofM-D, WSU	23	23	3.17	14	
International Design & Arts	Graphic design	*	22	22	2.72	12	
Grand Valley State University	Film & Video	FSU, WSU, Clark, GVSU	22	22	2.92	14	
University of Michigan-Dearborn	Engineering	MSU, UofMD	22	22	3.38	14	
Oakland University	Pre-Vet./Biology	OU, WSU,	21	21	2.71	13	
Columbia College-Chicago	Music	WSU, Columbia Chicago	21	21	2.52	14	
Oakland Community College	Undecided	*	20	20	2.45	12	
Rochester College	Accounting	MSU, OU, CMU, Rochester	20	20	3.45	13	
Michigan State University	Mechanical Engineering	FSU, MSU, CMU, MI Tech	20	21	3.85	12	
Michigan State University	English	MSU, FSU	20	20	3.44	14	
Michigan State University		FSU,WSU, MSU	20	20	3.27	14	
Oakland University		OU	19	21	3.88	14	
Ferris State University	Communications	FSU, BGSU-PAS, SVSU	19	19	2.16	14	
Ferris State University	Mechanical Engineering	FSU	19	19	2.41	13	
Wayne State University	English	WSU	19	21	2.44	14	
Oakland Community College	Communications	Dillard, FSU, WSU, Lubbock, Adri	19	19	3.18	13	
University of Michigan-Ann Arbor	Education/English	CMU, EMU, MSU, UofM	19	19	3.72	15	
Western Michigan University	Veterinary Medicine	CMU, WMU	19	19	2.53	13	
Saginaw Valley State University	Nursing	SVSU	18	18	2.27	14	
University of Detroit	Nursing	UM-D, FSU, WSU	18	19	3.45	16	
Michigan State University	Electrical Engineering	MSU, SVSU, WSU, FSU, Voorhees, BGSU, Olivet, WMU,	18	18	3.31	15	
Central Michigan University	Pre-Med	CMU	18	18	2.90	14	
Ferris State University	Child psychology	SVSU, FSU, WMU	18	18	2.66	14	
West Virginia University	General Studies	WVU, SC St	18	19	2.70	15	
Wayne State University	Criminal Justice	WSU	18	18	3.25	15	
Ferris State University	Pre-Med	FSU	17	17	2.53	14	
Oakland University	Communications	OU, FSU, GVSU, Xavier	17	17	3.57	16	
Schoolcraft Community College	Business Management	Schoolcraft	17	17	2.05	12	
Oakland Community College	Nursing	OCC	17	17	2.95	12	
Saginaw Valley State University		SVSU, EMU, CMU, BGSU, FSU, OCC, SAU, HFCC, WSU	17	20	3.05	14	
Saginaw Valley State University		SVSU, FSU, WSU	17	21	2.60	14	
Michigan State University	Electrical Engineering	MSU, SVSU, FSU, WSU	17	18	3.08	13	
Wayne State University	Biology	WSU	17	17	3.09	14	
Ferris State University	Automotive Engineering	FSU	17	17	2.31	13	

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College/University Plans Location First Year	Class Size at Graduation	100% Graduated	Class of 2010 ACT Data Date of MME compared to Retakes (highlighted)		High School GPA	63 Began Fall 2010 2/4 Year College/Univ	
	69	100% College Acceptance				91% Began Fall 2010 2/4 Year College/Univ	
	Official Graduation/Dropout Rate (GAD) Source: CEPI	Defined as Graduates/ Class Size at Graduation	2009 Official ACT score	Best ACT After Retakes	Avg High School GPA	Credits Attempted	Credits Earned
	95.95%	Acceptance Letters/Scholarships					
Major/Area of Study	Source: College Transition Specialist	pending % Completed					
Saginaw Valley State University		SVSU, FSU, WSU	16	19	2.77	14	
Saginaw Valley State University	Bio-Chemistry	SVSU	16	16	2.68	14	
Saginaw Valley State University		SVSU	16	16	2.51	14	
Ferris State University	Finance	FSU	16	17	2.35	14	
Ferris State University	Dentistry	SVSU, FSU, BGSU, WSU	16	16	3.02	14	
Schoolcraft Community College	Culinary Arts	Schoolcraft, LeCordon	16	16	2.17	12	
International Design & Arts	Video Game Design	IDAT	16	16	1.63	12	
Oakland Community College	Business Management	*	15	15	2.00	Not Enrolled	
Oakland Community College	Undecided	*	15	15	1.70	12	
Not Enrolled		*	15	15	1.73	Not Enrolled	
Ferris State University		FSU, WSU	15	17	2.78	13	
Oakland Community College	Undecided	OCC	15	15	2.45	12	
Oakland University		FSU, WSU, OU	15	15	3.00	14	
Ferris State University	Sports Marketing	FSU	15	16	2.94	14	
Not Enrolled		FSU	15	15	2.71	Not Enrolled	
Schoolcraft Community College	Business	Schoolcraft	14	14	2.35	12	
Michigan State University	Elementary Education	WSU, MSU	14	14	2.79	14	
Not Enrolled		*	14	14	1.63	Not Enrolled	
Saginaw Valley State University		SVSU	14	16	2.98	14	
Ferris State University	Business	FSU	14	16	2.38	13	
Western Michigan University		BGSU-Pas, EMU, WMU	14	16	3.25	13	
Bowling Green State University	Nursing	FSU, BGSU	14	15	3.18	13	
Oakland Community College	Nursing	WC3, OCC, KzooCC	14	14	1.89	13	
International Design & Arts	Graphic Design	IADT	14	14	2.56	12	
Not Enrolled		TCC	13	13	2.63	Not Enrolled	
Oakland Community College	Pre-med	OCC	13	14	2.23	13	
Oakland Community College	Fashion	OCC, HFCC, Schoolcraft	13	14	2.06	12	
Macomb Community College	Pre-Pharmacy	MCC	13	16	2.38	14	
Oakland Community College		OCC	13	13	2.95	13	
Oakland Community College	Graphic Arts	OCC	13	15	1.73	14	
Not Enrolled		*	12	12	1.18	Not Enrolled	

FERNDALE'S UNIVERSITY HIGH SCHOOL
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Students Enrolled in College					Year 1 Credits & GPA 2009-2010						College/University Attending
Ferndale's University High School - Class of 2009	Class Size	101 Graduated	2009 Official ACT score	High School GPA	1st Semester - Fall 2009			2nd Semester - Spring 2010			
					# Completed Fall 2009 2/4 Year College/Univ	80		# Enrolled Spring 2010 2/4 Year College/Univ	88		
	College/University Attending	103	100% Accepted to College	Scores listed are best, including retakes which bring the composite to 16.8	Avg High School GPA	Credits Attempted	Credits Earned	1st Semester GPA	Credits Attempted	Credits Earned	
Location First Year	Major/Area of Study	Source: UHS College Transition Specialist	16.10	2.64	974	827	Avg GPA	905	749	Avg GPA	Location Second Year
		Acceptance Letters/Scholarships			85% Completed		2.49	82% Completed		2.34	
		Source: UHS College Transition Specialist									
Purdue University	Engineering & English	(5)MTU,Kettering,UofM,Purdue,MIT	30	4.00	21	21	3.40	15	15	3.20	Purdue University
Bowling Green University	Biochemistry	(1)BGSU	27	3.78	13	13	3.10	13	13	2.30	Bowling Green University
Wayne State University	Environmental Science	(3)MonCC,MacCC,OCC	23	3.06	19	15	3.70	13	13	2.75	Wayne State University
University of Michigan	Civil Engineering	(2)UofM,WSU	23	3.54	13	13	2.50	15	15	2.70	University of Michigan
Wayne State University	Nursing	(1)WSU	22	2.04	12	9	2.00	14	9	2.10	Wayne State University
Eastern Michigan University	Journalism	(3)UofToL, EMU,CMU	21	2.42	12	12	3.85	12	12	3.25	Eastern Michigan University
Purdue University	Actuary Science	TECH,UMN,WSU,OU,UofD,BGSU,LTU,Purdue	21	4.00	16	16	2.60	15	15	2.20	Purdue University
University of Detroit Mercy	Nursing	(3)UofD,FAMU,TSU	21	3.43	13	9	3.00	12	12	2.80	University of Detroit Mercy
Oakland Community College	Business Admin.	(5)TSU,CMU,UofMinn.,FAMU,OCC	21	3.17	11	11	3.20	12	12	3.20	Oakland Community College
University of Michigan	Architecture	(3)Hampton,UofM,WSU	21	3.73	14	14	2.75	13	13	2.85	University of Michigan
Michigan State University	Undecided	(3)MSU,OU,UofD	20	2.75	8	4	1.40	11	13	2.00	Michigan State University
Oakland Community College	Computer Programming	(1)OCC	20	1.50	12	9	2.20	12	8	2.10	Oakland Community College
Michigan State University	Mechanical Engineering	(2)WSU,MSU	20	3.30	13	13	2.10	15	15	2.60	Michigan State University
Michigan State University	Journalism	(2)MSU,WSU	20	2.63	13	10	2.37	15	15	3.10	Michigan State University
January Start (Marygrove)*C	Forensic Science	(3)OCC,WCCC,Marygrove *(09)	20	1.91	N/A	N/A	n/a	12	6	1.50	January Start (Marygrove)*C
January Start (OCC) *C	Secondary Education	(2)WSU,UofD	20	3.00	N/A	N/A	n/a	12	12	3.30	January Start (OCC) *C
Wayne County Community College*NE	Computer Programming	(3)OCC,WCCC,MCCC	20	1.55	WD	WD	n/a	12	8	2.00	Wayne County Community College*NE
University of Detroit Mercy	Computer Engineering	(1)UofD	19	3.21	13	4	1.80	12	12	2.70	University of Detroit Mercy
Henry Ford Community College	Computer Software Design	(1)HFCC	19	2.22	11	8	1.80	12	9	2.00	Henry Ford Community College
Saginaw Valley State University	Business Marketing	(2)SVSU,Central State Uni.	19	2.23	12	12	2.50	12	10	1.20	Saginaw Valley State University
Wayne County Community College	Engineering	(2)WCCC, OCC	19	2.61	10	10	2.50			Info Pending	Wayne County Community College
Tuskegee University	Mechanical Engineering	(3)Tuskegee,Northwood,Kettering Uni.	19	3.71	17	13	2.40	12	12	3.00	Tuskegee University
Wayne State University	Nursing	(6)MSU,LTU,Georgia St.,UofM,Howard Uni.,WSU	19	3.45	12	8	2.90	13	13	3.00	Wayne State University
Henry Ford Community College	Undecided	(2)WSU-DCE,WCCC	19	1.91	6	6	2.00	12	4	1.50	Henry Ford Community College
Western Michigan University	Nursing	(2)OU,WSU	19	3.00	12	9	2.00	10	10	2.20	Western Michigan University
Michigan State University	Biology	(2)OU,MSU	18	2.91	13	9	1.90	13	8	2.00	Michigan State University
Saginaw Valley State University	Occupational Therapy	(2)WSU-DCE,SVSU	18	2.38	12	12	3.30	12	12	2.30	Saginaw Valley State University
Wayne State University	Electrical Engineering	(2)LTU,WSU	18	3.10	12	9	2.30			drop due to Financial Issue	Wayne State University
US Airforce	Military Service	(1)OCC	18	2.04	N/A	N/A	n/a				US Airforce
Spelman College	Psychology	(2)MSU,Spelman	18	3.69	13	13	2.60	12	12	2.60	Spelman College
University of Detroit Mercy	Engineering	(3)UofD,FAMU,TSU	18	2.71	12	12	3.00	12	12	2.50	University of Detroit Mercy
Oakland University	Undecided	(3)UofD,WSU,OU	18	3.02	12	12	2.70	12	12	2.50	Oakland University
Wayne State University	Nursing	(4)Tuskegee,UofToL,WSU,OU	18	3.41	11	6	3.00			Info Pending	Wayne State University
Morgan State University	Marketing	(2)WSU-DCE,Morgan State	18	2.19	14	14	2.20	12	9	2.10	Morgan State University
Oakland Community College	Business	(2)WSU-DCE,OCC	17	2.12	9	9	2.40	8	8	2.35	Oakland Community College
Eastern Michigan University	Business Admin.	(2)EMU,OCC	17	2.97	14	10	2.00			N/A	Eastern Michigan University
Wayne County Community College	Business	(2)OCC,WCCC	17	1.97	11	7	1.50			Semester at WCCC	Wayne County Community College
Eastern Michigan University	Journalism	(1)EMU	17	3.54	13	13	3.00	13	13	4.00	Eastern Michigan University
Fall'10 Start (WSU)*A	Nursing	(2)SVSU,WSU	17	2.82	N/A	N/A	n/a			accepted to WSU/Baker	Fall'10 Start (WSU)*A
January Start (OCC) *NE	N/A	(1)OCC	17	2.08	N/A	N/A	N/A	N/A	N/A	N/A	January Start (OCC) *NE
Wayne State University	Pre-Med/Biochemistry	(4)WSU,OU,WMU,BGSU	17	3.68	12	9	2.50	13	13	2.60	Wayne State University
Wayne State University	Nursing	(4)MSU,UofToL,UofD,WSU	17	3.54	12	8	3.20	12	9	2.60	Wayne State University
Wayne State University	Music Technology	(3)LTU,OU,WSU	17	2.97	12	12	3.20	12	12	2.80	Wayne State University
Tennessee State University	Journalism	(2)KSU,TSU	17	3.04	13	10	4.00	12	12	3.70	Tennessee State University
Wayne State University	Physic	(1)WSU-DCE	17	2.13	12	9	2.80	6	6	3.60	Wayne State University
Wayne State University	Retail Marketing	(3)WSU,CMU,SVSU	17	2.89	10	7	2.20	12	4	1.50	Wayne State University
Wayne State University	Nursing	(3)SVSU,WSU,FSU	17	2.91	24	24	2.60	12	12	3.10	Wayne State University
January Start (HFCC)*C	Graphic Design	(2)OU,HFCC	17	3.08	N/A	N/A	n/a			has enroll at HFCC fall 2010	January Start (HFCC)*C
Oakland Community College	Business Admin.	(1)OCC	16	2.58	12	12	2.10	11	11	2.40	Oakland Community College

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Ferdale's University High School - Class of 2009	Class Size	101 Graduated	2009 Official ACT score	High School GPA	1st Semester - Fall 2009			2nd Semester - Spring 2010					
					# Completed Fall 2009 2/4 Year College/Univ	80		# Enrolled Spring 2010 2/4 Year College/Univ	88				
College/University Attending	Official Graduation/Dropout Rate (GAD) Source: CEPI	100% Accepted to College	Scores listed are best, including retakes which bring the composite to 16.8	Avg High School GPA	% Completed Fall 2009 2/4 Year College/Univ		78%		% Enrolled Spring 2010 2/4 Year College/Univ			85%	
					Credits Attempted	Credits Earned	1st Semester GPA	Credits Attempted	Credits Earned	2nd Semester GPA			
Location First Year	Major/Area of Study	Acceptance Letters/Scholarships Source: UHS College Transition Specialist	16.10	2.64	974	827	Avg GPA	905	749	Avg GPA	Location Second Year		
					85% Completed		2.49		82% Completed		2.34		
Oakland Community College*NE	Business Admin.	(1)OCC	16	2.06	WD	WD	n/a	n/a	n/a	n/a	Oakland Community College*NE		
Not Enrolled	N/A	(1)BGSU	16	2.83	N/A	N/A	N/A	N/A	N/A	N/A	Not Enrolled		
Oakland Community College	Journalism	(2)WSU-DCE,OCC	16	2.14	4	4	2.85	4	4	1.50	Oakland Community College		
Wayne State University	Business Admin.	(1)WSU-DCE	16	2.41	12	12	2.10	8	8	2.30	Wayne State University		
Wayne County Community College	Undecided	(2)WCCC, OCC	16	2.59	9	9	2.80	12	9	2.00	Wayne County Community College		
Eastern Michigan University	Business	(2)WSU-DCE,EMU	16	2.34	12	12	2.50	12	12	2.50	Eastern Michigan University		
Central Michigan University	Early Childhood Education.	(5)WSU,CMU,WSU,UofTol.,BGSU	16	2.65	12	12	3.20	12	0	Did not complete Semester at CMU	Central Michigan University		
Wayne State University	Undecided	(2)WSU,HFCC	16	3.25	14	14	2.80	13	13	2.50	Wayne State University		
Wayne County Community College	Undecided	(2)IADT,WCCC	16	1.89	9	9	3.00	9	9	2.00	Wayne County Community College		
Michigan State University	Business	(3)MSU,UofD,WSU	16	3.10	12	9	2.00	13	13	2.20	Michigan State University		
Not Enrolled	N/A	(1)HFCC	16	2.19	N/A	N/A	N/A	N/A	N/A	N/A	Not Enrolled		
Baker College	Business Management	(2)WSU,Baker College	16	2.93	12	12	2.40	12	12	2.30	Baker College		
Oakland Community College	Business Management	(1)OCC	16	1.83	12	8	2.00	9	6	1.50	Oakland Community College		
US NAVY	Military Service	(1)WCCC	16	3.25	N/A	N/A	N/A	N/A	N/A	N/A	US NAVY		
Wayne County Community College	Pharmaceuticals	(2)WCCC,OCC	16	3.15	13	13	3.20	12	12	3.10	Wayne County Community College		
Oakwood University	Nursing	(1)Oakwood Uni.	16	2.88	12	10	2.20			Info Pending	Oakwood University		
Olivet College (transfer OCC-13 credits)	Education	(2)Olivet,OCC	16	2.65	WD	WD	n/a	12	4	1.10	Olivet College (transfer OCC-13 credit)		
Oakland Community College	Nursing	(3)Ferris Uni., WSU-DCE,OCC	16	2.58	11	8	2.80	12	12	2.70	Oakland Community College		
Wayne State University	Mechanical Engineering	(2)UofD,WSU	15	3.52	13	10	2.90	12	12	2.50	Wayne State University		
Oakland University	Business/Law	(1)YOU	15	2.84	17	17	3.30	12	6	1.80	Oakland University		
Qatar-School of Fashion	Specialty Training	(1)IADT	15	2.76	N/A	N/A	n/a			NA	Qatar-School of Fashion		
Wayne State University	Engineering	(1)WSU	15	3.06	12	6	1.70	12	8	2.00	Wayne State University		
Saginaw Valley State University	Business Marketing	(3)SVSU,WSU,GVSU	15	3.06	13	13	2.40	12	12	2.80	Saginaw Valley State University		
Bowling Green University	Business Economics	(5)MSU,WSU,BGSU,Georgia St.,Howard Uni.	15	3.29	14	11	2.30	12	12	2.20	Bowling Green University		
Oakland Community College	Nursing	(2)WSU-DCE,OCC	15	2.13	11	8	2.00	9	9	2.00	Oakland Community College		
Oakland Community College	Cosmetology	(2)OCC,GRCC	14	1.75	10	10	2.80		*Info Pending	Info Pending	Oakland Community College		
Oakland Community College	Nursing	(1)OCC	14	2.15	11	8	1.91	9	9	2.20	Oakland Community College		
US NAVY *C	Military Service	N/A	14	2.20	N/A	N/A	n/a			N/A	US NAVY *C		
TAFT (GED)	N/A	N/A	14	1.80	N/A	N/A	n/a			*Student completed GED	TAFT (GED)		
January Start (HFCC) *C	Surgical Technician	(1)HFCC	14	2.00	N/A	N/A	n/a	9	6	1.50	January Start (HFCC) *C		
Oakland community College	Automobile Servicing	(1)OCC	14	2.44	9	7	1.70	12	8	1.20	Oakland community College		
Oakland Community College	Computer software design	(1)OCC	14	2.51	6	6	2.10	10	10	2.20	Oakland Community College		
University of Michigan-Flint	Nursing	(2)WSU,UofM-Flint	14	2.93	11	11	2.40	13	13	3.00	University of Michigan-Flint		
Saginaw Valley State University	Secondary Education	(1)SVSU	14	2.58	14	WD	0.0	N/A	N/A	NA	Saginaw Valley State University		
Olivet College	Psychology	(2)WSU,Olivet	14	2.91	12	6	1.90	12	0	Info Pending	Olivet College		
January Start (TCC) *C	Communications	(2)JLCC,TCC	14	1.69	N/A	N/A	n/a	12	4	1.00	January Start (TCC) *C		
Oakland Community College	Paramedic	(1)OCC	14	2.34	13	13	2.10	12	7	1.80	Oakland Community College		
January Start (OCC) *C	Criminal Justice	(2)HFCC,OCC	14	1.93	N/A	N/A	n/a	9	9	2.00	January Start (OCC) *C		
Oakland Community College*NE	Computer Graphics	(1)OCC	13	1.68	WD	WD	n/a	N/A	N/A	N/A	Oakland Community College*NE		
January Start (OCC)*C	Business Management	(1)OCC	13	1.36	N/A	N/A	n/a	12	6	1.80	January Start (OCC)*C		
Wayne County Community College	Computer Technology	(1)HFCC	13	2.41	9	9	2.50	12	12	2.50	Wayne County Community College		
January Start (OCC)*NE	Visual Communications	(2)JTT Tech,OCC	13	1.98	N/A	N/A	n/a	N/A	N/A	N/A	January Start (OCC)*NE		
Mary Grove College	Pre-Med	(1)Marygrove	13	2.73	12	12	3.40	12	12	3.00	Mary Grove College		
Oakland Community College	Undecided	(1)OCC	13	2.04	9	6	1.90	12	3	1.00	Oakland Community College		
Schoolcraft Community College	Undecided	(4)OCC HFCC, MaCC, WashCC	13	1.80	8	6	2.00			classes has unrolled for fall	Schoolcraft Community College		
Specs Howard	Specialty Training	(2)OCC,Specs Howard	13	1.50	N/A	N/A	n/a	N/A	N/A	N/A	Specs Howard		
Wayne County Community College	Criminal Justice	(3)MSU,EMU,WCCC	13	2.40	16	16	3.10	12	12	2.80	Wayne County Community College		
Wayne State University	Accounting	(1)WSU-DCE	13	2.50	12	9	1.90	12	3	1.10	Wayne State University		
Oakland Community College	Social Work	(1)OCC	13	2.74	9	6	2.50	12	12	2.40	Oakland Community College		

FERNDALE'S UNIVERSITY HIGH SCHOOL CLASS OF 2009 POST-SECONDARY RESULTS REPORT 2010-2011

Students Enrolled in College					Year 1 Credits & GPA 2009-2010							College/University Attending
Ferndale's University High School - Class of 2009					1st Semester - Fall 2009			2nd Semester - Spring 2010				
Class Size		101 Graduated		2009 Official ACT score Scores listed are best, including retakes which bring the composite to 16.8	# Completed Fall 2009 2/4 Year College/Univ			# Enrolled Spring 2010 2/4 year College/Univ				
103		100% Accepted to College			80			88				
Official Graduation/Dropout Rate (GAD) Source: CEPI		100% Accepted to College		High School GPA	% Completed Fall 2009 2/4 Year College/Univ			% Enrolled Spring 2010 2/4 Year College/Univ				
99.03%		Acceptance Letters/Scholarships			78%			85%				
College/University Attending		Source: UHS College Transition Specialist		Avg High School GPA	Credits Attempted	Credits Earned	1st Semester GPA	Credits Attempted	Credits Earned	2nd Semester GPA	College/University Attending	
Location First Year		Major/Area of Study			974	827	Avg GPA	905	749	Avg GPA		
Location First Year		Major/Area of Study		16.10	2.64	85% Completed	2.49	82% Completed	2.34	Location Second Year		
Wayne County Community College	Business Management	(1)WCCC	12	2.35	9	9	3.30			student has enroll WCCC summer	Wayne County Community College	
Olivet College	Creative Writing	(2)WCCC,Olivet	12	1.65	21	17	2.00	12	9	2.30	Olivet College	
Wayne County Community College	N/A	(1)OCC	12	1.65	N/A	N/A	N/A	N/A	N/A	N/A	Wayne County Community College	
Olivet College	Business Management	(1)Olivet	11	2.40	12	12	2.7			Did not complete semester	Olivet College	
Oakland Community College	Paramedic	(1)OCC	10	1.23	11	11	2.10	12	8	2.00	Oakland Community College	

*C-Confirmed January Start/Credits *A-Confirmed Fall Acceptance *NE-Student not enrolled Note: Credits Attempted/Earned and Semester GPAs are reported here based on transcript submissions to the College Success Advisor (CSA). Whenever possible, these sources include online grade reports, direct university/college access to student performance.

**FERNDALDE'S UNIVERSITY HIGH SCHOOL
CLASS OF 2008
POST-SECONDARY RESULTS REPORT 2010-2011**

Students Enrolled in College					Year 1 Credits & GPA						Year 2 Credits & GPA						Location Second Year	Location Third Year
					1st Semester - Fall 2008			2nd Semester - Spring 2009			3rd Semester - Fall 2009			2nd Semester - Spring 2010				
Ferndale's University High School - Class of 2008	Class Size	38 Graduated	Composite ACT	Avg High School GPA	# Completed Fall 2008 2/4 Year College/Univ		30	# Completed Spring 2009 2/4 Year College/Univ		26	# Completed Fall 2009 2/4 Year College/Univ		24	# Enrolled Spring 2010 2/4 Year College/Univ		27		
	38	100% Accepted to College			% Completed Fall 2008 2/4 Year College/Univ		81%	% Completed Spring 2009 2/4 Year College/Univ		72%	% Completed Fall 2009 2/4 Year College/Univ		63%	% Enrolled Spring 2010 2/4 Year College/Univ		71%		
	Official Graduation/Dropout Rate (GAD) Source: CEPI				Credits Attempted	Credits Earned	1st Semester GPA	Credits Attempted	Credits Earned	2nd Semester GPA	Credits Attempted	Credits Earned	3rd Semester GPA	Credits Attempted	Credits Earned	4th Semester GPA		
	College/University Plans				94.87%	Acceptance Letters/Scholarships Source: UHS College Transition Specialist	333	303	Avg GPA	335	276	Avg GPA	280	253	Avg GPA	291	258	Avg GPA
Location First Year	Major/Area of Study	Source: UHS College Transition Specialist	17.10	2.77	91% Completed		2.52	82% Completed		2.41	90% Completed		2.58	89% Completed		2.48		
University of Michigan- Ann Arbor	Mechanical Engineering:Aerospace	2 (UofM, Kettering U.)	N/A	3.26	12	12	3.00	12	12	3.00	13	13	3.30	12	12	2.5	University of Michigan- Ann Arbor	University of Michigan- Ann Arbor
University of Michigan- Ann Arbor	Computer Engineering	2 (MSU, UofM)	23	3.7	15	15	2.85	15	15	3.00	15	15	3.00	13	13	2.7	University of Michigan- Ann Arbor	University of Michigan- Ann Arbor
Michigan State University	Journalism	1 (MSU)	22	3.15	13	13	3.50	13	13	3.45	15	15	3.70	15	15	3.6	Michigan State University	Michigan State University
Saginaw Valley State University	Polictical Science	2 ((SVSU,OU)	21	3.49	12	12	3.20	12	12	2.80	12	12	3.00	12	12	3	Saginaw Valley State University	Saginaw Valley State University
Groves City College	Business/Construction Management	2 (Kettering U., OCC)	21	3.68	12	12	3.60	15	12	1.70	12	12	2.70	12	12	2.8	Groves City College	Groves City College
Trade School			20	2.73	N/A	N/A	n/a	N/A	N/A	n/a	N/A	N/A	N/A	N/A	N/A	N/A	Trade School	Trade School
Michigan State University		1 (MSU)	20	3.73	15	15	2.50	12	12	2.50	14	14	2.80	N/A	N/A	*Info Pending	Michigan State University	Michigan State University
University of Michigan - Dearborn		1 (UofM-Dearborn)	20	3.01	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	University of Michigan - Dearborn	University of Michigan - Dearborn
Michigan State University	Marketing/Human Resources	4 (MSU, WSU, UofD, OU)	18	3.17	11	11	3.00	11	8	2.70	13	13	3.00	13	13	3	Michigan State University	Michigan State University
Michigan State University	Business	1 (MSU)	18	3.03	13	10	1.90	13	13	2.50	12	12	2.20	12	9	2	Michigan State University	Michigan State University
Michigan State University	Civil Engineering	1 (MSU)	18	3.24	13	13	3.00	12	12	2.30	13	10	2.50	13	13	2.8	Michigan State University	Michigan State University
Oakland University	Business	3 (WSU, LTU, OU)	17	3.43	9	9	3.00	10	10	3.20	11	8	2.40	7	7	2.2	Oakland University	Oakland University
Michigan State University	Marketing/Communications	2 (MSU, WSU)	17	3.43	13	10	1.90	12	12	2.10	13	10	2.00	13	13	2.2	Michigan State University	Michigan State University
US ARMY		1(OCC)	17	2.12	N/A	N/A	n/a	N/A	N/A	n/a	N/A	N/A	N/A	N/A	N/A	N/A	US ARMY	US ARMY
Oakland Community College	Business Admin.	1 (OCC)	17	1.90	10	8	2.10	9	3	1.50	N/A	N/A	N/A	N/A	N/A	N/A	Oakland Community College	Oakland Community College
Western Michigan University	Marketing	4 (WSU, WMU, Norfolk St., Ferris St.)	17	2.77	12	12	2.70	12	12	3.20	12	12	3.00	12	12	2.5	Western Michigan University	Western Michigan University
Tallahassee Community College	Business	1 (TCC)	17	2.65	12	9	2.25	11	11	2.50	11	11	2.80	11	11	2.5	Tallahassee Community College	Tallahassee Community College
Michigan State University	Accounting	1 (MSU)	17	2.85	11	11	2.20	12	12	2.00	12	12	2.30	12	12	2.4	Michigan State University	Michigan State University
Wayne State University	Computer Engineering	1 (WSU)	17	3.82	13	13	2.80	13	13	2.50	12	9	2.00	12	6	1.8	Wayne State University	Wayne State University
Eastern Michigan University	Business	1 (EMU)	16	2.91	12	12	2.30	12	9	2.00	12	7	1.80	12	9	2.2	Eastern Michigan University	Eastern Michigan University
Trade School		1(OCC)	16	2.26	10	7	2.40	9	9	2.20	N/A	N/A	N/A	N/A	N/A	N/A	Trade School	Trade School
Everest Institute		1 (WCCC)	16	1.93	N/A	N/A	n/a	N/A	N/A	n/a	N/A	N/A	N/A	N/A	N/A	N/A	Everest Institute	Everest Institute
Oakland Community College	Accounting/Financing	3 (EMU, OU, MSU)	16	3.17	12	12	2.50	12	8	2.10	12	12	2.75	12	8	2.3	Oakland Community College	Oakland Community College
Wayne County Community College	Nursing	4 (OU, EMU, WSU, SVSU)	16	3.48	15	12	2.30	15	15	2.00	N/A	N/A	n/a	12	12	2.8	Wayne County Community College	Wayne County Community College
Wayne County Community College	Computer Engineering	2 (MSU, LTU)	16	3.19	13	13	2.80	13	13	2.50	N/A	N/A	n/a	12	12	2.5	Wayne County Community College	Wayne County Community College
Lansing Community College	Business Management	1 (WSU)	15	3.05	12	8	1.90	13	WD	withdrew during sem.	N/A	N/A	N/A	11	11	2.3	Lansing Community College	Lansing Community College
Not Enrolled			15	1.77	N/A	N/A	n/a	N/A	N/A	n/a	N/A	N/A	N/A	N/A	N/A	N/A	Not Enrolled	Not Enrolled

**FERNDALE'S UNIVERSITY HIGH SCHOOL
CLASS OF 2008
POST-SECONDARY RESULTS REPORT 2010-2011**

Students Enrolled in College					Year 1 Credits & GPA						Year 2 Credits & GPA						Location Second Year	Location Third Year		
					1st Semester - Fall 2008			2nd Semester - Spring 2009			3rd Semester - Fall 2009			2nd Semester - Spring 2010						
Ferndale's University High School - Class of 2008		Class Size	38 Graduated		# Completed Fall 2008 2/4 Year College/Univ		30		# Completed Spring 2009 2/4 Year College/Univ		26		# Completed Fall 2009 2/4 Year College/Univ		24		# Enrolled Spring 2010 2/4 Year College/Univ		27	
College/University Plans		38	100% Accepted to College		% Completed Fall 2008 2/4 Year College/Univ		81%		% Completed Spring 2009 2/4 Year College/Univ		72%		% Completed Fall 2009 2/4 Year College/Univ		63%		% Enrolled Spring 2010 2/4 Year College/Univ		71%	
Official Graduation/Dropout Rate (GAD) Source: CEPI		94.87%		Acceptance Letters/Scholarships Source: UHS College Transition Specialist		Composite ACT	Avg High School GPA	Credits Attempted	Credits Earned	1st Semester GPA	Credits Attempted	Credits Earned	2nd Semester GPA	Credits Attempted	Credits Earned	3rd Semester GPA	Credits Attempted	Credits Earned	4th Semester GPA	
Location First Year		Major/Area of Study		17.10		2.77		333	303	Avg GPA	335	276	Avg GPA	280	253	Avg GPA	291	258	Avg GPA	
Location First Year		Major/Area of Study		91% Completed		2.52		82% Completed		2.41		90% Completed		2.58		89% Completed		2.48		
Oakland Community College	Nursing	1 (OCC)	15	2.96	8	8	2.65	9	9	2.80	9	9	3.00	8	8	2	Oakland Community College	Oakland Community College		
US ARMY		1(OCC)	15	2.28	8	6	2.10	6	0	WD	N/A	N/A	N/A	N/A	N/A	N/A	US ARMY	US ARMY		
Henry Ford Community College	Culinary Arts	2 (HFCC, OCC)	14	1.75	12	9	2.10	12	8	2.00	11	8	2.10	11	9	2	Henry Ford Community College	Henry Ford Community College		
Trade School			14	2.05	N/A	N/A	n/a	N/A	N/A	n/a	N/A	N/A	N/A	N/A	N/A	N/A	Trade School	Trade School		
Siena Heights University	Criminal Justice/Law	2 (Kentucky State U., Sienna Heights U. '09)	12	2.61	15	15	2.70	12	12	2.90	12	12	2.50	12	12	2.5	Siena Heights University	Siena Heights University		
Not Enrolled			12	1.64	N/A	N/A	n/a	N/A	N/A	n/a	N/A	N/A	N/A	N/A	N/A	N/A	Not Enrolled	Not Enrolled		
Oakland Community College	Business		12	1.78	2nd sem. Start	2nd sem. Start	n/a	11	5	1.50	10	6	1.70	8	0	NE	Oakland Community College	Oakland Community College		
Wayne County Community College	Fashion Merchandise	2 (WCCC,OCC)	12	2.42	8	8	2.10	8	0	WD	11	8	1.80	12	9	2.3	Wayne County Community College	Wayne County Community College		
Wayne County Community College	Nursing	1 (OU)	12	2.85	12	8	1.30	9	6	1.80	13	13	3.00	12	8	2.5	Wayne County Community College	Wayne County Community College		
Not Enrolled				2.00	N/A	N/A	n/a	N/A	N/A	n/a	N/A	N/A	N/A	N/A	N/A	N/A	Not Enrolled	Not Enrolled		
Not Enrolled	Nursing	1(WCCC)		2.05	N/A	N/A	n/a	N/A	N/A	n/a	N/A	N/A	N/A	N/A	N/A	N/A	Not Enrolled	Not Enrolled		

Note: Credits Attempted/Earned and Semester GPAs are reported here based on transcript submissions to the College Success Advisor (CSA). Whenever possible, these sources include online grade reports, direct university/college access to student performance.

School Improvement Plan

School Year: 2010

School District: Ferndale Public Schools

Intermediate School District: Oakland Schools

School Name: University High School

Grades Served: 9,10,11,12

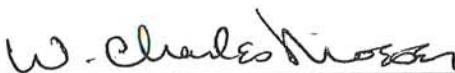
Principal: Mr. George Tomey

Building Code: 09561

District Approval of Plan:

 9/20/2010
Authorized Official Signature and Date

Board of Education Approval of Plan:

 9/20/10
Authorized Official Signature and Date

School Improvement Plan

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Introduction

The Michigan Department of Education, Office of Education Improvement and Innovation and Office of Field Services has developed a series of documents and tools that are designed to assist schools in the creation and use of an **Action Portfolio** that will guide and inform the school's Continuous School Improvement Planning Process.

The **Action Portfolio** begins with the **Michigan School Improvement Framework (MSIF)**. The Framework was designed to:

- Provide schools and districts with a comprehensive framework that describes the elements of effective schools.
- Provide schools and districts in our state with a common way of describing the processes and protocols of practice of effective schools.
- Give direction to, support, and enhance the school improvement planning process.

The School Improvement Framework **Rubrics** assess the framework at the benchmark level, and provide a continuum of practice that allows buildings to identify gaps that exist between where they are in their current practice and where they want to be. The rubrics also include the EdYES! Performance Indicators that schools must use for their annual self-assessment.

The **Comprehensive Needs Assessment (CNA)** is another tool that has been developed as a part of the **Action Portfolio**. This process examines building demographics, system processes and protocols of practices, instructional program, and disaggregated student academic achievement data, so that the following questions can be answered:

- Who do we serve?
- How do we do business?
- Where are we now?
- Where do we want to be?
- What and where are the gaps?
- What is/are the root cause(s) for the gaps?
- How will we get to where we want to be?
- How will we evaluate our efforts and progress?

The CNA will help a school align these system challenges with the student achievement goals the school will establish. Ensuring that your systems are aligned with the elements of effective schools, to support your instructional program goals and objectives, is the first step to establishing the continuous school improvement process.

The **School Improvement Plan template (SIP)** has been designed to provide schools and districts with a common planning template that addresses student learning and system needs that have been identified through the schools' Comprehensive Needs Assessment. It has also been designed to address any federal, state and locally required elements that must be contained in a School Improvement Plan.

The School Improvement Framework, Rubrics, CNA, and the School Improvement Planning template were developed as a comprehensive and continuous process that can provide schools and districts with a way to look at and discuss internal systems and assess where the school is, in relationship to these elements of effective schools.

Copies of these documents can be obtained on the web at: www.mi.gov/schoolimprovement

School Information

School: **University High School**

District: **Ferndale Public Schools**

Public/Non-Public: **Public**

Grades: **9,10,11,12**

School Code Number: **09561**

City: **FERNDALE**

State/Province: **Michigan**

Country: **United States**

Vision

Vision Statement

We are a rigorous, innovative college preparatory school, with a curriculum organized around college preparedness and careers for the 21st century. UHS offers students a dynamic learning environment where project-based learning occurs to prepare students to meet the ever-growing challenges of college and the professional world. UHS has a 9-16 vision, where we measure our success by the number of students we graduate from college. UHS students need to be self-motivated learners who are respectful, professional, and invested in their education. Students and teachers work together to create a safe and caring learning environment.

Mission Statement

The mission of University High School is to prepare our students to be successful in college without need of remediation. UHS students will also graduate from college and be successful in 21st century careers.

Beliefs Statement

The following are the current UHS belief statements:

1. Each individual at UHS deserves to be treated with dignity and respect.
2. The UHS Learning Community requires contributions from all of its members - parents, students, and staff.
3. Relationships, rigor, and relevance drive the educational model at UHS.
4. All students can learn at a high level.
5. Dynamic instruction through various methods effectively engages students.
6. High expectations lead to high levels of achievement.
7. Every student must take mathematics, science, language arts, and social studies for four years to be better prepared for post-secondary studies.
8. Social skills are fundamental to the 21st century workplace and need to be mastered in school.
9. College success is contingent upon strong foundation skills, background knowledge, and cultural literacy.

Goals

ID	Name	Development Status	Progress Status
6857	Science Literacy	Approved	Open
6870	ELA Writing and Reading College Readiness	Approved	Open
6878	Math College Readiness	Approved	Open
6883	Social Studies College Readiness	Approved	Open

Goal 1: Science Literacy

Content Area : Science

Goal Source : Continuous Improvement

Development Status : Approved

Student Goal Statement : Student will increase their science literacy

Gap Statement : There is a gap of fundamental science skills including basic math skills (graphing, chart analysis, fractions, conversions) and background vocabulary.

Cause for Gap : The gap is caused by students entering UHS from over 120 different middle schools that have diverse science curricula unique to the schools students came from.

Multiple measures/sources of data you used to identify this gap in student achievement : The gap is identified by a background knowledge assessment given at the beginning of freshman biology. This is shown later in a variety of assessments given through the first common science unit on science foundations. The gap is also shown in common formative and summative assessments given in freshman biology.

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? Progress will be shown by an overall increase in student achievement in the first unit assessment given in chemistry (10th grade) and physics (11th grade). Overall, there will be an increase in science ACT scores in the junior year. In addition, students who started science in the lower third of the class will be closer to students in the middle of the class by the end of their junior year.

Contact Name : Sosha Haynes

List of Objectives:

ID	Objective
7540	Students will achieve a 75% or better on the common summative assessment for the science foundation unit by end of the science course sequence.
7545	Students will achieve an increase of one point on the aggregate score on the science section of the ACT. Students will achieve a 2.0 or better in their college/university science courses. This data will be collected from the College Success Advisor.

1.1. Objective: Science Foundation Skills

Measurable Objective Statement to Support Goal : Students will achieve a 75% or better on the common summative assessment for the science foundation unit by end of the science course sequence.

List of Strategies:

ID	Strategy	Locked By
7540	Teachers will use the common lessons that make up the science foundation unit at the beginning of the course.	

1.1.1. Strategy: Common Science Processes

Strategy Statement: Teachers will use the common lessons that make up the science foundation unit at the beginning of the course.

Selected Target Areas

SPR (90) I.2.B.2 Best Practice: There is a strong belief within the school or program that all students can succeed. This is demonstrated in the expanded use at both the school or program and classroom levels of a variety of best practices designed to meet the differentiated needs of individual learners. Technology is a key component of instructional practice.

Other Required Information for Strategy

What research did you review to support the use of this strategy and action plan?

The department will follow department best practices

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Teacher will cover the Graphs, Conversions, Basic Math and science reading skills	09/01/2010	06/16/2011	Science Department

1.1.1.1. Activity: Science Foundation skills

Activity Description: Teacher will cover the Graphs, Conversions, Basic Math and science reading skills

Activity Type: Maintenance

Planned staff responsible for implementing activity: Science Department

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/01/2010, End Date - 06/16/2011

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
School Budget	General Funds	2,000.00	0.00

1.2. Objective: Science College Readiness

Measurable Objective Statement to Support Goal : Students will achieve an increase of one point on the aggregate score on the science section of the ACT.

Students will achieve a 2.0 or better in their college/university science courses. This data will be collected from the College Success Advisor.

List of Strategies:

ID	Strategy	Locked By
7545	Teachers will instruct on science processes in all science courses. Strategies for science processes will be taught in college preparatory class.	

1.2.1. Strategy: College Readiness

Strategy Statement: Teachers will instruct on science processes in all science courses.

Strategies for science processes will be taught in college preparatory class.

Selected Target Areas

SPR (90) I.1.B.2 Students: The school makes a concerted effort to ensure that all students have a clear understanding of what they are studying and why they are studying it. SPR (90) I.2.B.2 Best Practice: There is a strong belief within the school or program that all students can succeed. This is demonstrated in the expanded use at both the school or program and classroom levels of a
--

variety of best practices designed to meet the differentiated needs of individual learners. Technology is a key component of instructional practice.

Other Required Information for Strategy

What research did you review to support the use of this strategy and action plan?

Department will research the ACT College Reading Benchmarks from the college board. Data gathered from the college success advisor.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
All students will be enrolled in CPC where they will learn strategies needed for processing science information present in a variety of charts, graphs and written formats.	09/01/2010	06/13/2011	All staff

1.2.1.1. Activity: College Prep Class (CPC)

Activity Description: All students will be enrolled in CPC where they will learn strategies needed for processing science information present in a variety of charts, graphs and written formats.

Activity Type: Maintenance

Planned staff responsible for implementing activity: All staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/01/2010, End Date - 06/13/2011

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
School Budget	General Funds	2,000.00	0.00

Goal 2: ELA Writing and Reading College Readiness

Content Area : English Language Arts

Goal Source : Continuous Improvement

Development Status : Approved

Student Goal Statement : Students will be ready for college reading and writing without the need for remediation.

Gap Statement : Students performance on the ACT/MME indicates a gap between UHS student population and the state/national average.

Cause for Gap : Students come to UHS from a variety of middle schools where the curriculum is not aligned. This leads to a wide range of student abilities when they enter the school.

Multiple measures/sources of data you used to identify this gap in student achievement : For entering freshmen, the gap is shown in pre- and post- tests. For juniors, the gap is shown in a difference between UHS student average and the state/national average on the ACT/MME.

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? ACT composite scores, English/Writing, and Reading subscores will show a one point gain. For all students, writing portfolios will show an improvement in writing skills in a variety of forms as determined by department rubrics.

Contact Name : Katie Jeffrey

List of Objectives:

ID	Objective
7556	Students will improve their ACT/MME Reading, Writing and composite scores by one point.

2.1. Objective: Reading and Writing College Readiness

Measurable Objective Statement to Support Goal : Students will improve their ACT/MME Reading, Writing and composite scores by one point.

List of Strategies:

ID	Strategy	Locked By
7556	Teachers will implement weekly subject related reading in all courses. Teachers will have the students write each day in class and two times per week outside of class (5 times per week total). This writing may take the form of journaling, short answer questions, essays, daily starters, Moodle online blogs and forums, writing workshops, partner writes, and quotation response logs.	

2.1.1. Strategy: Writing and Reading Skills

Strategy Statement: Teachers will implement weekly subject related reading in all courses.

Teachers will have the students write each day in class and two times per week outside of class (5 times per week total). This writing may take the form of journaling, short answer questions, essays, daily starters, Moodle online blogs and forums, writing workshops, partner writes, and quotation response logs.

Selected Target Areas

SPR (90) I.2.B.1 Delivered Curriculum: The school or program ensures that students have the supports they need to meet the required standards. Teachers provide opportunities for students to use many and varied approaches to demonstrate competency. The school or program continuously adapts curriculum, instruction, and assessments to meet its students' diverse and changing needs.

SPR (90) I.3.A.3 Multiple Measures: Student assessment is viewed as an essential component in the monitoring of student achievement. Aligned standardized assessments, periodic benchmark assessments as well as a variety of culminating assessments are incorporated into daily practice. In addition, teachers use frequent formative assessment activities to inform instruction.

Other Required Information for Strategy

What research did you review to support the use of this strategy and action plan?

Information on the state and national averages for the ACT/MME was researched to inform goal setting for ELA.

Best practices for instructional strategies were researched to inform instruction.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
There will be weekly subject-related reading of articles. Teachers will have students use context clues to determine meaning of unknown vocabulary. Students will learn to write working definitions, with the class collaborating to write final definitions. Students will write paragraphs from teacher prompts. Students will concentrate particularly on learning effective annotation of articles (both fiction and non-fiction), with a focus on reading for the main idea, finding examples of the main idea within the text, and identifying the main conflict or problem. Students will also work to annotate for author's tone as it relates to the main idea or thesis of the text. Staff will use Elmo Document Cameras to help teach guided annotation of reading articles.	09/01/2010	06/13/2011	All Staff

2.1.1.1. Activity: Weekly subject-related reading

Activity Description: There will be weekly subject-related reading of articles. Teachers will have students use context clues to determine meaning of unknown vocabulary. Students will learn to write working definitions, with the class collaborating to write final definitions. Students will write paragraphs from teacher prompts. Students will concentrate particularly on learning effective annotation of articles (both fiction and non-fiction), with a focus on reading for the main idea, finding examples of the main idea within the text, and identifying the main conflict or problem. Students will also work to annotate for author's tone as it relates to the main idea or thesis of the text. Staff will use Elmo Document Cameras to help teach guided annotation of reading articles.

Activity Type: Maintenance

Planned staff responsible for implementing activity: All Staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/01/2010, End Date - 06/13/2011

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
School Budget	General Funds	2,000.00	0.00

Goal 3: Math College Readiness

Content Area : Math

Goal Source : Continuous Improvement

Development Status : Approved

Student Goal Statement : Students will be ready for college math without the need for remediation.

Gap Statement : There is a gap between UHS student ACT math score and the college readiness math score of 6 points.

Cause for Gap : Students show a lack of foundation math skills. Students come from a variety of middle schools that use a variety of strategies and goals.

Multiple measures/sources of data you used to identify this gap in student achievement : The students take a pretest for math foundation skills. In addition, first semester common assessments (formative and summative) are used to determine student skill level. The gap is also seen in the ACT/MME state and national average subscores for math.

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? Students will show a one point gain on the ACT/MME math subscore. 75% of UHS will demonstrate the ability to solve 1 and 2 variable equations and the ability to apply the properties of

circles, quadrilateral and triangles (area, volume and perimeter) as demonstrate on department formative and summative common assessments.

Contact Name : Beth Ward

List of Objectives:

ID	Objective
7564	There will be a one point increase in the ACT/MME math subscore

3.1. Objective: Math Skills College Readiness

Measurable Objective Statement to Support Goal : There will be a one point increase in the ACT/MME math subscore

List of Strategies:

ID	Strategy	Locked By
7564	At the beginning of the Algebra I course there will be a foundation skills unit that covers fraction math, inequalities, number line, basic operation and negative numbers. Students that need remediation in these areas will continue receiving it in their Algebra & Geometry support classes	

3.1.1. Strategy: Math Foundation skills

Strategy Statement: At the beginning of the Algebra I course there will be a foundation skills unit that covers fraction math, inequalities, number line, basic operation and negative numbers. Students that need remediation in these areas will continue receiving it in their Algebra & Geometry support classes

Selected Target Areas

SPR (90) I.1.A.5 Inclusive: The curriculum is sufficiently flexible to allow for adaptation and modification to meet the wide range of needs and abilities of all students.
 SPR (90) I.2.A.1 Content Appropriateness: The content of the curriculum is directly aligned and consistent with the district's curriculum framework. Processes used to develop cohesive and essential content require articulation within and across grade levels and content areas.

Other Required Information for Strategy

What research did you review to support the use of this strategy and action plan?

To Be filled out by department

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
At the beginning of each math course the teachers will cover math foundation skills. These skills include fraction math, inequalities, number lines basic functions and negative numbers	09/01/2010	06/13/2011	Math Department

3.1.1.1. Activity: Implementation of Math Foundation Skills

Activity Description: At the beginning of each math course the teachers will cover math foundation skills. These skills include fraction math, inequalities, number lines basic functions and negative numbers

Activity Type: Maintenance

Planned staff responsible for implementing activity: Math Department

Actual staff responsible for implementing activity: Math Department

Planned Timeline: Begin Date - 09/01/2010, End Date - 06/13/2011

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
School Budget	General Funds	2,000.00	0.00

Goal 4: Social Studies College Readiness

Content Area : Social Studies

Goal Source : Continuous Improvement

Development Status : Approved

Student Goal Statement : Students will learn skills in history, economics, civics and global geography, economics and issues.

Gap Statement : Reflecting on theninth grade MEAP, students lack a background knowledge in social studies.

Cause for Gap : Students come from a varitey of middle schools which implement a varitey of curricula.

Multiple measures/sources of data you used to identify this gap in student achievement : MEAP scores, first semester performance on formative and summative assessments

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? Students will achieve a 75% or better on summative assessments. Students will show an increase of proficiency on the MME social studies section

Contact Name : Jim Doyon

List of Objectives:

ID	Objective
7568	There will be a significant increase in map identification of continents, nations, and regions as shown in tests, quizzes and activities
7862	At least one economic concept will be included in each unit. An example of an economic unit is to use a chart employing economic data.
7865	All courses will use one form of technology as support for content material each week.

4.1. Objective: Geographic Literacy

Measurable Objective Statement to Support Goal : There will be a significant increase in map identification of continents, nations, and regions as shown in tests, quizzes and activities

List of Strategies:

ID	Strategy	Locked By
7568	At least one map test, quiz or activity will be completed each month in every Social Studies course. These will include discussion and documentation, interrelationship of geography, and social impacts.	

4.1.1. Strategy: Map Identification

Strategy Statement: At least one map test, quiz or activity will be completed each month in every Social Studies course. These will include discussion and documentation, interrelationship of geography, and social impacts.

Selected Target Areas

SPR (90) I.3.A.2 Consistency/Reliability: Procedures are employed to ensure that assessments administered consistently and reliably measure common learning targets.
 SPR (90) I.3.A.3 Multiple Measures: Student assessment is viewed as an essential component in the monitoring of student achievement. Aligned standardized assessments, periodic benchmark assessments as well as a variety of culminating assessments are incorporated into daily practice. In addition, teachers use frequent formative assessment activities to inform instruction.

Other Required Information for Strategy

What research did you review to support the use of this strategy and action plan?

To be researched by department

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Activities will be completed each month to demonstrate the connection between geography and social impacts	09/01/2010	06/13/2011	Social Studies department

4.1.1.1. Activity: Map Identification

Activity Description: Activities will be completed each month to demonstrate the connection between geography and social impacts

Activity Type: Maintenance

Planned staff responsible for implementing activity: Social Studies department

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/01/2010, End Date - 06/13/2011

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
School Budget	General Funds	2,000.00	0.00

4.2. Objective: Economic Concepts

Measurable Objective Statement to Support Goal : At least one economic concept will be included in each unit.

An example of an economic unit is to use a chart employing economic data.

List of Strategies:

ID	Strategy	Locked By
7862	Students will complete a problem involving a chart with economic data on tests. They will have to do calculations such as calculating the cost of implementing a new program.	

4.2.1. Strategy: Economic Calculations

Strategy Statement: Students will complete a problem involving a chart with economic data on tests. They will have to do calculations such as calculating the cost of implementing a new program.

Selected Target Areas

SPR (90) I.2.B.2 Best Practice: There is a strong belief within the school or program that all students can succeed. This is demonstrated in the expanded use at both the school or program and classroom levels of a variety of best practices designed to meet the differentiated needs of individual learners. Technology is a key component of instructional practice.

Other Required Information for Strategy

What research did you review to support the use of this strategy and action plan?

The department reviews best practices in the teaching of economics

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Students will be shown a variety of charts with different economic information. They will be able to do calculations and determine costs and benefits of different plans.	09/01/2010	06/16/2011	The Social Studies department

4.2.1.1. Activity: Economic Concepts

Activity Description: Students will be shown a variety of charts with different economic information. They will be able to do calculations and determine costs and benefits of different plans.

Activity Type: Maintenance

Planned staff responsible for implementing activity: The Social Studies department

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/01/2010, End Date - 06/16/2011

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
School Budget	General Funds	2,000.00	0.00

4.3. Objective: Increase the use of technology in all courses

Measurable Objective Statement to Support Goal : All courses will use one form of technology as support for content material each week.

List of Strategies:

ID	Strategy	Locked By
7865	Teachers will use technology such as power point presentations, videotaphes, DVD, video streaming, interactive computer programs, simulations and electronic research in their courses.	

4.3.1. Strategy: Use of Technology in instruction

Strategy Statement: Teachers will use technology such as power point presentations, videotaphes, DVD, video streaming, interactive computer programs, simulations and electronic research in their courses.

Selected Target Areas

SPR (90) II.1.A.3 Technology: School leaders recognize that technology is essential to the school's success. They seek the necessary resources to support the integration and effective use of technology in all aspects of curriculum, instruction and assessment.

Other Required Information for Strategy

What research did you review to support the use of this strategy and action plan?

Technology has been shown to increase students understanding of material. Research and Educational Technology journals and research from Lawrence Technological University's computer department (use of

college source).

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Teachers will incorporate technology-related activities into their lesson at least once each week.	09/01/2010	06/16/2011	The Social Studies department.

4.3.1.1. Activity: Technology as support of course materials

Activity Description: Teachers will incorporate technology-related activities into their lesson at least once each week.

Activity Type: Maintenance

Planned staff responsible for implementing activity: The Social Studies department.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/01/2010, End Date - 06/16/2011

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
School Budget	General Funds	2,000.00	0.00

Resource Profile

Funding Source	Planned Amount	Actual Amount
General Funds	\$14,000.00	\$0.00

Stakeholders

List of names, positions and e-mail addresses of the stakeholders (staff, parents, community/business members and, as appropriate, students) who were involved in the planning, design, monitoring, and evaluation of this plan.

Title	First Name	Last Name	Position	E-mail
Mr.	George	Tomey	Principal	gtomey@ferndaleschools.org
Dr.	Maria	Vas	LTU Provost	mvaz@ltu.edu
Ms.	Lisa	Kujawa	LTU Asst. Provost	lkujawa@ltu.edu
Mrs.	Katie	Jeffrey	UHS Teacher/SIP Chair	kjeffrey@ferndaleschools.org
Ms.	Sosha	Haynes	UHS Teacher	shaynes@ferndaleschools.org
Mr.	Gary	Meier	FPS Superintendent	gmeier@ferndaleschools.org
Mrs.	Stephanie	Hall	FPS Director of Comm. Rel	shall@ferndaleschools.org
Dr.	Lewis	Walker	LTU President	lwalker@ltu.edu

1. Describe how all stakeholders are involved in the planning, design, monitoring and evaluation of this institution improvement plan.

Stakeholders are involved in the planning, design, monitoring, and evaluation of the school improvement plan through: monthly SIP meetings, quarterly Management Team meetings, monthly staff meetings, and monthly committee meetings.

2. Describe how decisions about curriculum, instruction and assessment are made at this institution, and how all stakeholders are involved in the process.

All stakeholders are represented on the school improvement team. The school improvement team develops curriculum, instruction, and assessment initiatives based on departmental discussions and data. All data reports and minutes are reviewed by the school improvement team to ensure that goals and assessments are aligned with the school's vision and beliefs. Essentially, all decisions are department driven with school improvement team approval.

3. Describe how institution and student information and progress will be shared with all stakeholders in a language that they can understand.

Information and progress is shared through various avenues. Department heads on the SIP team report back to department members; the principal reports to the management team; parents are informed of initiatives and progress through family communication (such as parent-teacher conferences, Zangle information system, and school and district newsletters); staff and administration also communicate through various methods, including - but not limited to - email, Zangle information system, reports to funders, reports to management team, and departmental minutes.

Statement of Non-Discrimination

Federal Office for Civil Rights

The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this school that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the district/school is responsible, or for which it receives financial assistance from the U.S. Department of Education.

Contact Information

Schools/Districts are required to designate an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities.

Position of Contact:	Henry Gold
Address:	2920 Burdette, Ferndale, MI 48220
Telephone Number:	248-586-8661

References

- Title VI of the Civil Rights Act of 1964
- The Age Discrimination Act of 1975
- The Americans with Disabilities Act of 1990
- Elliott-Larsen prohibits discrimination against religion

Conclusion

1. What Professional Learning activities will you need to provide to support the successful implementation of this school improvement plan?

Professional Learning activities needed will be professional development on culture and climate, "background knowledge to improve academic achievement", and "multidisciplinary instructional strategies".

2. How has the institution integrated its available fiscal resources to support this school improvement plan?

Through careful budget preparation, creation of a fiscal plan based on building needs including, but not limited to, departmental, extra-curricular, and operational needs.

3. How has the institution assessed the need for and integrated the use of technology to support this school improvement plan?

Departments define technology needs through teaching and learning; commitment to fully integrated current technologies in all content areas; and context of continuous improvement. Departments update curriculum resources through research rather than relying on publishers' updates.

Attachment F - Super-Seniority Guidelines

LETTER OF AGREEMENT

**University High School in Partnership with Lawrence Technological University
Between the Ferndale Education Association (FEA) and Board of Education
*FEA Super-seniority Guidelines***

In consideration for the mutual covenants contained herein, it is hereby agreed by and between the Ferndale Education Association/ Michigan Education Association hereinafter referred to as the FEA and the Board of Education for the Ferndale Public Schools hereafter referred to as the Board, as follows:

The Ferndale Education Association and the Board of Education agree that for the purpose of starting and maintaining a new high school in partnership with Lawrence Technological University, hereby referred to as "University High School (UHS)", the parties agree that to insure continuity of service and curriculum and in order to maintain the specific goals of the program, the following provisions will apply for the purpose of layoff and recall.

1. Certified staff not previously employed by Ferndale Public Schools and hired for the University High School program will not be subject to layoff or bumping procedures for the duration of this agreement. Furthermore, newly hired staff will make a commitment to the University High School program for the duration of this agreement and will not have rights to transfer or bump into positions in the K-12 program during the period of this agreement.
2. Current FEA staff who are assigned or transferred to the University High School program shall maintain and continue to accrue seniority and maintain rights to transfer procedures presently available to members of the FEA unless otherwise altered by this agreement.
3. If because of unforeseen circumstances such as reduction in student population, changes in curriculum or financial conditions, it becomes necessary to reduce staff at University High School, the following layoff/recall procedures shall prevail:
 - a) All non-tenure teachers will be laid off first, except teachers assigned to the University High School program who would not be subject to layoff unless the program is reduced or eliminated.
 - b) Teachers with the most seniority in the schools in the Ferndale Public Schools will be retained to the last except for teachers assigned to University High School who would not be subject to layoff unless the program is reduced or eliminated.
 - c) In the event of reduction or elimination of the University High School program, teachers in the program with the most seniority will be employed to the last.
4. Current FEA staff who wish to apply for a position at UHS will be given first consideration. However, there is no specific guarantee of employment at UHS.

Attachment F - Super-Seniority Guidelines

- 5. This Letter of Agreement shall remain in full force and effect from July 1, 2007 and expiring on June 30, 2010. This agreement may be extended for an additional period by mutual agreement of the parties.

FOR THE BOARD

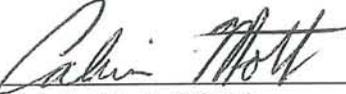


Henry Gold, Assistant Superintendent

FOR THE ASSOCIATION



Mike McClain, FEA Vice President



Calvin Mott, SODA

3/29/07
Date

3/29/2007
Date