



**GRAND VALLEY  
STATE UNIVERSITY**  
CHARTER SCHOOLS OFFICE

July 25, 2014

James A. Ryder Jr.  
2204 Locklin Lane  
West Bloomfield, MI 48324

Dear Mr. Ryder,

Lincoln-King Academy's academic performance in 2013-14 places the academy in the bottom 5% of schools, as defined by the Michigan Department of Education's Top-to-Bottom ranking system. A bottom 5% ranking designates Lincoln-King as a Priority School.

Please submit a Plan of Correction to our office no later than August 30, 2014, detailing how Lincoln-King will improve academic achievement in 2014-15. Failure to improve scores in 2014-15 will signal the beginning of contract revocation and the implementation of school closure procedures. Please contact me if you have any questions.

Sincerely,



Timothy H. Wood, Ph.D.  
Special Assistant to the President for Charter Schools  
Grand Valley State University

cc: Carolyn Brown, School Leader  
Tom Willis, Cornerstone Charter Schools  
Clark Durant, Founder  
Larry Spencer, GVSU Field Representative

August 26, 2014

Page 1 of 2

Dr. Timothy Wood  
Special Assistant to the President for Charter Schools  
Grand Valley State University  
201 Front Avenue SW, Suite 310  
Grand Rapids, MI 49504

Dear Dr. Wood,

This letter arrives in response to your communication sent July 25, 2014 regarding the MDE Priority Status of Lincoln-King Academy.

First, allow us to share what a privilege it is to be embraced by such a renowned authorizer as Grand Valley State University. We understand that Grand Valley State University stands for excellence, and we want to be very clear that we stand for this same level of excellence. And, this standard of excellence is exactly why I was selected to provide the leadership necessary to completely transform Lincoln-King Academy. Our stakeholders in this transformation are our students, parents, faculty, staff, partners, surrounding community and a broad group of friends. With the wonderful help of your GVSU team and all of our stakeholders, we are in the midst of a wave of positive change and will move to higher levels of proficiency in this current school year and beyond.

As you may be aware, LKA's improvement process has been confirmed with several noted accomplishments:

- **New administrative staff (Principal, Dean of Academics and Dean of Students)**
- **75% new instructional & support staff**
- **85% teacher retention rate (compared to 30% in 2013)**
- **75% student retention rate (compared to 50% in 2012)**
- **Enrollment at maximum capacity of over 600 (compared to 420 in 2012)**
- **Overall MEAP improvement (excluding Science and Social Studies)**
- **MAP growth to 5 categories in 2014 (compared to 0 categories in 2013)**
- **Excellent Schools' Detroit's 5-Essentials survey rated Lincoln-King Academy as "Well Organized for Improvement" in 2014 (compared with "Not Organized for Improvement" in 2013)**
- **The growth of our partner program four times a year**

We plan to exceed MEAP Growth Proficiency Targets for 2014-15 in each core content area (Reading 80%, Writing 60%, Mathematics 40%, Social Studies 40% and Science 30%). Lincoln-King Academy will measure student growth and proficiency throughout the school year by using historical MEAP data, Quarterly Common Assessments, and MAP data. Our goal this year is to move from the 4th percentile on MDE's "Top to Bottom" list, to at least the 20<sup>th</sup> percentile.

Lincoln-King Academy's rigorous instructional program is aligned with Michigan's Common Core State Standards and Benchmarks. We will promote excellence for all core content areas (earning proficiency points) and will provide extra support for Science and Social Studies MEAP proficiency as follows:


- **Provide innovative Foss Science kits to decrease paper pencil activities and increase hands-on real world learning**
- **Utilize "Geography Carts" K-5 (portable instructional supplies) to expand students' knowledge of our global society**
- **Redesign Professional Learning Communities for on-going data analysis and utilizing technology applications & programs (laptops, interactive whiteboards, tablets)**
- **Utilize the "Mad Science of Detroit" workshops for students and parents to offer strategic intervention and focus on inquiry-based science processes for Life, Earth and Physical Science Disciplines**
- **Utilize the services of Wayne-RESA to provide Professional Development opportunities in the areas of Science and Social Studies to support student learning**

Lastly, we celebrate our engaged Parent Teacher Organization who assisted us in reaching 97% representation of our students at four annual Parent-Teacher Conferences. In the upcoming school year we will engage our parents in the improvement process more than ever; including but not limited to: School Improvement Team, Reform & Redesign Team, CCS's Parent University, In-House Parent Center, Parent Night for content area support in Reading, Math, Science, Social Studies, Writing and Multicultural Awareness.

Attached, please find Lincoln-King Academy's "Innovative Corrective Action Plan" for 2014-2015. With the continued support of all stakeholders, we are confident in our rigorous plan of improvement. We embrace our planned interventions as a road map to maximize student growth and improve achievement across the curriculum. Working together, we fully expect to be well above our current position in the top-to-bottom ranking.

Our team recognizes that we have assumed a major challenge. Our goals are clear and although the path to get there will have its serious ups and downs, I am confident that with the GVSU partnership and the full engagement of all of our stakeholders, we will succeed.

Respectfully,

  
Carolyn Brown  
Principal and Staff of Lincoln-King Academy

cc: Tom Willis, Chief Executive Officer, Cornerstone Charter Schools  
Eugene Seaborn, Chief Academic Officer, Cornerstone Charter Schools  
Clark Durant, President, New Common School Foundation  
Jamie Ryder and the entire WPA (LKA) Board of Directors

**Lincoln-King Academy's Innovative Corrective Action Plan:  
What's different for 2014-15?**

MEAP	LKA 2013-14 Proficiency	LKA 2014-15 Targets for Proficiency
Reading	74.54%	80%
Mathematics	30.26%	40%
Science	5.80%	30%
Writing	59.55%	70%
Social Studies	9.23%	40%

The following strategies will be implemented to ensure MDE targets are exceeded for all LKA students.

<b>STRATEGIES</b>		<b>Implementation</b>
<b>Curriculum Intervention: Aligned to Common Core State Standards/Benchmarks</b>		
<ul style="list-style-type: none"> <li>Implement Quarterly Common Assessments to monitor students' academic growth and proficiency</li> <li>Leverage Director of Innovative Curriculum (hired July 2014) to support data driven best practices in instruction, coordinate professional development, monitor implementation of common curriculum and analyze assessment data to ensure increased student achievement</li> <li>Provide innovative Foss Science kits to decrease paper pencil activities and increase hands-on real world learning</li> <li>Utilize "Geography Carts" K-5 (portable instructional supplies) to expand students' knowledge of our global society</li> </ul>		Ongoing
<b>Assessment Intervention</b>		
<ul style="list-style-type: none"> <li>Increase use of technology applications &amp; programs to support students' required skills for mastery of technology-based formative and summative assessments (Standardized Tests)</li> <li>Provide data analysis workshops for staff regarding standardized assessment results to close identified achievement gaps</li> </ul>		Ongoing
<b>Student Support Intervention: Personalized, Differentiated Service</b>		
<ul style="list-style-type: none"> <li>Close identified achievement gaps across all subgroups, including special education, by differentiating instruction targeting varied learning styles (i.e., kinesthetic, auditory, tactual and visual)</li> <li>Provide intensive student support across the curriculum via Reading Specialist, Math Coach, English Language Arts Coach, and additional paraprofessionals for at-risk and special education students</li> <li>Provide identified at-risk and special education students with additional paraprofessional support</li> <li>Provide After-School Tutorial and Summer Learning Academy via structured K-8 Program (i.e., Catapult Learning, BELL or Sylvan Learning)</li> <li>Design the schedule to accommodate additional intervention time for all at-risk subgroups and all special education students</li> </ul>		Ongoing

**Lincoln-King Academy's Innovative Corrective Action Plan:  
What's different for 2014-15?**

<p><b>Instructional Intervention</b></p> <ul style="list-style-type: none"> <li>• Hire additional Resource Room Teacher to provide instructional support for identified at-risk and special education students</li> <li>• Hire additional Paraprofessional to lower current special education caseloads to provide additional hours of quality instruction</li> <li>• Provide authentic learning experiences utilizing higher order thinking skills and project-based learning for increased student success with formative assessments</li> </ul>	Ongoing
<p><b>Staff Intervention and Support</b></p> <ul style="list-style-type: none"> <li>• Implement formal Professional Learning Communities (Wayne RESA training) with emphasis on collaborative data analysis, increased student achievement, lesson planning and sharing of successful strategies</li> <li>• Restructure after school staff meetings to accommodate collaboration across content areas and increase staff collaboration</li> <li>• Implement an Evidence-based Research Data Team (Task Force Committee) to engage staff in academic conversation on best practices and quality teaching and learning standards</li> <li>• Revise Teacher Mentor Program to support new teachers in the areas of curriculum and instruction</li> </ul>	Ongoing
<p><b>Reading Intervention and Support</b></p> <ul style="list-style-type: none"> <li>• Hire English Language Arts Coach to provide specific support to teachers for increased student achievement in reading</li> <li>• Utilize the services of Grand Valley State University to provide Professional Development opportunities in literacy, differentiation of instruction, EBLI and RTI to support student Learning in reading</li> <li>• Increase opportunities for students to read (in-class library, DEAR Time), write (book reports, projects), listen (oral presentations, assemblies) and speak (student presentations, partner mornings)</li> <li>• Implement one-on-one EBLI Tutoring via AmeriCorps Literacy Program to increase reading proficiency for K-3 students</li> </ul>	Ongoing
<p><b>Parental Engagement Intervention (Expand "Parent" as any adult family member)</b></p> <ul style="list-style-type: none"> <li>• Increase parent attendance at Parent Teacher Conferences to 98%</li> <li>• Increased Parent University participation (LKA/CCS Workshop) to 75%</li> <li>• Increase the number of parent volunteers, chaperones, monitors to at least 10 per homeroom</li> <li>• Expand in-house "Parent Center" access to technology, curriculum and instructional supplies</li> <li>• Increase number of parents serving on SLP/Reform Plan teams by 50%</li> <li>• Host 3 (trimester) Parent Curriculum Nights: Math &amp; Science, Reading &amp; Writing and Cultural Appreciation in order to increase our home-school connection and engage parents &amp; families in hands-on learning opportunities</li> <li>• Continue to engage the wonderful Partner Program in the active improvement of the school</li> </ul>	Ongoing