

Meijer Good Schools for Grand Rapids Eligibility Requirements

The Meijer Good Schools for Grand Rapids program is open to elementary schools in the City of Grand Rapids (grades K-5) that meet the following requirements:



Grand Rapids Community Foundation
Good Schools & Good Classrooms
Meijer Good Schools for Grand Rapids

1. Have been in operation for a minimum of three years
2. Agree to a site visit by the Grand Rapids Community Foundation Meijer Good Schools Site Visit Team, and provide all requested information
3. Are in good standing with no pending lawsuits or violation letters. Eligible schools must not have violated any civil rights statutes or Individuals with Disabilities Education Act provisions
4. Are fiscally sound as confirmed by a recent audit
5. Apply as either a High Performing school, Improving school or Aspiring school but not more than one.

Schools that meet the following minimum baseline criteria are eligible to submit a Letter of Intent to Apply:

	High Performing Schools*	Improving Schools*	Aspiring Schools*
Grant Award (distributed over a three-year period)	Maximum grant award is determined by the percentage of students eligible for free/reduced lunch multiplied by \$75,000	Maximum grant award is determined by the percentage of students eligible for free/reduced lunch multiplied by \$50,000	Maximum grant award is determined by the percentage of students eligible for free/reduced lunch multiplied by \$25,000
Achievement Data	Based upon the most recent three testing cycles, an average of at least 75 percent of the students meet or exceed Michigan standards on the MEAP in two of the following three academic subjects, and at least 60 percent achievement in the third subject: 1) Math, grade 4 2) Science, grade 5 3) English Language Arts, grade 4	In the 2007 MEAP testing cycle, at least 15 percentage point increase in the number of students who meet or exceed Michigan standards than in 2005 in all three of the following academic subjects: 1) Math, grade 4 2) Science, grade 5 3) English Language Arts, grade 4	Based upon the most recent three testing cycles, an average of at least 60 percent of the students meet or exceed Michigan standards on the MEAP in two of the following three areas: 1) Math, grade 4 2) Science, grade 5 3) English Language Arts, grade 4
Accreditation	Accreditation by Michigan Education YES of either A or B; or be in the top two categories of other nationally recognized accreditation programs	Accreditation by Michigan Education YES of A, B or C or an average rating in other nationally recognized accreditation programs.	Accreditation by Michigan Education Yes of at least a C
AYP Status	Meets Adequate Yearly Progress under the No Child Left Behind program or meet state AYP targets.	Meets Adequate Yearly Progress under the NCLB program or meet state AYP targets or be in the first year of school improvement.	No Requirement
Attendance	Student attendance rates are at 90 percent for all, and for each subgroup.	Student attendance rates are at 90 percent for all, and for each subgroup.	Student attendance rates are at 85 percent for all, and for each subgroup.

* **Changes in Eligibility:** The Meijer Good Schools designation is a three-year designation. Occasionally, a school's eligibility for a particular award category may change during the course of those three years due to improving or declining student achievement scores. A school that is selected as a Meijer Good School will retain that *designation* for three years regardless of any change in eligibility. However, the amount of the grant award in years two and/or three will be affected.

- **Schools that maintain eligibility in a particular category throughout the three-year designation:** If student achievement scores do not vary beyond the criteria for the category in which the award was made, the school will receive an allocation of 70% in year one, 20% in year two, and 10% in year three.
- **Schools that become eligible for a higher award during the three-year designation:** Improved student achievement scores may move a school to a category in which it would become eligible for a larger award (i.e.; Aspiring to Improving). In each year that this occurs, the school would be eligible for one-third of the maximum award available to that particular school based on the percentage of students eligible for free and reduced lunch. This award would be in lieu of the second and/or third year's allocation of the original award.
- **Schools that fail to maintain eligibility in the awarded category during the three-year designation:** If a Meijer Good School fails to maintain student achievement scores required for the awarded level, that year's allocation will not be made.

Benchmarks for Student Success: Nine Indicators of a Good School

The Meijer Good Schools for Grand Rapids program and Good Classrooms for Grand Rapids minigrant program look for nine specific qualities that are indicative of a Good Schools or Good Classroom. These indicators are consistent with those used by the National Blue Ribbon School Program and the Baldrige National Quality Program.



At a minimum,

1. **Good Schools have students who perform well academically.**
2. **Good Schools have excellent rates of student attendance.**

In addition to these two basic indicators, Good Schools also demonstrate seven other important qualities.

3. **Good Schools have good leaders.**

The **Leadership and Educational Vitality** benchmark indicates that school leaders know how to run a good school. They change things that need to be changed. The leaders get people to work together even when they don't all agree. The leaders ask for the opinions of staff, parents and students. The leaders respect each person's ideas. Everyone feels like they have a say in making the school as good as it can be. The mission and vision statements at this school are easy to understand and focus on student learning. Every decision made in this school helps achieve the mission and vision. Staff, students and parents are recognized for good work by school leaders. There is public recognition of how well the school is doing.

4. **Good Schools use data to make decisions.**

The **Data-driven Decision Making** benchmark indicates that school staff use facts from test scores, student records, research studies, state and district standards, and other sources to make decisions. They continue to collect new facts to see if their decisions helped students. Instead of just using one or two big tests each year to mark themselves, they also use many frequent, smaller ways to see if what they are doing helps students. If new facts tell them to change what they are doing, they change. The school's progress is an open book to parents and community.

5. **Good Schools are rigorous.**

The **Rigorous Curriculum and Instruction** benchmark indicates that the school is organized to challenge students to learn and perform. All students are expected to learn material that might be hard for them at first. The material all students are expected to learn is right for their grade and is what they need to know to do well in the next grade. The school has a homework policy. Students are given homework that helps them remember what they learned in school. The school has a way to quickly catch students who are falling behind and help them. The school has a visual and/or performing arts program for all students.

6. **Good Schools focus on the whole child.**

The **Student Focus and Supports** benchmark indicates that there are services at this school for health, tutoring, mentoring, and everything else needed to help students develop and learn. All eligible students who need the services get them. There is an extra-curricular program that operates before, after, and/or during school. This extra program has many different fun and helpful activities that meet the needs and interests of all students. All students are welcome in the program. Many students attend and benefit from the program.

7. **Good schools are nice places to be.**

The **School Culture** benchmark indicates that the school feels like a really nice place to be. Students and adults get along among themselves and with each other. People are respected for their differences. Everyone in the school enjoys learning from each other. There are many opportunities to learn about people from different countries and backgrounds. Staff, parents and community care about every detail that affects the students. The school has programs for things like school safety and cleanliness, behavior problems, and drug prevention. Frequent checks are made to see if the programs make a difference.

8. **Good Schools have great teachers.**

The **Professional Community** benchmark indicates that all staff participate in professional development activities. The activities match the school's mission and vision and aim to improve student achievement. Facts about student achievement are used to decide what professional development activities to have. After these activities, facts about student achievement are used to see if the professional development activity worked. Both new and old teachers are supported. The school regularly looks at how teachers are teaching and what they are teaching. Teachers welcome this review. Everyone is committed to learning better ways to help students.

9. **Good Schools are partners with families and their community.**

The **School, Family and Community Partnerships** benchmark indicates that the school has strong ties to community organizations and businesses that can help students. The school and parents communicate well. All parents are welcomed and encouraged to get involved with the school and there is proof that many do. Parents help make decisions about the school. The school helps parents help their children at home. The school recruits volunteers and people respond.