

Think **BIG**
Big Dreams...



Big Opportunities...



Big Rewards...

Think **LINCOLN**

2006-2007 Annual Report
Lincoln Consolidated Schools

8970 Whittaker Road
Ypsilanti, MI 48197
734-484-7000

www.lincoln.k12.mi.us

Letter from the Superintendent

Dear Lincoln School District Community,

The following information is our 2006 – 2007 annual report. Every building is working hard to continue improving your child's education. Our goal is not only to educate our students, but to help them grow socially and emotionally. Please read the following report containing information about all of our schools.

We continue to work on curriculum improvement and are planning some public forums to gather community input on our student achievement plan. One way to stay informed of any important information is to visit our new web page at www.lincoln.k12.mi.us and sign up to receive district news e-mails. This will help us keep you informed and will allow us to communicate with you on important issues.

This year the Lincoln Board of Education has adopted a new governance policy replacing the standing committees with just three committees: the Planning Committee, the Performance Committee, and the Executive Committee. This structure helps the board focus on the needs of the district and to oversee that the board policies are being followed and are giving the district the outcome desired.

Working together is the key to success!

Sincerely,



Fred J. Williams
Superintendent
Lincoln Consolidated Schools



Lincoln Consolidated Schools
Mr. Fred Williams, Superintendent
8970 Whittaker Rd.
Ypsilanti, MI 48197
Phone: 734-484-7001

It is the policy of Lincoln Consolidated Schools that no person on the basis of race, color, religion, national origin or ancestry, age, sex, marital status, or handicap shall be discriminated against, excluded from participation in, denied the benefits of, or otherwise be subjected to discrimination in any program or activity to which it is responsible. This policy will prevail in all matters concerning staff, students, educational programs and services, and persons with whom the board does business.

Mission Statement

Our mission is to provide an exemplary educational experience where students develop the foundation for lifelong learning.

We believe that . . .

- Student learning is our highest priority.
- Students, parents, staff, and the community share responsibility for student learning and must work together on behalf of students.
- Students learn in different ways, at different rates, and at different times.
- A caring, safe, orderly school environment enhances learning.
- Students must accept responsibility for their actions.
- Every individual should be treated with respect.
- A positive attitude is essential for success and success builds self-esteem.
- A multi-culturally enriched environment is necessary to foster acceptance of all individuals.
- Learning is a life-long process.



Board of Education

2006-2007

President:	Kimberly A. Samuelson (Term expires 2007)
Vice President:	Jane Ellen Innes (Term expires 2008)
Secretary:	Jeffrey C. Stokes (Term expires 2007)
Treasurer:	James R. Paschal (Term expires 2008)
Trustee:	Gregory J. Gurka (Term expires 2010)
Trustee:	Kenneth D. Goetz (Term expires 2009)
Trustee:	Jan Upston (Term expires 2009)

Front Row (l-r): Kimberly A. Samuelson, Jane Ellen Innes, Back Row (l-r) James R. Paschal, Gregory J. Gurka, Kenneth D. Goetz, Jeffrey C. Stokes. Not Pictured: Jan Upston.

Improvement

School improvement is key to student success at each of the Lincoln Consolidated schools. There is a School Improvement Team in each of the schools, which is made up of parents, teachers, support staff, and a board member.

Accreditation

All of the Lincoln Consolidated schools are accredited by the prestigious North Central Association and are in various stages of the NCA school improvement cycle. You will find individual reports for each of the schools in this report.

District Profile

On October 31, 1924, Lincoln Consolidated Schools opened the doors to 500 young and excited students. Consolidation of the 13 one-room school houses made Lincoln the first multi-township school in Michigan and the first rural consolidated school in the nation affiliated with a teacher training college, Michigan Normal College, now known as Eastern Michigan University.

Teacher - Student Ratio

	2004-2005	2005-2006
Lincoln Schools	23	22
State Average	22	23

Source: MI Dept. of Education, 2005-2006

Graduation/Dropout

	2004-2005	2005-2006
Graduation Rate	82.44%	86.74%
Dropout Rate	4.72%	3.48%
Total 12th Grade Graduates		255

Source: MI Dept. of Education, 2005-2006

Spending Per Pupil

	2004-2005	2005-2006	2005-2006 State Average
General fund revenue per pupil			
Local Sources	\$1,568	\$1,739	\$1,974
State Sources	\$6,460	\$6,590	\$6,280
Federal Sources	\$312	\$323	\$577
Total per pupil revenues	\$8,340	\$8,652	\$8,917
General fund expenditure per pupil			
Instructional	\$4,876	\$5,517	\$5,168
Student and staff support	\$1,918	\$1,983	\$1,894
Administration	\$808	\$854	\$1,116
Other expenditures	\$495	\$551	\$380
Total per pupil expenditures	\$8,097	\$8,905	\$8,558

Source: MI Dept. of Education, 2005-2006

**Lincoln Consolidated School District
General Education Fund
Audited Financial Statement
For the Year Ended June 30, 2007**

General Fund Revenue

Local sources:	<u>Actual</u>
Property taxes	\$3,722,693
Interest income	\$177,547
Special education tax - WISD	5,116,951
Other local sources	\$369,001
State revenue	\$34,944,146
Federal revenue	\$1,771,988
Total revenues	<u>\$46,102,326</u>

General Fund Expenditures

	<u>Actual</u>
Basic programs, instruction	\$22,024,164
Added needs, instruction	\$6,487,656
Total instruction	<u>\$28,511,820</u>
Pupil support	\$4,325,125
Instructional support	\$1,347,913
General administration	\$420,880
School administration	\$2,437,505
Business support	\$843,086
Operations/maintenance	\$4,423,557
Transportation	\$2,608,885
Central services	\$875,053
Other services	\$7,794
Total support services	<u>\$17,289,798</u>
Community services	\$284,280
Total expenditures	<u>\$46,085,898</u>
Revenues over (under) expenditures	<u>\$16,428</u>

Other Financing Sources Uses

Sale of capital assets	\$420
Transfers out	(\$479,185)
	<u>(\$478,765)</u>
Fund balance as of July 1st	\$5,617,599
Net change in fund balance	(\$462,337)
Fund balance as of June 30th	<u>\$5,155,262</u>

Lincoln Athletics

Mission Statement

Lincoln High School Athletics promotes education and prepares students to be responsible citizens.



Points of Pride

- Recognized for good sportsmanship in both boy's basketball and volleyball by the MHSAA.
- Proud to host several MHSAA tournaments in the 2006-2007 school year.
- Nomination of the girl's varsity track coach for Coach of the Year.
- Fewer students ruled ineligible due to study tables and students from E.M.U. helping student athletes to achieve in the classroom.
- Goal of the Athletic Department is to help the student achieve in the classroom first.
- Several basketball players went on to the next level in Division III schools.

Sid Wright, Director
Linda Leonard, Secretary
7425 Willis Rd.
Ypsilanti, MI 48197
Phone: 734-484-7013
Fax: 734-484-7030

Lincoln Food Service

Mission Statement

To help our students achieve by providing nutritious, well-balanced meals and giving them the tools to make informed decisions about their health.



Points of Pride

- Served nutritious meals to more than 80 percent of our students during the 2006-2007 school year.
- Sent food service employees to an 8-hour course on school food service basics enhanced with the guidelines for the new Michigan Wellness Initiative.
- Improved program to better meet the diverse needs of customers.
- Offered programs on nutrition and exercise at each school.

Anna North, Director
8970 Whittaker Rd.
Ypsilanti, MI 48197
Phone: 734-484-7072

Lincoln Community Education

Mission Statement

Our goal is to serve Lincoln community residents, students, and staff, and to grow in a learning environment that will fit into the framework that Lincoln Consolidated Schools plans for the future.

Community Education Courses

Money management / investment classes
Computer classes
American Red Cross babysitter class
Safety Town
Boating safety
Aqua tot/parent swim classes
Toddler swim classes
Beginning swim classes
Advanced beginner's swim classes
Intermediate swim classes
Lifeguard training classes
Dance program
Baton program

Youth / Adult Fitness

Water aerobics
Low impact aerobics
Martial arts

Youth Fitness

Floor hockey 5-6 years
Martial arts 7 years+
Third grade basketball skills
Gymnastics 7 years+
Tumbling 3-6 years (summer only)
Swim club (10 years-high school age)
Volleyball league
Youth soccer
Youth basketball

Camps

Youth summer camp (9 weeks)
Happy Days camp (5-10 years)
Future Counselor camp (11-14 years)
Summer dance camp
Summer baton camp

Leisure Time Activities

Scrapbook classes
Dance program sponsoring breakfast with Santa
Elementary / tweens / adult art program

Sid Wright, Director
Christine Grajczyk, Clerk
7425 Willis Rd.
Ypsilanti, MI 48197
Phone: 734-484-7007
Fax: 734-484-7030

www.lincolncommunityeducation.com

Recreational activities

Community open swim
Senior citizen swim
Community open gym
Tennis lessons
Twilight summer walking-HS track

School – Community Connection

Facility usage coordination
School activities
Athletics
Athletic / band / choir booster clubs
Family curriculum activities
Parents supporting education for all children
Latchkey program

Community Activities

Boy Scouts
Girl Scouts
Augusta Township events
Sumpter Township events
Ypsilanti Township events
American Red Cross blood drives
American Red Cross lifeguard training
Rentals for community use

By the numbers

2,200 participants
Approximately 20 instructors
12 support staff

Where to find us

Community Education programs are offered in various locations throughout the Lincoln Consolidated School District, with most scheduled in main campus recreational facilities.

Lincoln Technology Services

Mission Statement

The Lincoln Consolidated Schools will provide all students with the essential skills necessary to be productive members of society in the 21st century.

Vision Purpose

The district mission statement outlines the responsibilities required of the district to provide a quality education for all students, while the technology plan's vision is to ensure that the district utilizes technology equipment and systems to its best advantage in the instructional, operational, and support arenas. Accordingly, this technology plan will eventually become a system of educational assessment checks and balances that are measurable over time and produce meaningful data that tracks change.

John McGehee, Director
7425 Willis Rd.
Ypsilanti, MI 48197
734-484-7000 x7274

Integrated Technology Plan

Points of Pride

State of the Art Technology Infrastructure

All district facilities are connected via a wide-area fiber optic network. The gigabyte backbone network provides all buildings with voice, video, and data connectivity. Each computer workstation is provided a 10/100-switched environment connecting each classroom with internet connectivity, a 27" television with VCR, interschool/ interdistrict broadcast/receive capabilities, and commercial cable video access.

Lincoln Educational Access Cable Channel 22

Lincoln broadcasts information on local cable channel 22. This channel is available to cable subscribers in Augusta, Van Buren, York, and Sumpter Townships. Ypsilanti Township residents should contact their cable provider for more information.

District Technology Plan

For a detailed plan for technology you can access our Michigan Department of Education approved technology plan located at <http://web.lincoln.k12.mi.us/tech/0609techplan.pdf>.

Technology Enhancements

Elementary Technology

Kindergarten through third grade classrooms have audio enhancement sound systems to distribute sound. Nationwide, studies have shown the effectiveness of this technology in improving the learning and instructional environments of students. Research has established direct positive correlations with the implementation of audio enhancement classroom systems with students' academic performance and test scores. For more information see <http://www.audioenhancement.com>.

1500 computers support the instructional community. Each elementary has a technology education lab (see <http://www.iteaconnect.org/>).

Each elementary classroom is equipped with one teacher computer and three student computers. This standard was made possible using funds from the 2001 technology enhancement bond.

Secondary Technology

The high school has six technology labs; two technology education, two informational, one math and science, and one open computer lab.

The Lincoln High School WLHS video production studio class records concerts, sporting events, and other school events during the school year and rebroadcasts the events on Lincoln Educational Access Channel 22.

The Student Absentee Notification System phone dialer system notifies high school parents if their child is absent without the school being notified.

New Online Web Resources

All district classrooms have access to the UnitedStreaming/Discovery Education online video system. Teachers and students have access to over 4000 educational videos and 40,000 educational video clips.

Online Encyclopedia

Lincoln subscribes to Go.Grolier, <http://go.grolier.com/>. Students can access this site using the "lincolncsd" login and password. We encourage students to make sure that all online research information is properly documented in approved bibliographic format.

Lincoln Transportation Department

Lincoln Transportation by The Numbers

Buses:	65
Employees:	80
Field Trips:	580; total miles for trips approximately 34,525; fuel gallons for trips approximately 4,933 at a cost of approximately \$10,557
Gallons of Fuel:	90,224
Mileage:	Regular education: 489,435 Special education: 131,665 Pre-kindergarten and Head Start: 22,449
Routes:	Lincoln High and Middle Schools: 44 Model, Redner, and Brick Elementaries: 27 & 1 homeless run Childs Elementary: 8 Bessie Hoffman Elementary: 6 Kindergarten: 7 ECC Pre-kindergarten/Head Start: 4 Special Education: 8

Students served: 5,172

2006-2007 State Inspection rating for Lincoln's school bus fleet: 100% EXCELLENT

Mary Markgraff, Director
8622 Whittaker Rd.
Ypsilanti, MI 48197
734-484-7044

English Language Learner (ELL)

Lincoln has 170 students who speak a language other than English, with 26 different languages represented. This past spring 84 students took the ELPA (English Language Proficiency Assessment) to determine whether they are eligible for English as a Second Language services.

The goal of the English Language Learner program is to assure speedy acquisition of English language proficiency, assist students to achieve in the core academic subjects, and to assist students to meet State standards. In addition, the program provides instruction for students to be successful in using the English language for daily activities within and beyond the school setting. (Michigan Department of Education, 2007)

The ELL Program at Lincoln Consolidated Schools uses Sheltered English, Content-Based English as a Second Language, and English as a Second Language to teach its English Language Learners. Students will receive English language services based on their individual needs. Some of these services will be provided outside the regular classroom and some services will be in the classroom. Along with an ESL staff to provide services, general education teachers will receive support in incorporating Sheltered English strategies into their teaching.

Students' progress will be documented in individual student files, and they will be monitored after exiting the program. Parents will receive regular communication informing them of their child's progress and will also be informed of strategies to encourage their child's growth in English.

Elisa Gonçalves, Coordinator
7425 Whittaker Rd.
Ypsilanti, MI 48197
734-484-7000 ext. 7232

Lincoln Special Education

Mission Statement

The focus of the Lincoln Special Education Department is to provide a supportive learning environment for all students. It is our goal to assist our students in gaining the skills necessary to be lifelong learners. We strive to use the appropriate curriculum, strategies, and interventions to enable our students to reach their optimal potential and to live independently while exploring their post-high school graduation pursuits.

Nicola Brunk, Director
7425 Willis Rd.
Ypsilanti, MI 48197
734-484-7054

Programs and Services

The Lincoln Consolidated School District offers a continuum of individualized programs and services to our special education students to help them reach their optimal potential. These programs may include:

- Teacher consultant services
- Resource room programs (including one specializing in emotional impairments and one specializing in multiple impairments)
- Basic self-contained classrooms

Students are provided with educational programs based on their individual goals, along with the general curriculum goals, in their least restrictive setting. Providing support within the general education setting is preferred and utilized whenever appropriate.

We offer many innovative programs and services to our students with special needs. Some of these services include, but are not limited to:

- Specialized transportation
- Occupational therapy
- Physical therapy
- Social work services
- Speech-Language pathology services
- School health services - District Nurse
- Assistive technology
- Psychological services
- Early identification services
- Early On program
- Early childhood special education programs

In addition, Lincoln works collaboratively with the Washtenaw Intermediate School District and other local districts, sharing programs or services (when applicable). District special education personnel regularly consult with specialists at the Washtenaw Intermediate School District to enhance our ability to meet student needs. Some of our students attend Washtenaw Intermediate School District sponsored programs outside of the Lincoln Consolidated School District (either in High Point, neighboring districts, or young adult programs).



Bessie Hoffman Elementary

Mission Statement

Bessie Hoffman is a multi-age school option that provides students with a comprehensive, developmentally appropriate education. We provide students with the essential skills to become successful, self-directed learners by focusing on students' needs rather than their ages.

Instructional strategies that will move us toward our goals include . . .

- Team teaching
- Common planning
- High levels of parental involvement
- Integration of special education, compensatory education, and general education into a unified delivery system
- Implementation of the key experiences advocated by High Scope
- Multiage grouping
- Multi-year thematic curriculum
- Flexible student grouping and regrouping for instruction



Carol McCoy, Principal
50700 Willow Rd.
Belleville, MI 48111
734-484-3150

Faculty & Staff

Grades: Kindergarten-5 (multi-age configurations)

Enrollment: 256

Number of Certified Staff: 18

Average Daily Attendance: 94.62%

Principal: Carol McCoy

Accreditation

Bessie Hoffman Elementary participated with the other Lincoln elementary schools in the North Central Accreditation (NCA) process. The process of self-evaluation, goal setting, and implementing plans of improvement is ongoing. Staff, students, and parents continue to encourage and support this self-evaluation and academic growth for all students.

Curriculum

Bessie Hoffman Elementary met or exceeded the state guidelines for the core curriculum. Bessie Hoffman Elementary School's core curriculum defines benchmarks to be achieved by all students and is based on the district's educational mission, goals, and objectives.

School Improvement Team

Teachers: Jackie Shock
Cris Cline

Parents: Beth Sexsmith
Lia Schaefer

School Board Liaison: Kenneth Goetz

Administrator: Carol McCoy

School Improvement Goals

- All students will improve mathematics skills.
 - Objective 1: All students will increase the ability to perform basic computations.
 - Objective 2: All students will increase the ability to apply the performance of basic computations to authentic real-world contexts.
- All students will improve writing skills.
 - Objective 1: All students will improve writing in response to reading.
 - Objective 2: All students will improve writing by making specific references to reading selections or sets of data.
 - Objective 3: All students will improve the ability to correctly use writing mechanics.
- All students will increase reading ability.
 - Objective 1: All students will increase reading fluency and comprehension of narrative texts.
 - Objective 2: All students will increase reading fluency and comprehension of expository texts.
 - Objective 3: All students will increase oral language skills.

These goals were selected using the following data in conjunction with all the elementary schools in the Lincoln Consolidated School District:

- MEAP Test results
- STAR (Reading Test)
- Michigan Literacy Progress Profile (MLPP)
- Student Electronic Report Card
- Student, staff, and parent surveys

Parent Involvement

Parent involvement has been a cornerstone of the Bessie Hoffman program since its beginning in 1996. Parents were involved in the development and implementation of our multiage school. We are continually looking for ways to involve our families, as research strongly indicates that a student's success and parental involvement go hand in hand.

Conference Participation

2006-2007:	100%
2005-2006:	100%
2004-2005:	100%
2003-2004:	100%

Parent Involvement Opportunities

- School event supervisors
- Classroom assistance/helpers
- Field trip chaperones
- School Improvement Committee members
- Fundraiser chairpersons
- Career fair participants
- Noon supervisors and paraprofessionals
- BRAVO (parent group) bi-monthly meetings

Parent Involvement Policy

In addition to the Board's commitment to parent involvement, parents and community members are encouraged to participate at Bessie Hoffman Elementary School in a variety of roles. We try to make it easier for our parents to volunteer by welcoming siblings.

Points of Pride

- Multiage classrooms divided into grade level houses: Lower House Kindergarten-1, Middle House 2-3, and Upper House 4-5.
- Unified systems approach in special education delivery where special needs students participate all day, everyday in the classroom.
- Daily common planning time for teachers. This model supports classroom instruction and team teaching strategies throughout the building.
- Technology upgrades and teacher computer training.
- Electronic elementary student report cards.
- 100% parent/guardian participation at parent-teacher conferences.
- NCA accreditation for 2006-2007 school year.
- Parent participation in annual events: Thanksgiving feast, winter dance, talent show, Bessie Hoffman art gallery exhibit, parent literature/art nights, teacher appreciation week, holiday cookies/punch recital, weekly Friday assemblies, school carnival, Cirque Amongus, staff kickball & ice cream social, and fifth grade recognition.
- Daily parental involvement/volunteers working with students in classrooms and throughout the building.
- Coordinating several fundraising projects for extra school assemblies, trips, classroom materials, school-wide events and programs.
- Lincoln Arts Festival – student art displayed for district/public viewing on main campus and an art gallery displayed in the gym (accompanied by the LHS Jazz Band and finger food appetizers)!
- Weekly Friday school assemblies incorporating student-staged performances.
- Several teachers completed graduate classes with performance learning systems Professor Brian Mathers, Marygrove College. Staff held formal “book club” reviews and held discussions based on current educational “best-practices.”
- Volunteering time/effort to raise monies for various research foundations, i.e., breast cancer and leukemia research, supporting staff members, parents and families who have encountered these diseases.
- Received a Grade B for “Education Yes! School Self-Assessment” from the Michigan Department of Education. Additionally, our building made adequate yearly progress, due to our staff/students’ hard work and continuous efforts in meeting state standards.

Brick Elementary

Mission Statement

Our mission is to guide all students in learning the skills needed to become responsible, contributing members of society.

We believe that . . .

- All children can learn.
- Children develop at varying rates.
- The development of human potential is our most important responsibility.
- A well-rounded curriculum includes, but is not limited to, the development of communication, critical thinking, interpersonal and problem solving skills.
- The recognition and acceptance of diversity are necessary for the development of our students as members of a global society.
- It is our responsibility to form partnerships with parents, family, community, peers, and businesses, all of which influence student learning.
- The school community must model and practice the behavior, skills, and process that students are expected to incorporate into their work and personal lives.
- Learning thrives in safe, caring, and orderly environments.



Lawrence Hood, Principal
Mary Aldridge, Assistant Principal
8970 Whittaker Rd.
Ypsilanti, MI 48197
734-484-7031

History

Brick Elementary School, formerly called Later Elementary, is a Washtenaw County Historic Landmark. Opened in 1924, the Brick Elementary building once housed the entire student body of the Lincoln Consolidated School District. Today, we educate 674 students in grades one through five. We are proud of our heritage of serving several generations of families.

Our school motto, "Work Hard, Play Hard and Do the Right Thing," emphasizes our philosophy about the importance of good citizenship and academic achievement. Our staff works closely with students, parents, and community members to create a safe and positive learning environment for all.

Faculty & Staff

Grades: 1-5

Enrollment: 674

Number of Certified Staff: 45

Average Daily Attendance: 92.13%

Principal: Lawrence Hood

Assistant Principal Mary Aldridge

Accreditation

We are proud that Brick Elementary first achieved North Central accreditation during the 1994-1995 school year and has been accredited ever since. The process of self-evaluation, goal setting, and implementing plans of improvement is ongoing. Accreditation signifies that Brick Elementary has met the high standards of NCA with the resources, personnel, and leadership necessary for effective education. Staff, students, and parents continue to encourage and support this self-evaluation and academic growth for all students.

Curriculum

Brick Elementary School follows the defined curriculum of the Lincoln Consolidated School District, which is based on the Michigan Core Curriculum content standards and benchmarks.

School Improvement Team

Teachers: Lynn Fouchey
Jamie Gerlofs
Lori Richert
Cari Berecz

Special Education: Cassandra Coker

Teachers: Annie Stephens

School Board Liaison: Jeffrey C. Stokes

Administrators: Lawrence Hood
Mary Aldridge

School Improvement Goals

Our NCA target area goals are:

- All students will increase their ability to read.
- All students will improve writing skills.
- All students will improve mathematics skills.

These goals were selected using data from the following standardized tests:

- MEAP Tests
- STAR Reading Test
- STAR Math Test
- Michigan Literacy Progress Profile (MLPP)

Brick Elementary meets or exceeds the state guidelines for the core curriculum. Brick Elementary School's core curriculum defines benchmarks to be achieved by all students and is based on the district's education mission, goals, and objectives. We are in the process of incorporating the new state grade level expectations into our curriculum.

Parent Involvement

All teachers at Brick Elementary School make an effort to meet with the parents/guardians of our students at least twice a year through parent/teacher conferences. Additional opportunities for parental involvement include asking parents to volunteer as classroom aides, field trip chaperones, or special event participants. Parents and guardians also are encouraged to join us during the school day as observers or volunteers.

Conference Participation

2006-2007: 96%
2005-2006: 97%
2004-2005: 97%
2003-2004: 93%

Parent Involvement Opportunities

Brick Elementary School parents are actively engaged in the learning process. Our parents are able to participate in a variety of school activities. This year 97% of our parents made themselves available to volunteer and provide support in reaching our educational goals. The volunteers assisted in the following ways:

- Educational trips
- Science fair
- First grade math night
- Holiday celebrations around the world
- LEAP tutoring
- Literacy night
- NAAPID
- Career day
- Field day
- Junior secret agents – FBI program
- Classroom celebrations
- Fifth grade hall of fame
- Parent Advisory Team
- Choir
- Homework Academy
- Reading with a child
- Classroom helper
- Culminating activities
- Monthly behavior celebrations

Parents have also attended several programs and events that have been held at the school to show their support for their children such as:

- Skate night
- Valentine's dance
- Talent show
- Brick carnival
- Holidays around the world
- Open house

Parent Involvement Policy

In addition to the Board's commitment to parent involvement, parents and community members are encouraged to participate at Brick in a variety of roles including Parent Advisory Team. A notebook of volunteers is created with the names and interests of all potential volunteers.

Points of Pride

- LEAP after-school tutoring program to assist students in reading and math
- One additional Title 1 teacher used to support classroom instruction
- Assemblies to celebrate the value of the month
- A caring, dedicated, and professional staff
- Instructional specialist
- Big Brothers/Big Sisters program
- General Motors engineers taught a six week interactive unit to fourth and fifth grade
- Continued partnership with Pfizer, Inc. for enriched science learning
- Action reading program in first grade
- Elementary talent show
- Family literacy nights held throughout the school year
- Second Step character education program
- Art work displayed throughout the building to showcase the creative talents of our students
- Students helping others through bus helpers, safety patrols, buddy readers, and cross-age tutoring

- Partnership with Saint Joseph Mercy Hospital for Asthma Airways and Better Choices Social Skills programs
- Fourth grade “Living History Museum,” which encompasses history, reading, English, research, and speaking
- Monthly celebrations for citizenship
- Science fair
- Increase in teaming to meet academic needs of students
- A supportive and active Parent Advisory Team
- Lincoln arts festival displaying student work
- Maturation program
- NCA accreditation
- Social worker run support groups
- Two free books distributed to children from the Parent Advisory Team
- Quality assemblies used to expand students’ knowledge
- Field day
- Spirit week
- Fifth grade Mini-Society program
- Fourth and fifth grade choir
- Curriculum based educational trips
- Fifth grade band
- Parent resource room
- Holiday celebrations around the world
- Skate nights
- School-wide carnival
- Valentine’s dance
- Homework Academy
- First grade math night
- Junior Achievement
- Career week
- Junior secret agents – FBI program
- Spanish club
- Newly established equity team
- Piloted new math programs for the district
- Developed a building-wide crisis plan
- CPR/AED training offered to all staff members
- Grandparents as Parents support group
- Anti-bullying presentation by Annie Zirkel, Parenting Consultant
- Augusta Township Fire Department presentations for first and second grade
- Giving Committee that offers assistance based on community needs
- Academic Games (linguistics and equations)–State champions in Presidents, Divisional 2nd place in Equations, Divisional 3rd place in Onsets

Childs Elementary

Mission Statement

The mission of Childs Elementary School is to guide all students in learning the skills needed to become responsible, contributing members of society.

We believe . . .

- Student learning is our highest priority.
- Students, parents, staff, and the community share responsibility for student learning and must work together on behalf of the students.
- Students learn in different ways, at different rates, and at different times.
- A caring, safe, orderly school environment enhances learning.
- Students must accept responsibility for their actions.
- Every individual must be treated with respect.
- A positive attitude is essential for success, and success builds self-esteem.
- A multi-culturally enriched environment is necessary to foster acceptance of all individuals.
- Learning is a lifelong process.

History

Childs opened its doors to students on August 25, 2003 as the district's first "neighborhood school" and was placed within walking distance of several subdivisions within the Lincoln Consolidated School District. Childs Elementary is the result of substantial growth in the district.

Faculty & Staff

Grades: 1-5

Enrollment: 500

Number of Certified Staff: 35

Average Daily Attendance: 98.25%

Principal: Janice Lewandowski

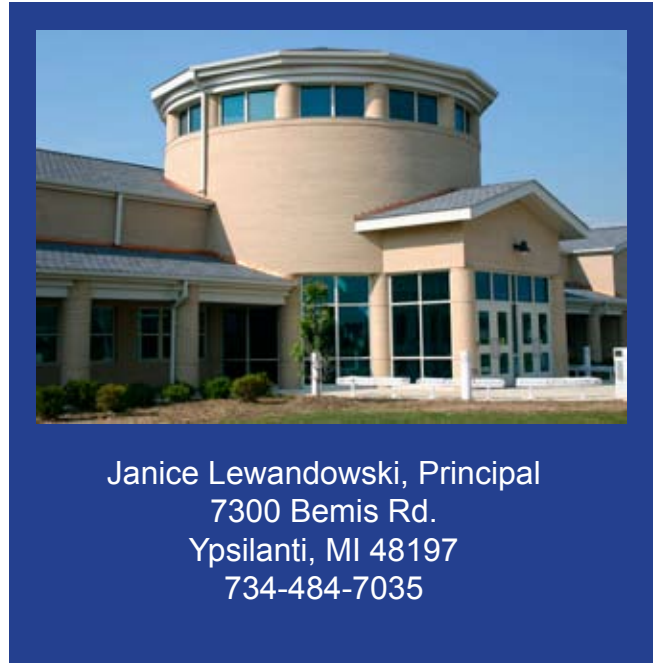
Accreditation

Childs Elementary was accepted into membership in the North Central Association Commission on Accreditation and School Improvement (NCA, CASI) in April, 2005. Childs Elementary is currently accredited without warning.

Because Childs Elementary is considered the first "neighborhood school," students residing in the subdivisions of Greene Farms, Amberly Grove, and Millpointe will be walking to school in the 2007-2008 school year.

Curriculum

Childs Elementary meets or exceeds the state guidelines for the core curriculum. Childs Elementary School's core curriculum defines benchmarks to be achieved by all students and is based on the district's educational mission, goals, and objectives.



School Improvement Team

Teachers: Kylie Hill
Rochelle Sancho
Kathy Bailey
Shannon Kettlewell
Ron Thornton
Vicki Bondie

Parents/Community: Lisa Brower
Barb Makarewich

School Board Liaison: Jane Ellen Innes

Administrators: Janice Lewandowski

School Improvement Goals

Our target area goals are as follows:

- All students will improve comprehension of informational text.
- All students will improve in organizational skills in writing.
- All students will improve in narrative writing.

These goals were selected using data from the following standardized tests:

- MEAP Test
- STAR Reading Test
- Michigan Literary Progress Profile (MLPP)

Childs Elementary worked together with the three other elementary schools in the district as part of the District Professional Development Committee and the District Curriculum Development Committee. Teachers met throughout the year to revise curricula in language arts, social studies, science, and mathematics. The Math Committee was formed in 2006 to review the existing math curriculum. The committee recommended that the district adopt the Kent County Collaborative Core Curriculum in math. Piloting of supplementary materials began in fall, 2006 and a recommendation was made by the committee for the district to adopt the Harcourt "Think Math" program. An English Language Arts Committee was formed in spring, 2007 to review the existing English language arts curriculum. Childs' teachers worked in Professional Learning Communities focusing on the School Improvement Goals in writing throughout the year. Student gains were measured with pre- and post- assessments, graphing of the results, and review and reflection by the teachers for necessary changes to instruction.

Parent Involvement

Childs Elementary has a very extensive parent/guardian volunteer system. Parents/guardians help out in many capacities and they all work to keep Childs Elementary at its best. Parents/guardians assist teachers in the classroom, at lunch time, with the Accelerated Reader program, and with fundraising. They assist the secretarial staff and do whatever it takes to keep Childs Elementary at its best.

Conference Participation

2006-2007: 93%
Fall Parent/Teacher Conferences: 93%
Spring Parent/Teacher Conferences: 92%
2005-2006: 94%
2004-2005: 95%
2003-2004: 93%

Parent Involvement Opportunities

Childs Elementary has a Parent Advisory Team. PAT sponsored many activities and assemblies for the school including:

- School carnival-family fun night
- Multicultural festival
- Accelerated Reader/S.T.A.R. Program support
- Market Day fundraiser
- Chuck E. Cheese family fun night
- Teacher grants
- Media Center giving tree
- Art club
- Children of Darfur campaign
- Field trip volunteers
- Yearbook
- Fourth and fifth grade tailgate party
- Picture day
- Speaker – Keith Hafner: How to Build Rock Solid Kids
- Young author's day
- Elementary chess club tournament
- Fifth grade holiday play
- Childs talent show
- Frankenmuth fundraiser
- Little Caesar's pizza kit fundraiser
- Kroger Rewards
- Scholastic books to classrooms
- Chess club
- Childs student directory
- Winter dance
- Family potlucks
- Staff appreciation week
- Open house
- Field day
- Children in need – UNICEF
- Drama club

PAT works to ensure the success of Childs Elementary. The Childs Elementary staff recognizes that without the academic, moral, and financial support through fundraising of parents/guardians, a child's education is not complete. Communication is provided through school and classroom newsletters, the school website, letters, and phone calls home.

Parent Involvement Policy

In addition to the Board's commitment to parent involvement, parents and community members are encouraged to participate at Childs Elementary in a variety of roles, including PAT. A notebook of volunteers is created with the names and interests of all potential volunteers.

Points of Pride

- A very caring, dedicated, and professional staff
- A highly qualified teaching staff
- Professional learning communities
- German club
- A very supportive and very active Parent Advisory Team
- Support groups run by social workers
- Professional development opportunities
- Open house/ice cream social
- NAAPID
- Staff book clubs
- Student study team
- Student Council

- SOS community services
- Safety patrol
- Big Brothers/Big Sisters
- Talent show
- First district elementary chess club tournament
- T.E.A.M.
- Fifth grade band
- Fourth grade Michigan play
- Fourth grade “Living History Museum”
- Book buddies
- Fifth grade Mini-Society program
- LEAP-before school tutoring program
- Winter dance
- Grade level celebrations for good citizenship
- Memorial tree planted for former custodian – Karen Burda
- Lincoln Education After-school Program (LEAP)
- Jump rope for heart association
- Grandparent’s day
- First grade family potluck
- Third grade family Thanksgiving feasts
- Spirit days
- Science fair
- Scholastic book fair
- March is Reading Month
- Monthly Accelerated Reader nights
- Holiday sing-a-long
- Staff appreciation week
- Chuck E. Cheese family fun night
- Craft fair
- School family fun night
- Lincoln arts festival displaying student art work
- Patricia Polacco day – famed children’s author visited Childs
- French club
- Extensive parent/guardian involvement and volunteers
- Assemblies:
 - “Smudge Fundaes” – character development and bullying program
 - “Fast Horses” – Native American appreciation
 - “History of Africa” with the Gratitude Steel Band
 - “Women in History” – impersonation performance of famous women in history
 - “Magic of Science” – interactive assembly dealing with all strands of science
 - World’s Children Day assembly

Field trips to enhance the students' education:

- Rural Education Days
- Toledo Zoo
- Detroit Zoo
- Jiffy Mix
- Howell Nature Center
- Rolling Hills
- Ypsilanti Public Library
- Wasem Apple Orchard
- Lowden one-room schoolhouse
- Greenfield Village
- Detroit Historical Museum
- U of M Natural History Museum
- Ann Arbor Hands On Museum
- Michigan Theater
- Imagine Theater Center
- Guardian Glass
- Argus Planetarium
- Milan Bakery
- Lodge Bowling Lanes
- U of M Matthaei Botanical Gardens
- Hudson Mills Metro Park – special education fun race

Model Elementary School & Lincoln Early Childhood Center

Mission Statement

The mission of Model Elementary is to prepare our students to be active, responsible individuals in an ever-changing global society.

We believe that . . .

- Learning is a life-long process.
- All children can learn.
- Our families and community are essential partners in the educational process.
- Children learn best in a safe, nurturing, and inviting environment.
- All children's needs and learning styles must be met.



Barbara Rusch, Principal
8850 Whittaker Rd.
Ypsilanti, MI 48197
734-484-7045

History

Model School was established in 1844 in a one-room school house. This school was one of thirteen such schools that serviced this area's agricultural community. The current building, then known as Lincoln Early Elementary School, was dedicated in October 1956. In December 1995, Lincoln Early Elementary School was renamed Model Elementary School. Today, Model Elementary School serves children birth through the end of kindergarten through a variety of educational programs that emphasize parental involvement.

Faculty & Staff

Kindergarten Enrollment: 297
Early Childhood Enrollment: 314
Number of Certified Staff: 21
Average Daily Attendance: 87.34%
Principal: Barbara Rusch

Accreditation

We are proud that Model Elementary first achieved North Central Accreditation (NCA) in September 1994 and has been accredited ever since. Model Elementary School collaborates with the other Lincoln elementary schools in the North Central Accreditation process. The process of self-evaluation, goal setting, and implementation of plans of improvement is ongoing.

Accreditation signifies that Model Elementary meets the diverse needs of students with different backgrounds, learning styles, capabilities, and interests. Accreditation defines Model as an effective school with clear goals and plans for achieving those goals. The efforts and commitment of staff, parents, students, and community working together have enabled this work to continue to strengthen our program.

Curriculum

Model meets or exceeds state guidelines for the core curriculum. Model Elementary's kindergarten core curriculum defines benchmarks to be achieved by all students. The curriculum is also based on the district's educational mission, goals, and objectives. This year, Model teachers participated in the district-wide pilot program involving the Everyday Math and Harcourt mathematics programs. We implemented the DIBELS (Dynamic Indicators of Basic Early Literacy Skills) as a screening tool to assist teachers in planning instruction. Model offers extra academic support to many students through the LEAP tutoring program and through our student study team process.

Our Head Start and Michigan School Readiness preschool programs have adopted the Creative Curriculum which emphasizes teachers and parents collaborating to develop individualized goals for students in the following areas:

- Sense of self
- Responsibility for self and others
- Positive behavior
- Physical development
- Cognitive development
- Language development
- Reading and writing
- Health, nutrition, and safety
- Math, science, and problem solving skills

We are proud to report that our Head Start and Michigan School Readiness programs were selected to pilot the Ready to Learn literacy skills program that is being developed by Dr. Susan Neumann and her team at the University of Michigan in partnership with the Corporation for Public Broadcasting.

All Lincoln families with children birth through age five are eligible to participate in playgroups offered through our First Steps program. In addition, Early On/First Steps is available to provide developmental screenings for children who might be experiencing a developmental delay. Early intervention services are available to eligible children starting at birth through age three through the Early On program, and through our building programs once a child reaches his/her third birthday.

School Improvement Team

Teachers: Kim Ambrozaitis
Kim Porter
Susan Dunkelberger
Amy Stamps

Parents/Community: Debra Dill
Rhonda Gawenda
Paul Mittenberger
Carolyn Rushing

School Board Liaison: Kimberly Samuelson

Administrator: Barbara Rusch

Support Staff: Carol Wright

School Improvement Goals

The school improvement plan at Model Elementary School is in place to provide a developmentally appropriate and quality preschool and kindergarten program for the Lincoln Consolidated School District. We respect all cultures and ethnic backgrounds. Our program is based on the Michigan Department of Education standards for preschool and kindergarten students.

Lincoln Early Childhood School Improvement Goals

- To strengthen the abilities of parents/caregivers and all staff members to meet the needs of children with challenging behaviors.
- All students will improve their age-appropriate academic readiness and developmental skills.
- To improve communication with parents regarding developmental skills and the academic readiness of their children.

Model Elementary School Kindergarten School Improvement Goals

- All students will improve their mathematics skills.
 - Objective 1: All students will increase their ability to perform basic computations.
 - Objective 2: All students will increase their ability to apply their performance of basic computations to authentic real-world contexts.
- All students will improve their writing skills.
 - Objective 1: All students will improve their writing in response to reading.
 - Objective 2: All students will improve their writing by making specific references to reading selections or sets of data.
 - Objective 3: All students will improve their ability to correctly use writing mechanics.
- All students will increase their reading abilities.
 - Objective 1: All students will increase their reading fluency and comprehension of narrative texts.
 - Objective 2: All students will increase their reading fluency and comprehension of expository texts.
 - Objective 3: All students will increase their oral language skills.

Parent/Teacher Conference Participation

2006-2007:	95%
2005-2006:	95%
2004-2005:	95%

We value and respect parents/guardians as their children's first, primary, and life-long teachers. Parental involvement at school and at home promotes social, cognitive, emotional, and physical growth for young children. We believe that a strong family-school partnership is essential. More than 125 parent and community volunteers provided support to our classrooms and programs this year.

Parent and Community Involvement Opportunities

- Parent/child orientation
- Classroom helpers
- First Steps playgroups
- Motor Moms and Dads
- Student study team
- Event planners and supervisors
- Monthly parent education workshops
- School committees
- Field trip chaperones
- Classroom readers
- Assist with assemblies
- Tool Time (career day)
- Fundraising

Points of Pride

- Daily involvement of parents and community members in our school
- A caring, dedicated, and high qualified professional staff
- Curriculum aligned to State of Michigan grade level content expectations
- Early intervention support for children with developmental delays
- PE*NUT (Physical Education and Nutrition) grant program

- Grant-funded music program for preschool special education students
- Head Start and Michigan Readiness Preschool participation in the U of M/PBS Ready to Learn project
- Preschool program is licensed through the State of Michigan Department of Human Services
- Celebration of Model Elementary School's 50th Anniversary
- Implementation of DIBELS (Dynamic Indicators of Basic Early Literacy Skills) screening tool
- Piloting of new mathematics programs
- Hearing and vision screening for students
- Mobile Dentist
- Safety drills
- Safety Assembly, "Fire, Strangers and other Dangers"
- Curriculum night for kindergarten and preschool families
- Support services for children with disabilities from birth through the end of kindergarten
- Monthly parenting workshops on topics such as nutrition, Love and Logic, safety, school readiness, and health
- CPR training for preschool parents
- NCA accreditation
- Professional development workshops in the areas of language arts, autism, mathematics, and meeting the needs of students with challenging behaviors
- Partnership with the University of Michigan Center for the Development of Language and Literacy to enhance staff knowledge regarding strategies for meeting the needs of English Language Learners
- Before- and after-school LEAP tutoring program offered language arts and mathematics support to students
- Recognized by Governor Granholm for participation in ACES (All Children Exercising Simultaneously)
- Holiday sing
- NAAPID/Parent involvement day
- Curriculum-based assemblies and field trips
- Motor Moms and Dads program
- First Steps program for families with children birth through age five
- Active Head Start Parent Policy Committee
- Make and take workshop for preschool parents to provide learning resources for home
- Early Childhood Parent Resource Room with extensive library of children's books and parenting books available for families to borrow
- Weekly opportunities for families to participate in the Accelerated Reader program
- "March Is Reading Month" reading, writing, and mathematics activities
- Black History Month activities
- Family Literacy Night
- Butterfly nursery project
- Field day
- Classroom visits to Lowden School, our one-room school house
- Kindergarten Roundup and lottery for full day kindergarten
- Transition activities for preschool children/families moving to kindergarten

Redner Elementary

Mission Statement

At Redner Elementary School, the needs of children come first.

We will . . .

- Work with the community to provide a positive learning atmosphere that encourages the development of each individual child.
- Instill a desire in our students for life-long learning.
- Instill appreciation for cultural diversity in today's changing society.

History

Redner Elementary School was opened on January 5, 1987 and was named Lincoln Middle Elementary. In December, 1995 the Lincoln Board of Education changed the name to Redner Elementary School. The name was derived from one of the one-room school houses that united in 1924 to form Lincoln Consolidated Schools.

Faculty & Staff

Grades: 1-5

Enrollment: 466

Number of Certified Staff: 33

Average Daily Attendance: 91.65%

Principal: David Northrop



Accreditation

Redner Elementary School was the first elementary school in Lincoln Consolidated Schools to be accredited by the North Central Association. Accreditation demonstrates to our students, parents, and community that we are focused on increasing student achievement, providing a safe and enriching learning environment, and maintaining an efficient and effective operation staffed by highly qualified educators. Although Redner Elementary School is proud of this accomplishment, we will continue to strive for continuous improvement.

In the 2005-2006 school year, Redner Elementary was accredited without warning. Redner has been accredited without warning for the 2006-2007 school year, as well.

Curriculum

Redner meets or exceeds the state guidelines for the core curriculum. Redner Elementary School's core curriculum defines benchmarks to be achieved by all students and is based on the district's educational mission, goals, and objectives. In mathematics and English language arts, Redner's curricula are aligned to the Grade Level Content Expectations (GLCE's). Our social studies and science curricula are aligned to the Michigan Curriculum Frameworks, pending the creation of GLCE's in those content areas.

School Improvement Team

Teachers: Reading: Linda Carrick and Beth Bodley
Writing: Carol Nordby and Pam Bumgardner
Math: Gail Frye and Annette Tonda

Parents/Community: Jason Cummings
Jon Negusse

School Board Liaison: Gregory Gurka

Administrators: David Northrop

School Improvement Goals

Our target area goals are as follows:

- All students will improve comprehension of informational text.
- All students will improve writing skills.
- All students will improve mathematics skills.

These goals were selected using data from the following standardized tests:

- MEAP Test
- STAR Reading Test
- STAR Math Test

Parent Involvement

Redner Elementary is proud of the number and the expertise of parent volunteers in the school. Parents are partners in education. Together we are able to enhance student services through parents working with classroom teachers and students.

Conference Participation

2006-2007: 88.5%
2005-2006: 97%
2004-2005: 97%
2003-2004: 98%

Note: Parental participation was affected in 2006-2007 with the introduction of optional conferences in spring.

Parent Involvement Opportunities

Redner has a building-wide Parent Advisory Team (PAT). The PAT was instrumental in coordinating several initiatives designed to provide opportunities for parents to be involved in their child's education. PAT organizes family events each month as a means for Redner families to connect with one another.

Parent Involvement Policy

One of the most important factors of a student's success in school is the involvement of parents or guardians in the educational process. Redner Elementary is fortunate to have a high degree of parent or guardian participation. This is fostered through communication from the school newsletter, the school website, notes and phone calls from teachers and classroom, and volunteers. Many of our teachers send weekly newsletters to inform parents of the learning activities in the classroom.

Points of Pride

Students celebrated their learning by school-wide participation in the school open house, Homecoming parade, field trips, Science Fair, "March is Reading Month" activities, seasonal celebrations, continuous reading incentives/activities, student publications in school newsletters, artwork exhibited throughout the community, musical performances in the community, district-wide art exhibit, Redner talent show, cross-age tutoring, and various other academic opportunities during the noon hour, during school, and after school. Numerous school assemblies enhanced student learning.

Furthermore, students are able to link what they have learned in the classroom to real-world experiences through numerous field trips organized by classroom teachers.

Other Points of Pride:

- A caring, dedicated, and highly skilled staff
- A strong and vital Parent Advisory Team
- NAAPID participation
- Second and third grade spring musical performances
- Student Council
- “March is Reading Month” activities
- Monthly family nights
- Field day
- Second Step character education program
- Curriculum nights
- Numerous parent volunteers
- Art, physical education, and music enrichment programs
- Monthly “High Five” assemblies
- Community partnerships with local churches, businesses, and developers
- Monthly Accelerated Reader nights
- Lunchtime concerts
- Diverse school population
- Science fair
- Conferences on differentiated instruction
- “Coins for Community” program
- Giving Committee
- Jump Rope for Heart program
- Writing letters to troops serving abroad
- Student and staff recognition program
- Multi-cultural fair
- Peer mediation program
- After-school Spanish program
- Adoption of teacher-created writing rubrics
- Professional learning communities

Lincoln Middle School

Mission Statement

Our mission is to teach with respect and expertise in a safe, prejudice-free environment, enabling our students to be active learners and beneficial members of their community.

We believe that . . .

- Learning is a lifelong process.
- All children can learn in a safe, caring, and orderly environment.
- The development of human potential is our most important responsibility.
- The recognition and acceptance of diversity are necessary for the development of students as members of a global society.

Faculty & Staff

Grades: 6-8

Enrollment: 1,249

Number of Certified Staff: 95

Average Daily Attendance: 97.03%

Principal: Lynn Cleary

Assistant Principals: Kate Curtin
Jeff Petzak



Lynn Cleary, Principal
Kate Curtin, Assistant Principal
Jeff Petzak, Assistant Principal
8744 Whittaker Rd.
Ypsilanti, MI 48197
734-484-7033

Accreditation

The North Central Accreditation has accredited Lincoln Middle School since the 1995-1996 school year. Full accreditation was given for the 2006-2007 school year.

Curriculum

The curriculum at Lincoln Middle School follows the defined curriculum of the district, which is based on the Michigan Core Curriculum content standards and benchmarks.

School Improvement Team

Teachers: March Wells, Chair
Mark Kirkpatrick
Kim Krzynski
Dani Cordts-Weathers
Ambi Dudash
Donna Brigman

Students: Sarah Belcher
Matthew Micik

Parents/Community: Paula Robinette
Michelle Walthall

School Board Liaison: Jan Upston

Counselor: Patricia Dahl

Administrators: Lynn Cleary
Jeff Petzak
Kate Curtin

School Improvement Goals

We surveyed students, parents, and staff and also looked at existing data (Star Math/Reading scores, Gates scores, MEAP scores in reading/math, and SASI) and selected goals based on areas of greatest need or concern. We chose three goals:

- Students will improve literacy across the curriculum.
- Students will improve math skills across the curriculum.
- Students will improve responsibility.

Strategies for Improvement

English / Language Arts:

- Increase reading for enjoyment.
- Increase reading for information.
- Increase reading comprehension.

Math:

- Improve computation skills.
- Improve use of ancillary materials.
- Improve STAR math scores.

Science:

- As students increase informational reading, comprehension, and reading for enjoyment, science scores will improve.

Social Studies:

- Improvement in this area will be covered through the improvement of reading goals.

Parent Involvement

The Middle School Parent Advisory Group is committed to supporting the middle school in all of their initiatives. Several evening programs were designed and held to assist in addressing issues of concern to the parents of middle school children, i.e., bullying, internet safety, Project Lead the Way. They have been actively involved in planning and assisting with the Academic Awards Ceremony held at the end of school year. Parents are welcome in the middle school, especially in the volunteer capacity. Many parents are taking advantage of these opportunities to support the middle school, and our invitation is attracting more parental involvement each year.

Conference Participation

2006-2007	86%
2005-2006	88%
2004-2005:	85%
2003-2004:	80%

Parent Involvement Opportunities

Parents are welcome to participate as:

- Supervisors in the activity center
- Classroom helpers
- Field trip chaperones
- Members of the Middle School Parent Advisory Group
- Career Fair resource
- Reality Store resource

Points of Pride

- Highly qualified staff
- Eighth grade farewell dance
- State aligned curriculum
- T.E.A.M police/student education program
- Outstanding fine arts department
- Award winning yearbook publication
- Well rounded variety of elective classes
- Math institute
- Interscholastic athletic program
- LEAF carnival participant
- Outstanding vocal/instrumental music department
- Patricia Polacco assembly
- Parent Advisory Group
- Reading apprenticeship training
- Key Club
- Quiz Bowl
- National Junior Honor Society
- Spelling bee
- Lego/robotics competition
- Student Council exchange
- Eighth grade league academic honors
- Peer mediation program
- In-school tutoring program
- Student of the Month recognition
- Pfizer field trip - eighth grade
- Positive reward program – grade level trips
- Perfect attendance recognition
- Academic League participant

- Lesson study – math teachers
- Sixth grade outdoor camp
- State of the art technology department
- Seventh grade trip to Chicago
- Student art projects displayed in hallways
- Eighth grade trip to Washington, D.C.
- School web site
- After-school tutoring
- District art exhibit
- Extended day opportunities
- Saturday school
- Fully implemented middle school teams
- Full inclusion program
- Professional development for all staff
- NCA accredited
- Life Skills program
- Participant in Optimist's Club
- Differentiated curriculum for all learning levels
- Project Wisdom character education program
- Honors award recognition for all grade levels
- School-wide picnic/open house
- Multi-cultural visit
- Homework Club
- "Good News" postcard for parents

Lincoln High School

Mission Statement

Lincoln High School promotes education and prepares students to be responsible citizens.

We believe . . .

- The world is a learning lab.
- Students learn at different rates.
- Communication and trust are vital to educating students.
- Democracy functions best with informed, educated citizens.
- All students can learn. They have unique skills and talents.
- Students must participate in their own learning.
- High achievement is related to high expectations.
- Learning is a lifelong process.

Faculty & Staff

Grades: 9-12

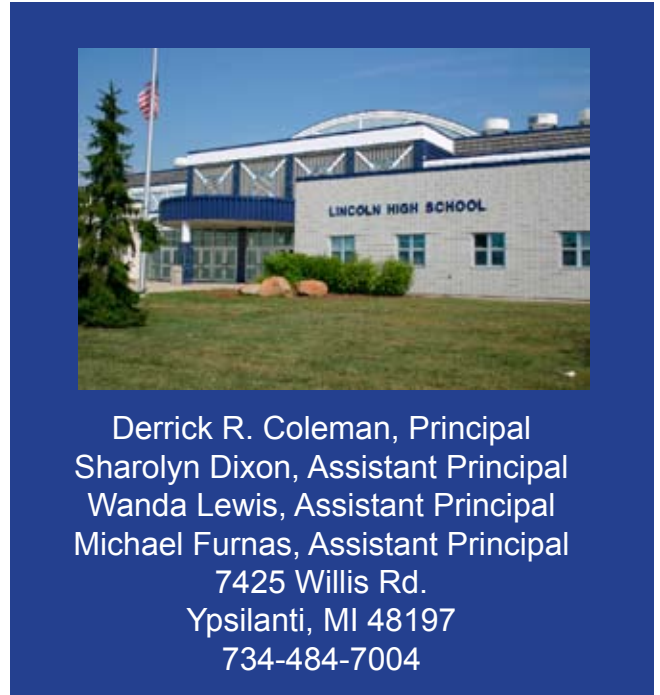
Enrollment: 1,581

Number of Certified Staff: 93

Average Daily Attendance: 78.68%

Principal: Derrick R. Coleman

Assistant Principals: Sharolyn Dixon
Wanda Lewis
Michael Furnas



Accreditation

Lincoln High School is fully accredited by the North Central Association of Colleges and Schools. Lincoln High School is proud of its affiliation with North Central, which continues a tradition of continuous accreditation by NCA dating back to 1924. LHS is currently preparing to re-start their performance accreditation process in the fall of 2006. Lincoln High School was fully accredited during the 2006-2007 school year. All areas cited for concern by NCA in the 2004-05 report were resolved.

School Improvement Team

Teachers: Donna Anuskiewicz
Nakia Baird
Genevieve Bertso (Co-chair)
Claudia Gutierrez
Carol Harris
Jeff Nowak
Joe Nuzzo
Dan Stearn (Co-chair)

North Central Steering Committee: Kyla Gurganus, Chair
Joe Nuzzo
Bill Welch
John Pahl

School Board Liaison: James Paschal

Administrators: Derrick R. Coleman
Michael Furnas

School Improvement Goals

Lincoln High School began a new North Central Accreditation cycle in the fall of 2006. Our three goals were Career Awareness, Reading in Content Areas, and Adapting to Change. We piloted a Washtenaw Intermediate Schools District literacy initiative entitled Reading Apprenticeship. The program was extremely successful and we are expanding the training for teachers in other areas, with the goal of having the full instructional staff proficient by the 2008-2009 academic year.

The high school profile committee considered several items before choosing the NCA reading goal. Anecdotally, the committee noted that students had a difficult time keeping up with reading. The data from the STAR reading test and MEAP scores indicated that too many students were reading below grade level.

The committee decided that if students were reading below grade level, this would prevent them from doing as well as they could in all content area classes. The school is using Accelerated Reader as their primary method of attacking this problem. This year, all ninth and tenth grade teachers will be working with the media specialist to use this program to help raise reading levels. In addition, all teachers have been instructed on determining reading levels of their texts and on a number of methods of making their material more easily accessible to lower readers. Our results so far indicate that ninth and tenth graders are reading and comprehending more than they did before the use of Accelerated Reader.

Lincoln High School made a concerted and deliberate effort to address the school climate with a series of building beautification projects. The Freshman Academy completed a unit on global warming which included a clean up of the grounds and greening of the earth with a tree planting exercise. Another project provided the opportunity for staff, students, and community members to weed the grounds, while also planting flowers and shrubberies in other areas of the building's landscape. Members of the Key Club and National Honor Society also created several murals throughout the building. The aforementioned projects provided a tremendous boost to improving the building's climate.

Increasing the graduation rate for our students is a priority at Lincoln High School. A credit recovery program was designed and implemented during the 2006-2007 school year; over 75% of enrolled students successfully completed the program requirements and received credit for courses in which they were previously unsuccessful. These students were able to recover credits in the core areas of math, language arts, science, and mathematics.

Advanced Placement/Dual Enrollment

For the 2006-2007 academic school year students were enrolled in a total of eight dual credit courses. Total AP enrollment for 2006-2007 was 110:

- AP Physics: 13
- AP Biology: 19
- AP English: 44
- AP Calculus: 20
- AP History: 14

Regional Career Technical Center (RCTC)

RCTC provides career and technical education in the areas of:

- Collision Repair
- Auto Mechanics
- Child Care
- Computer Systems Technology
- Construction Technology
- Graphic Arts
- Hospitality and Food Service
- Health Occupations

Parent Involvement

Parents have a wide variety of opportunities for involvement at Lincoln High School. In addition to the number of parents that work in various capacities as volunteers, boosters, or supporters of various Lincoln programs, our annual Parent Involvement Day was highly attended and provided us the opportunity to highlight some of the wonderful programs here at Lincoln High School.

Conference Participation

- Fall 2006: 78%
- Spring 2007: 57%
- Fall 2005: 70%
- Spring 2006 : 55%

Note: Spring conferences are scheduled within a shorter time frame, which results in fewer attendees.

Parent Involvement Opportunities

Parents are involved with the following organizations:

- Athletic Boosters
- Band Boosters
- Choir Boosters
- Drama Boosters
- Foreign Exchange Club
- NAAPID

Parents are also encouraged to:

- Chaperone dances and other activities
- Attend athletic and performing arts activities
- Participate in National African American Parent Involvement Day (NAAPID)
- Volunteer to monitor cafeterias and hallways
- Attend Academic Letter and Athletic Awards programs

In addition, career and financial aid nights are held for parents through the LHS Counseling Department, and parents volunteer for a variety of Homecoming and Coming Home activities.

Parent Involvement Policy

Parents have a wide variety of opportunities for involvement at Lincoln High School. Parents also volunteered in the classes and at evening events. Parents are also encouraged to chaperone dances and other activities; attend athletic and performing arts activities and National African American Parent Involvement Day (NAAPID); volunteer to monitor cafeterias and hallways; attend Academic Letter and Athletic Awards programs, and participate in Reading Is Fundamental (RIF) activities in our Media Center.

Points of Pride

- Jane Yang, Class of 2007 Co-Valedictorian, recognized as a National Merit Scholarship winner
- Julie Beck, Class of 2007 Co-Salutatorian, recognized as a Commended Student in the 2007 National Merit Scholarship program
- SEC All-Academic Team members were Julie Beck, Jane Yang, Eve Lasswell, Eleanor Schmitt, and Daniel Ostrowski
- Co-Valedictorians were Scott Opfermann, Daniel Ostrowski, Rebecca Facer, and Jane Yang
- Co-Salutatorians were Julie Beck, Ryan Watson, Wilber Winkle III
- 41 Presidential Education Awards--Seniors graduated with at least a cumulative 3.50 grade point average
- 117 Honor Cord members--Seniors graduated with at least a cumulative 3.00 grade point average
- 108 LHS seniors received the Merit Scholarship Award for their academic achievement on the high school MEAP test. Twenty-nine seniors received scholarship awards through the Michigan Competitive Scholarship program
- Veteran teachers Rick Ross and Joe Nuzzo were given honorary 2007 diplomas
- Tutorial program in partnership with the University of Michigan Athletic Department
- Hosted Southeastern Conference Leadership Conference in the fall of 2006
- The *Lincoln Log* school newspaper began re-circulation in October of 2006
- The Lincoln High School Drama Department successfully produced ten events, including *Beauty and the Beast*, *Arabian Nights*, and *Tales from the Living Room*
- Staff member Mickey McGuire voted in as a member of the University of Michigan Alumni Leadership Council
- Lincoln High School choir students performed at the MSVMA District Solo and Ensemble Festival
- Veteran teacher Joe Nuzzo appointed to serve on the Dean's Executive Council for the College of Technology at Eastern Michigan University
- Credit recovery program
- Lincoln High School "Not So Extreme Makeover" school beautification project
- Lincoln High School Freshman Academy tree planting and global warming project
- Students Eric Gilbert and Chris Chie placed first and fourth respectively in the Skills USA State Automotive Regional competition
- The Lincoln High School Drama Department and their Parent Boosters provided eighteen hundred dollars (\$1,800) worth of scholarships to Drama Club members
- Karen Nevins, Vocal Music Director, was elected MSVMA State Honor's Choir Director
- Reduced fighting by over 80% from the previous school year and student expulsions by over 60% during the same time period
- LHS Choirs Men of Lincoln, Concert Choir Women, Mixed Concert Choir, and Split Dimensions achieved First Division ratings at District Choral Festival

MEAP Observations/Points of Pride Elementary

Over time our elementary students have gained steadily in the following areas as a whole:

- 14% (since 2004) in language arts (reading and writing combined) in grade 4
- 4% (since 2005) in language arts in grade 5
- 4% (since 2005) in mathematics grade 3
- 21% in mathematics (since 2004) in grade 4
- 65% in social studies (since 2004) in grade 5
- Three-quarters of students in grades 3 and 5 are meeting state proficiency in language arts and over two-thirds in grade 4
- At least 80% or more of grades 3 and 4 students are meeting state proficiency in mathematics and two-thirds of the students in grade 5 (consistent with the state average)
- More than 80% of grade 5 students are meeting the state proficiency standards in science and social studies
- The number of students increased in level one in language arts by 6% in grade 3
- The number of students decreased in level four in language arts by 3% in grade 4
- The overall number of students decreased in level four in mathematics and increased in level one
- The number of students increased in level one by 9% in science in grade 5

Middle School

Over time Lincoln Middle School students have gained steadily in the following areas as a whole:

- Reading increased 2% (since 2005) in grade 6 and 28% (since 2003) in grade 7
- Writing increased 10% (since 2005) in grade 6 and 10% (since 2004) in grade 7
- Language arts increased 5% (since 2005) in grade 6, 27% (since 2003) in grade 7
- Mathematics increased 8% (since 2005) in grade 6, 2% (since 2005) in grade 7, and 15% (since 2003) in grade 8
- Science has increased 7% (since 2003) in grade 8
- Social studies has increased 49% (since 2003) in grade 8
- Three-quarters of students in grades 6 and 7 are meeting state proficiency in language arts and about two-thirds of students in grade 8
- Three-quarters of students are meeting state proficiency in social studies
- 70% of our students are meeting state proficiency in science
- The number of students decreased in level four reading by 15% over the last few years in grade 7 grade, while increasing in level one by 11% (grade 6), 8% (grade 7), 6% (grade 8)
- The number of students decreased in level four language arts (reading and writing combined) by 8% over the last few years and increased in level one by 5% in grade 6
- The number of students decreased in level four in mathematics by 7% (grade 6), 5% (grade 7), 23% (grade 8) and the number of students increased in level one by 7% (grade 6) and 5% (grade 7)
- The overall number of students decreased in level four in science by 8% and increased in level one by 12%
- The overall number of students decreased in level four in social studies by 43% and increased in level one by 22%

Adequate Yearly Progress Implications

- All buildings (elementary and middle school) meet and exceed the total group composite cut scores for adequate yearly progress in both language arts and mathematics.
- It appears as though all of the sub-populations in all buildings (elementary and middle school) will likely meet the cut scores for adequate yearly progress in both language arts and mathematics, but that is pending the ED YES report card, which brings in additional test scores for special education populations.
- If we meet adequate yearly progress in all areas again this year, this will be the second continuous year across the district since the reorganization 2 years ago, when the district was in phases.

Areas of Concern or Targets for Improvement

- By and large the biggest concern is writing. Writing being a factor figured into the English language arts adequate yearly progress equation is the biggest threat to potentially not making adequate yearly progress in English language arts in the future.
- Mathematics particularly middle school and upper grades in the elementary. Although there have been many gains and improvements, focus needs to continue in order to raise these scores.
- Additional attention needs to be focused on subpopulations with specific interventions implemented to assist our subpopulations and to help bridge the gaps between ethnicities and special education students with Caucasian students and non-special education students.

Suggestions for Improvement for Writing Concerns

- Finish overhauling the English language arts curriculum as is scheduled, and institute a consistent, rigorous writing component that is consistent across buildings and grade levels.
- Develop a consistent writing process (or program), using a consistent rubric as part of the English language arts adoption to be used across buildings and grade levels.
- Do analysis of the comment and condition codes for students achieving a level 3 or 4 to isolate particular problems students are having.
- Look for consistent trends to be addressed district-wide or at the building level.
- Use these comment codes as strategy goals for school improvement and for at-risk teachers and tutors to work with students independently to improve.
- Train all of the building administrators in the Oakland County developed, *First 10 Days of School* and *Second 10 Days* writing intervention. Train (retrain) all teachers in grades 3 through 8 and require all teachers to implement in September.

Suggestions for Improvement for Mathematics Concerns

- Implement the new mathematics curriculum kindergarten through 8, with new, rigorous programming.
- Align all teachers kindergarten through 8 to a consistent program and curriculum standards and ensure all students are getting the same content and program delivery.
- Do analysis of the district math test scores by strand and benchmark to determine some commonalities and work towards some focus areas for improvement.
- Use these areas for strategy goals for school improvement and for at-risk teachers and tutors to work with students independently to improve.
- Seek out training for staff development that divulges strategies for helping us bridge the gaps between our minority students and special education students.

District Statistics

Elementary School

MEAP READING SUMMARY - ELEMENTARY						
	3rd 2006	MI 2006	4th 2006	MI 2006	5th 2006	MI 2006
BH - Passing	86.0%	87.0%	77.0%	85.0%	98.0%	84.0%
BH - Level 4	2.0%	3.0%	7.0%	2.0%	2.0%	5.0%
Brick - Passing	82.0%	87.0%	76.0%	85.0%	78.0%	84.0%
Brick - Level 4	9.0%	3.0%	4.0%	2.0%	10.0%	5.0%
Childs - Passing	92.0%	87.0%	87.0%	85.0%	87.0%	84.0%
Childs - Level 4	0.0%	3.0%	0.0%	2.0%	3.0%	5.0%
Redner - Passing	80.0%	87.0%	78.0%	85.0%	82.0%	84.0%
Redner - Level 4	6.0%	3.0%	2.0%	2.0%	4.0%	5.0%
Elem. Summary - Passing	85.0%	87.0%	80.0%	85.0%	84.0%	84.0%
Elem. Summary - Level 4	5.0%	3.0%	3.0%	2.0%	6.0%	5.0%

MEAP WRITING SUMMARY - ELEMENTARY						
	3rd 2006	MI 2006	4th 2006	MI 2006	5th 2006	MI 2006
BH - Passing	57.0%	52.0%	33.0%	45.0%	62.0%	57.0%
BH - Level 4	11.0%	11.0%	7.0%	4.0%	2.0%	6.0%
Brick - Passing	37.0%	52.0%	35.0%	45.0%	54.0%	57.0%
Brick - Level 4	21.0%	11.0%	5.0%	4.0%	10.0%	6.0%
Childs - Passing	52.0%	52.0%	51.0%	45.0%	60.0%	57.0%
Childs - Level 4	15.0%	11.0%	4.0%	4.0%	9.0%	6.0%
Redner - Passing	26.0%	52.0%	35.0%	45.0%	60.0%	57.0%
Redner - Level 4	31.0%	11.0%	15.0%	4.0%	13.0%	6.0%
Elem. Summary - Passing	41.0%	52.0%	39.0%	45.0%	58.0%	57.0%
Elem. Summary - Level 4	20.0%	11.0%	7.0%	4.0%	9.0%	6.0%

MEAP ENGLISH LANGUAGE ARTS SUMMARY - ELEMENTARY						
	3rd 2006	MI 2006	4th 2006	MI 2006	5th 2006	MI 2006
BH - Passing	84.0%	79.0%	64.0%	78.0%	93.0%	77.0%
BH - Level 4	7.0%	4.0%	5.0%	2.0%	2.0%	4.0%
Brick - Passing	69.0%	79.0%	64.0%	78.0%	71.0%	77.0%
Brick - Level 4	12.0%	4.0%	2.0%	2.0%	10.0%	4.0%
Childs - Passing	81.0%	79.0%	83.0%	78.0%	74.0%	77.0%
Childs - Level 4	2.0%	4.0%	0.0%	2.0%	24.0%	4.0%
Redner - Passing	60.0%	79.0%	58.0%	78.0%	71.0%	77.0%
Redner - Level 4	15.0%	4.0%	6.0%	2.0%	6.0%	4.0%
Elem. Summary - Passing	72.0%	79.0%	68.0%	78.0%	74.0%	77.0%
Elem. Summary - Level 4	9.0%	4.0%	3.0%	2.0%	6.0%	4.0%

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MEAP MATHEMATICS SUMMARY - ELEMENTARY						
	3rd 2006	MI 2006	4th 2006	MI 2006	5th 2006	MI 2006
BH - Passing	93.0%	88.0%	86.0%	84.0%	79.0%	76.0%
BH - Level 4	0.0%	1.0%	0.0%	3.0%	5.0%	4.0%
Brick - Passing	85.0%	88.0%	73.0%	84.0%	58.0%	76.0%
Brick - Level 4	0.0%	1.0%	4.0%	3.0%	4.0%	4.0%
Childs - Passing	85.0%	88.0%	89.0%	84.0%	66.0%	76.0%
Childs - Level 4	2.0%	1.0%	2.0%	3.0%	3.0%	4.0%
Redner - Passing	84.0%	88.0%	72.0%	84.0%	74.0%	76.0%
Redner - Level 4	3.0%	1.0%	7.0%	3.0%	5.0%	4.0%
Elem. Summary - Passing	86.0%	88.0%	79.0%	84.0%	66.0%	76.0%
Elem. Summary - Level 4	1.0%	1.0%	3.0%	3.0%	4.0%	4.0%

MEAP SCIENCE SUMMARY - ELEMENTARY		
	5th 2006	MI 2006
BH - Passing	93.0%	83.0%
BH - Level 4	0.0%	3.0%
Brick - Passing	73.0%	83.0%
Brick - Level 4	4.0%	3.0%
Childs - Passing	89.0%	83.0%
Childs - Level 4	0.0%	3.0%
Redner - Passing	80.0%	83.0%
Redner - Level 4	5.0%	3.0%
Elem. Summary - Passing	82.0%	83.0%
Elem. Summary - Level 4	3.0%	3.0%

Lincoln Middle School

MEAP READING SUMMARY - MIDDLE SCHOOL						
	6th 2006	MI 2006	7th 2006	MI 2006	8th 2006	MI 2006
LMS - Passing	83.0%	83.0%	79.0%	80.0%	69.0%	76.0%
LMS - Level 4	7.0%	6.0%	10.0%	10.0%	12.0%	10.0%

MEAP WRITING SUMMARY - MIDDLE SCHOOL						
	6th 2006	MI 2006	7th 2006	MI 2006	8th 2006	MI 2006
LMS - Passing	73.0%	74.0%	51.0%	66.0%	54.0%	67.0%
LMS - Level 4	7.0%	7.0%	17.0%	10.0%	20.0%	13.0%

MEAP ENGLISH LANGUAGE ARTS SUMMARY - MIDDLE SCHOOL						
	6th 2006	MI 2006	7th 2006	MI 2006	8th 2006	MI 2006
LMS - Passing	79.0%	78.0%	72.0%	75.0%	63.0%	71.0%
LMS - Level 4	6.0%	4.0%	9.0%	7.0%	14.0%	9.0%

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MEAP MATHEMATICS SUMMARY - MIDDLE SCHOOL						
	6th 2006	MI 2006	7th 2006	MI 2006	8th 2006	MI 2006
LMS - Passing	60.0%	69.0%	50.0%	64.0%	56.0%	68.0%
LMS - Level 4	7.0%	8.0%	9.0%	7.0%	8.0%	7.0%

MEAP SCIENCE SUMMARY - MIDDLE SCHOOL		
	8th 2006	MI 2006
LMS - Passing	70.0%	75.0%
LMS - Level 4	7.0%	8.0%

MEAP SOCIAL STUDIES SUMMARY - MIDDLE SCHOOL				
	6th 2006	MI 2006	9th 2006	MI 2006
LMS - Passing	70.0%	74.0%	77.0%	74.0%
LMS - Level 4	9.0%	9.0%	6.0%	6.0%

Lincoln High School

11th GRADE READING SUMMARY						
	LHS 2004	MI 2004	LHS 2005	MI 2005	LHS 2006	MI 2006
Level 1	2.0%	6.0%	2.0%	2.0%	1.0%	1.0%
Level 2	70.0%	70.0%	59.0%	63.0%	65.0%	60.0%
Level 3	20.0%	16.0%	27.0%	25.0%	25.0%	24.0%
Level 4	8.0%	8.0%	12.0%	10.0%	10.0%	15.0%
Percent Passing	72.0%	76.0%	61.0%	65.0%	66.0%	61.0%

11th GRADE WRITING SUMMARY						
	LHS 2004	MI 2004	LHS 2005	MI 2005	LHS 2006	MI 2006
Level 1	1.0%	5.0%	1.0%	3.0%	3.0%	3.0%
Level 2	44.0%	43.0%	37.0%	44.0%	42.0%	43.0%
Level 3	47.0%	42.0%	50.0%	45.0%	48.0%	47.0%
Level 4	7.0%	10.0%	12.0%	9.0%	7.0%	7.0%
Percent Passing	45.0%	48.0%	38.0%	47.0%	45.0%	46.0%

11th GRADE ENGLISH LANGUAGE ARTS SUMMARY						
	LHS 2004	MI 2004	LHS 2005	MI 2005	LHS 2006	MI 2006
Level 1	0.0%	3.0%	1.0%	1.0%	0.0%	1.0%
Level 2	62.0%	62.0%	48.0%	56.0%	54.0%	51.0%
Level 3	32.0%	27.0%	40.0%	35.0%	39.0%	39.0%
Level 4	6.0%	8.0%	11.0%	8.0%	7.0%	9.0%
Percent Passing	62.0%	65.0%	49.0%	57.0%	54.0%	52.0%

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11th GRADE MATHEMATICS SUMMARY						
	LHS 2004	MI 2004	LHS 2005	MI 2005	LHS 2006	MI 2006
Level 1	3.0%	8.0%	2.0%	6.0%	7.0%	9.0%
Level 2	41.0%	43.0%	35.0%	40.0%	34.0%	37.0%
Level 3	16.0%	16.0%	16.0%	17.0%	19.0%	16.0%
Level 4	40.0%	33.0%	46.0%	36.0%	40.0%	38.0%
Percent Passing	44.0%	51.0%	37.0%	46.0%	41.0%	46.0%

11th GRADE SCIENCE SUMMARY						
	LHS 2004	MI 2004	LHS 2005	MI 2005	LHS 2006	MI 2006
Level 1	3.0%	4.0%	4.0%	5.0%	3.0%	5.0%
Level 2	46.0%	47.0%	44.0%	44.0%	49.0%	47.0%
Level 3	20.0%	19.0%	21.0%	20.0%	21.0%	18.0%
Level 4	32.0%	31.0%	31.0%	31.0%	27.0%	30.0%
Percent Passing	49.0%	51.0%	48.0%	49.0%	52.0%	52.0%

11th GRADE SOCIAL STUDIES SUMMARY						
	LHS 2004	MI 2004	LHS 2005	MI 2005	LHS 2006	MI 2006
Level 1	0.0%	1.0%	0.0%	1.0%	34.0%	39.0%
Level 2	16.0%	30.0%	25.0%	31.0%	44.0%	41.0%
Level 3	33.0%	29.0%	26.0%	27.0%	13.0%	12.0%
Level 4	51.0%	40.0%	49.0%	41.0%	9.0%	8.0%
Percent Passing	16.0%	31.0%	25.0%	32.0%	78.0%	80.0%

Level 1: Advanced (passing)

The student's performance exceeds grade level expectations and indicates substantial understanding and application of key concepts defined for Michigan students. The student needs support to continue to excel.

Level 2: Proficient (passing)

The student's performance indicates understanding and application of key grade level expectations defined for Michigan students. The student needs continued support to maintain and increase proficiency.

Level 3: Partially Proficient

The student needs assistance to improve achievement. The student's performance is not yet proficient, indicating a partial understanding and application of the grade level expectations defined for Michigan students.

Level 4: Not Proficient

The student needs intensive intervention and support to improve achievement. The student's performance is not yet proficient and indicates minimal understanding and application of the grade level expectations defined for Michigan students.