



RICK SNYDER
GOVERNOR

STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
LANSING

MICHAEL P. FLANAGAN
SUPERINTENDENT OF
PUBLIC INSTRUCTION

December 28, 2011

Ms. Barbara Barrett
Allen Academy
8666 Quincy Street
Detroit, MI 48204

Dear Ms. Barrett:

The redesign plan submitted by your team for Allen Academy has been received and reviewed by the State School Reform/Redesign Office. The redesign plan was incomplete and requires changes before it can be approved. This letter fulfills the requirement of MCL 380.1280c, section 3, for the State School Reform/Redesign Officer to "issue an order" approving, disapproving, or requiring changes of redesign plans.

Status of Redesign Plan: Changes Needed

Deadline: Wednesday, February 8, 2012 by 5:00 p.m.

Reviewer comments have been provided to assist with the revision of the redesign plan. The review document will also be posted on the Michigan Department of Education's website on the [State School Reform/Redesign District link](#) by Friday, January 6, 2012.

Please email the revised redesign plan to MDE-SROPlans@michigan.gov with a cover page that identifies the pages on which changes were made and highlight sections changed in the plan.

A letter approving or disapproving your final redesign plan will be sent via email by March 9, 2012. If you have questions, please contact the School Reform/Redesign Office at 517-335-2741.

Sincerely,

Deborah Clemmons
State School Reform/Redesign Officer

cc: Principal
Board President
State Superintendent of Public Instruction

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PART A: DEVELOP AND INCREASE SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS

TRANSFORMATION	GETTING STARTED	PARTIALLY COMPLIANT	COMPLIANT	COMMENTS
<p>REQUIREMENT 1</p> <p>Replace the principal.</p>	<p>Continuing with existing principal who does not meet the two year rule.</p>	<p>Continuing with existing principal. An incomplete or incorrect description given as to how the principal meets the two year rule.</p>	<p><input checked="" type="checkbox"/> YES</p> <p>New principal in place or complete rationale given for keeping principal that falls under the two year rule.</p> <ul style="list-style-type: none"> ✓ Advertise, screen, interview, select, and hire new principal based on using turnaround competencies or criteria. ✓ Establish a pipeline of potential turnaround leaders. 	<p><input type="checkbox"/> YES</p> <p>Ms. Georgia Burrell started as school leader in 2010-2011. It is unclear whether other candidates were interviewed and what selection criteria were in place for the hiring process. The plan indicates there is data to support her effectiveness during the past school year; however, no data was provided. The plan must include supporting documentation of hire date (ex. Board minutes).</p>
<p>REQUIREMENT 2</p> <p>Collaborative process used to create a teacher/leader evaluation plan that includes student growth as a significant factor.</p>	<p>Plan states that a collaborative process was used, but no details given.</p>	<p>Plan states that a collaborative process was used. Some details are provided. No mention is provided about how student growth will be included as a significant factor in the evaluation.</p>	<p><input checked="" type="checkbox"/> YES</p> <p>Plan states that a collaborative process was used. Complete details are provided, including how student growth will be included as a significant factor in the evaluation.</p> <ul style="list-style-type: none"> ✓ Percentage of student growth used in the evaluation. (MCL 39C.1249 Section 2 (a) (i) states 25% by 2013-2014.) <p>Leader and Teacher Evaluation tool is attached in Appendix A.</p>	<p><input type="checkbox"/> YES</p> <p>The plan references a Leona tool, which was not included in the materials reviewed by MDE. It is unclear how much, if any, teacher input has gone into development of evaluation criteria and process. It appears staff was presented with a finished product.</p> <p>The school leader evaluation tool does not indicate growth percentages.</p>

TRANSFORMATION	GETTING STARTED	PARTIALLY COMPLIANT	COMPLIANT	COMMENTS
<p>REQUIREMENT 3</p> <p>Identify and reward school leaders/teachers/staff who have increased student achievement and remove those who have been given multiple opportunities to improve professional practice and have not increased student achievement outcomes.</p>	<p>No plan or minimal plans are indicated in either the reward or remove categories.</p> <p><input type="checkbox"/> YES</p>	<p>A partial plan is in place that identifies how staff members can be rewarded and/or removed.</p> <p>No mention is made of opportunities that staff will have to improve practice.</p> <p><input type="checkbox"/> YES</p>	<p>A plan has been completed to identify and reward school leaders, teachers, and staff that have increased student achievement.</p> <ul style="list-style-type: none"> ✓ A transparent and fair plan detailing how personnel that increase academic achievement are rewarded. ✓ Identify and establish non-monetary incentives for performance. ✓ Provide training to those conducting evaluations to ensure fidelity to standardized procedures and to ensure that the evaluation process is documented. <p>A plan has been completed to remove personnel that have been given multiple chances to improve professional practice and did not.</p> <ul style="list-style-type: none"> ✓ A transparent plan that details how leaders and/or staff will be removed if instruction and student achievement does not improve. ✓ Work with teachers and unions at each stage of development and implementation. ✓ Secure sufficient funding or alternative methods for long-term program sustainability. ✓ Established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff. ✓ Provide performance-based incentives using valid data on whether performance indicators have been met. <p><input type="checkbox"/> YES</p>	<p>The plan outlines the reward system, but more detail is needed with regard to the component parts. For example, what performance indicators must be met to receive merit pay under the current system? The plan also does not discuss leader evaluations or merit pay for the leaders.</p> <p>The plan could benefit from describing clear paths toward retention or termination, and specific trigger points for action. A flow chart might be helpful to support the claim that the process is fair and transparent.</p>

TRANSFORMATION	GETTING STARTED	PARTIALLY COMPLIANT	COMPLIANT	COMMENTS
<p>REQUIREMENT 4 Provide staff with ongoing, high quality, job embedded professional development that is aligned and designed to ensure that staff can facilitate effective teaching and learning.</p>	<p>No plan or minimal planning is in place to provide staff with job embedded staff development.</p>	<p><input type="checkbox"/> YES A plan is in place, yet it is not job embedded, focused, or lacks a timeline. Professional development consists of a series of workshop activities that are not connected to the student outcomes indicated in the plan. Plan includes opportunity for staff to demonstrate new learning about effective teaching.</p>	<p><input type="checkbox"/> YES <input type="checkbox"/> YES <input type="checkbox"/> YES</p>	<p>Set clear goals and measures for employees' performance that reflect the established evaluation system and provide targeted training or assistance for employees receiving an unsatisfactory evaluation or warning. Reform seniority rights, and other job protections, to enable quick performance-based dismissals.</p> <p>A plan is in place (with timelines) that is well defined and occurs on a regular basis with follow-up and support aligned with instructional needs. The timeline for professional development includes a schedule of options for job-embedded professional development, options for determining implementation of PD, and options for sharing changes in classroom practice. The plan indicates that school staff was an integral part of designing the professional development activities to meet instructional needs, varying needs of school personnel. Align professional development with identified needs based on staff evaluation and student performance.</p>
			<p><input checked="" type="checkbox"/> YES</p>	<p>The plan could be strengthened to address the professional development needs of every staff member.</p>
			<p><input checked="" type="checkbox"/> YES</p>	

TRANSFORMATION	GETTING STARTED	PARTIALLY COMPLIANT	COMPLIANT	COMPLIANT	COMMENTS
<p>REQUIREMENT 5</p> <p>Detail how the school will implement strategies such as increased opportunities for promotion and career growth, and/or flexible working conditions designed to recruit and retain staff to meet the needs of students.</p>	<p>The plan does not address strategies in these categories.</p>		<p>The plan addresses strategies for some of these categories.</p> <p>The plan includes providing a mentor and additional professional development activities to new teachers.</p>	<p><input type="checkbox"/> YES</p> <p>The plan addresses strategies to recruit and retain staff to meet the needs of students.</p> <p><input checked="" type="checkbox"/> YES</p> <ul style="list-style-type: none"> ✓ Promotion/career growth conditions and hours to retain staff. ✓ Recruitment and retention plan is in place that includes interview questions. ✓ An individual professional development plan for new teachers and experienced teachers with new teaching assignments. 	<p><input checked="" type="checkbox"/> YES</p> <p>Opportunities for career growth are offered. These opportunities keep quality teachers in classrooms.</p>
<p>REQUIREMENT 6</p> <p>School uses data to identify and implement an instructional program that is research based and aligned from one grade to the next as well as with state standards.</p>	<p>Plan does not describe how school has or is using data to identify and implement instructional programs.</p>	<p><input type="checkbox"/> YES</p> <p>Plan describes how school has/is using data to identify and implement instructional programs.</p>	<p><input type="checkbox"/> YES</p> <p>Plan does not describe how programs are aligned vertically and with state standards.</p>	<p><input type="checkbox"/> YES</p> <p>Plan describes how data have been used to identify and implement researched based instructional programs.</p> <p><input checked="" type="checkbox"/> YES</p> <p>Plan discusses how programs are aligned with state standards.</p>	<p><input checked="" type="checkbox"/> YES</p> <p>The gap analysis indicates a problem with reading but it is not clear what the problem with reading really is. Once the deficiency is identified, a targeted, research-based intervention should be identified. It is not clear if the solutions selected will address the yet to be identified problem(s) in writing.</p>
<p>PART B: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES</p>					

TRANSFORMATION	GETTING STARTED	PARTIALLY COMPLIANT	COMPLIANT	COMMENTS	
<p>REQUIREMENT 7</p> <p>The school promotes the continuous use of individual student data to inform and differentiate instruction.</p>	<p>Plan describes minimal use of student data to inform instruction. Data use is primarily from state assessment results.</p> <p>No mention is made of how data is used to differentiate instruction.</p>	<p>School has a plan for using student data to inform instruction.</p> <p>Some mention is made of data use that comes from formative and interim assessments to differentiate student instruction.</p>	<p>School has a plan for using student data to inform instruction.</p> <p>Plan details PD on data use and describes how teachers have easy access to data on their students.</p> <p>Details are provided on the use of data in addition to state assessments (formative, interim) and how it will be used to inform and differentiate instruction.</p> <p>Teachers are trained on data usage and can access assigned student's data with ease.</p> <p>Teachers prepare standards-aligned lessons and differentiated activities.</p> <p>Student learning assessed frequently using standards-based classroom assessments.</p> <p>Parent communications are frequent and include useful information about homework practices.</p> <p>Plan includes varied modes of instruction (teacher-directed whole-class, teacher-directed small group, student-directed small group, etc.).</p> <p>Teachers employ effective classroom management.</p>	<p><input checked="" type="checkbox"/> YES</p>	

PART C: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT

REQUIREMENT 8 Increased time for core academic subjects; enrichment activities for students; collaboration time for teachers.	<input type="checkbox"/> YES Plan does not address the three components of the requirement.	<input type="checkbox"/> YES Plan only partially addresses all three components of the requirement.	<input checked="" type="checkbox"/> YES Plan addresses all of the components of increased time.	<input type="checkbox"/> YES Research suggests that in order to make significant gains in academics, schools need to add 300 student hours to their established schedules. It appears the school is adding approximately 80 hours and subtracting 30 (for collaboration).
			✓ Plan addresses all of the components of increased time. ✓ Use creative strategies to allocate funds or flex schedules to support extended learning time. All Core academic subjects included. ✓ Monitor progress of the extended learning time programs and strategies being implemented, using data to inform modifications. Enrichment activities for all students. ✓ Assess areas of need, select programs, and strategies to be used and identify community partners. Create and sustain partnerships to support extended learning. ✓ Create enthusiasm for extended learning programs and strategies among parents, teachers, students, civic leaders, and faith-based organizations through information sharing, collaborative planning, and regular updates. Collaboration time for all teachers. ✓ Ensure that teachers use extra time effectively when extended learning is implemented within the school program by providing targeted PD.	<p>The following schedules are attached in Appendix C.</p> <p>a. Daily school schedule.</p> <p>b. Teacher collaboration schedule.</p>

TRANSFORMATION	GETTING STARTED	PARTIALLY COMPLIANT	COMPLIANT	COMMENTS
REQUIREMENT 9 Provide ongoing mechanisms for family and community engagement.	Plan gives minimal information regarding how families and the community will be involved.	Plan gives some information about how families and/or the community will be engaged in the transformation efforts.	Plan contains detailed information about multiple strategies that will be used to integrate the family and the community into the improvement efforts.	Plan mentions opportunities for parents to attend events: curriculum night, parent workshops, field day, ceremonies and celebrations. Community partnerships are mentioned here.
REQUIREMENT 10 Provide operational flexibility to the school (staffing, calendars, time, and budgeting) to implement a comprehensive approach to increase student achievement and graduation rate.	Plan gives minimal information about the flexibility the district will provide to the school.	Plan describes some details pertaining to the operational flexibility that the district will provide to the school.	Plan details the operational flexibility in staffing, calendars, time, and budgeting. <ul style="list-style-type: none"> ✓ Align resource allocation (money, time, human resources) with the school's instructional priorities. ✓ Negotiate union waivers if necessary. ✓ Consider establishing a turnaround office or zone to also include transformation and other models. ✓ Examination of current district policies and structures related to central control and make modifications to fully support transformation. ✓ Re-orient district culture toward shared responsibility and accountability, and establish performance objectives for the school. 	

PART D: PROVIDING OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT

TRANSFORMATION	GETTING STARTED	PARTIALLY COMPLIANT	COMPLIANT	COMMENTS

PART E: RUBRIC REVIEW OF OVERALL PLAN						
TRANSFORMATION	GETTING STARTED	PARTIALLY COMPLIANT	COMPLIANT	COMPLIANT	COMPLIANT	COMMENTS
<p>REQUIREMENT 11</p> <p>The district will ensure that the school receives ongoing, intensive technical assistance and related support from the district, the ISD, MDE, or other external partners.</p>	<p><input type="checkbox"/> YES</p> <p>Plan gives minimal details about how the district will support the school's efforts.</p>	<p><input type="checkbox"/> YES</p> <p>Plan describes how the district will support the school's efforts, but does not mention any assistance from other partners.</p>	<p><input type="checkbox"/> YES</p> <p>Plan details how district will support the school's reform efforts.</p>	<p><input checked="" type="checkbox"/> YES</p> <p>Plan describes technical assistance that will be sought from outside sources to assist the school that should include at least one from the list below:</p> <ul style="list-style-type: none"> • ISD • MDE • External Provider 	<p><input checked="" type="checkbox"/> YES</p> <p>Plan refers to support from Management Company, ISD and SSOS (statewide system of support).</p>	
<p>REQUIREMENT 12</p> <p>Plan is clear and cohesive.</p>	<p><input type="checkbox"/> YES</p> <p>Plan shows little evidence of planning for a cohesive approach that will lead to significant gains in student achievement. No plans are in place to sustain improvements after the end of the plan.</p>	<p><input type="checkbox"/> YES</p> <p>Planning appears to be complete for year 1, but years 2 & 3 are not well spelled out. Minimal reference is made to the longer term plan to sustain improvements after the end of the plan.</p>	<p><input checked="" type="checkbox"/> YES</p> <p>Plan shows evidence of a well-thought out approach to improving student achievement over a three-year period. Cohesive activities are planned that are designed to lead to significant gains in student achievement. Appropriate staff is in place to oversee implementation activities. Plans are in place to sustain improvements.</p>	<p><input type="checkbox"/> YES</p>	<p><input type="checkbox"/> YES</p> <p>We did not see goals and plans set on a three year timeline.</p> <p>We also do not see a dearth of detail relating to specific goals, objectives, and strategies, especially as it relates to student academic achievement.</p>	

SCHOOL INFORMATION

District: Allen Academy
 School Name: Allen Academy
 Address: 8666 Quincy
 Detroit, MI 48204
 School Code: 9319

REFORM MODEL SELECTED: PLEASE READ EACH MODEL DESCRIPTOR AND THEN SELECT ONE.

- Transformation** – The Transformation Model addresses four specific areas: 1) developing teacher and school leader effectiveness, which includes replacing the principal who led the school prior to commencement of the transformational model; 2) implementing comprehensive instructional reform strategies; 3) extending learning and teacher planning time and creating community-oriented schools; and 4) providing operating flexibility and sustained support.
- Turnaround** - The Turnaround Model includes among other actions; replacing the principal and at least 50 percent of the school's staff, adopting a new governance structure and implementing a new or revised instructional program.
- Restart** – The Restart Model closes the school and reopens it under the management of a charter school operator; a charter management organization; or an educational management organization selected through a rigorous review process. A restart school would be required to enroll, within the grades it serves, any former student who wishes to attend.
- Closure** – The Closure Model would close the low-achieving school and enroll the students who attended that school in other high-achieving schools in the district.

-DIRECTIONS-

FIRST TIME SUBMISSIONS: If you are submitting a reform/redesign plan for the first time please complete page 2 and then proceed to the following pages to complete your plan:

Transformation Model:	Your plan will start on page 4
Turnaround Model:	Your plan will start on page 6
Restart Model:	Your plan will start on page 8
Closure Model:	Your plan will start on page 11

REVISIONS ONLY: If you are submitting revisions, please place an X indicating whether it is the first or second revision:

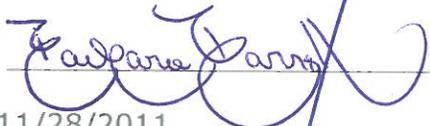
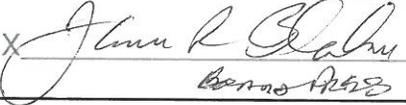
REVISION: 1 2

All revisions must be submitted in a different, **BOLD** font, and clearly identified in the table of contents. Only submit the section(s) you want to revise.

ALL COMPLETED REDESIGN PLANS MUST BE SUBMITTED ELECTRONICALLY TO:

MDE-SROplans@michigan.gov

For additional help, please contact the State Reform Office at 517-335-2741.

SCHOOL INFORMATION	CONTACT PERSON FOR REDESIGN PLAN
District: Allen Academy School Name: Allen Academy Address: 8666 Quincy School Code: 9319	Name: Georgia Burrell Position and Office: School Leader Telephone: 313.898.6444 Fax: 313.898.6555 Email: georgia.burrell@leonagroup.com
LEA SCHOOL SUPERINTENDENT/DIRECTOR Printed Name: Barbara Barrett Signature: X  Date: 11/28/2011	Telephone: 517.333.9030 Fax: Email: babara.barrett@leongroup.com
LEA SCHOOL PRINCIPAL/DIRECTOR Printed Name: Georgia Burrell Signature: X  Date: 11/28/2011	Telephone: 313.898.6444 Fax: 313.898.6555 Email: georgia.burrell@leobagroup.com
LEA SCHOOL BOARD PRESIDENT Signature: X  Date: 11/23/11	
LOCAL TEACHER BARGAINING UNIT Signature: X _____ Date: _____	
<p>The Local Educational Agency (LEA) agrees to comply with all applicable requirements of all state statutes, federal laws, executive orders, regulations, policies and conditions governing this program. The LEA understands and agrees that if it materially fails to comply with the terms and conditions of the redesign plan, fails to make satisfactory progress or does not have an approved plan, the Michigan Department of Education/State School Reform/Redesign Officer may issue an order placing the LEA into the State School Reform/Redesign School District, imposing for the LEA one of four intervention models, and an addendum to applicable collective bargaining agreements in effect for the school as necessary to implement the school intervention model.</p>	



**Allen
Academy**

8666 Quincy • Detroit, MI • 48204
Georgia K. Burrell, School Leader
(313) 898-6444 Fax (313) 898-6555

November 23, 2011

Subject: School Improvement Addendum

This letter certifies Allen Academy's Transformation Plan as an addendum to the 2011 School Improvement Plan. Allen Academy's Board of Director's support the implementation of the school reform model – The Transformation Plan.

Educationally Yours,


Allen Academy
President, Board of Directors

JB:gkb

cc: file

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THE TRANSFORMATION MODEL STARTS HERE:

Descriptor: The **Transformation Model** addresses four specific areas: 1) developing teacher and school leader effectiveness, which includes replacing the principal who led the school prior to commencement of the transformational model; 2) implementing comprehensive instructional reform strategies; 3) extending learning and teacher planning time and creating community-oriented schools; and 4) providing operating flexibility and sustained support.

Directions: The following items are required elements of the **Transformation Model**. Write a concise, cohesive and comprehensive description after each requirement describing how the requirement will be implemented in the school. Each description should also identify who is responsible for implementation and when implementation will take place.

I. TRANSFORMATION MODEL COMPONENTS

PART A: DEVELOP/INCREASE SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS

1. Describe how the building principal was replaced or how the existing principal meets the 2 year rule. Please include the leaders name and discuss how the leader meets the criteria for a turnaround principal. (Maximum 2500 characters)

The current 2011-2012 school year is only the second full year that Ms. Georgia Burrell will serve as the school leader for Allen Academy, grades K-12. The staff believes that in just her first full year, she has begun to effectively serve the intended purpose of her assignment into leadership at Allen Academy -- to turn around the program by affecting a positive change in the climate and culture of the Academy. Her success is evidenced through improved student achievement as demonstrated by Scantron performance data, increased parental involvement, and increased opportunities for collaboration and effective data dialogue by stakeholders. Perception data and an increased teacher retention rate speak to the overarching sentiment held by staff that they are valued in the success equation at Allen Academy. As stated in an independent school wide audit conducted by Pedagogical Solutions in the 2010-2011 school-year, "The overwhelming majority of the staff at Allen Academy like the forward movement of the school and have a high degree of collegiality. Staff morale appeared to be monolithically high. We anticipate a low rate of turnover given that the overwhelming majority of staff is quite pleased with the direction of the school". These early, important successes are also evidenced in audit findings, a clearly-articulated curriculum management plan, increased enrollment, student retention, and effective, on-going community partnerships. Ms. Burrell has served Allen Academy since 2003, serving as a 4th grade teacher, instructional coach, K-12/dean, and now a school leader. Her education and training as a certified teacher, as well as her Masters in Curriculum and Instruction from the University of Detroit Mercy contribute to her talent in shaping the unique potential of the academy.

Ms. Burrell is supported in her leadership by Mrs. Monique Woodland-Phillips, Allen Academy's Assistant School Leader. Ms. Woodland-Phillips began teaching at

Allen 2003 as a kindergarten teacher and she has since taught grades K-6 at Allen Academy. She has also served as instructional coach/dean for grades K-6. Ms. Woodland-Phillips earned her Bachelor's degree from Hampton University and is certified in elementary education. She is currently pursuing a Master's in Curriculum from Eastern Michigan University.

2. Detail the collaborative (teacher and principal) process used to create a teacher and leadership evaluation plan and explain how the evaluation includes student growth as a significant factor. (Maximum 1250 characters)

The Administrative and Coaching staff at Allen Academy met with teachers to review the proposed new rubric for performance evaluation in curriculum meetings, where staff were led through a thorough review of its components. Highlights of the tool are its increased support and focus on significant achievement through the ability to track and display data openly and transparently. This characteristic allows teaching staff to adjust instruction through the review of integral data points. Used appropriately, it allows for shared accountability and common participation in school-wide goals. Please see the attached tools that are used for teacher and school leader evaluations.

Please attach a copy of the Evaluation Tool in Appendix A of this template.

3. Specify how the school will identify and reward school leaders, teachers, and other staff members who have increased student achievement. Additionally, describe how the school will remove leaders and staff members who have been given multiple opportunities to improve professional practice and have not increased student achievement outcomes. (Maximum 3750 characters)

Merit, bonus pay will continue to be distributed according to prior practice, based on performance. Merit pay is based on teacher performance, and student data. When a teacher's students have increased achievement on assessments (i.e. MEAP, Scantron, 9 week assessments, etc...) they are eligible for merit based bonuses. The teacher evaluation tool is used to determine the merit onus pay as well and is completed by the school leader and assistant school leader with input from the instructional coaches. The school leader and assistant school leader receive training on conducting evaluations from the Leona Group at leader meetings. Instructional coaches also receive training from the Leona Group at Coaches meetings regarding teacher evaluations. Funding for merit pay is allocated in the budget every year. Further, for the remainder of the year, administration and the school improvement team will explore the use of IIA funds and possibly community donations to create an incentive-based pay program. Additionally, opportunities for growth will continue to be made available to valued staff including the cluster leader position, reading specialist, instructional coach, content or grade-level co-chairs.

The administration and coaches at Allen Academy are also prepared to act when and if individual teacher's student achievement data is not showing improvement. As we believe is best practice, before any termination decisions are made, administration will implement a teacher improvement plan of action with appropriate supports; success criteria is then assigned. The teacher improvement plan includes, but is not limited to more frequent observations, feedback and modeling from instructional coaches, the teacher conducting observations in other classrooms, more frequent mentor observations, feedback and modeling, professional development

opportunities outside of Allen Academy, New Teacher Academy, and increased progress monitoring. The frequency of the interventions and the type of modeling vary depending on the need of the individual teacher. Professional development is also targeted based on need. Cluster leaders and coaches provide support through coaching and modeling, and a mentor teacher plan. These actions take place within a transparent, universal monitoring process which also includes a rubric and practice for leader evaluation, including evaluation by the Leona Group Regional Vice-President assigned to Allen Academy. Included in the rubric are enrollment and academic achievement outcomes, and financial viability. In addition, the authorizer, Ferris State, supports success through the monitoring of AYP status and contractual goals (operational and achievement.) Oversight is delivered by the project coordinator and includes five required leadership meetings per year.

4. Describe plans and timelines for ongoing, high quality; job embedded professional development (subject specific pedagogy, differentiated instruction or a deeper understanding of the community served). Show how professional development is aligned and designed to ensure that staff can facilitate effective teaching and learning and have the capacity to successfully implement the school reform strategies. (Maximum 6250 characters)

Staff reviewed data in response to AYP; Response to Intervention (RtI) was the reform model chosen and implemented. Training has been provided to our entire staff on the RtI process. This training has taken place in the form of in house professional development and professional development opportunities outside of Allen Academy. A calendar that works to support the reform model was created that included grade-level meetings, bi-weekly school-wide staff meetings, curriculum meetings, RtI and School Improvement Team (SIT) meetings. Within the context of these meetings, test data is analyzed, instructional strategies and pacing are monitored and adjusted. An agenda will continue to be provided by instructional coaches as well as the modeling of meeting expectations. Grade level meetings allow for the creation of common assessments aligned to GLCEs and HSCEs taught. These meetings also have an agenda created and overseen by the instructional coaches. Instructional coaches model and evaluate strategies in the classroom and at curriculum meetings. Cluster leaders also play an important role in overseeing the curriculum and data meetings. They also act to ensure implantation of the agenda and plans/assessments created based on data.

According to the school-wide RtI reform strategy, if it is determined that quality core instruction is occurring at the tier 1 level and the classroom-level data (MEAP, Scantron, AIMSweb, 9 week assessments, etc...) indicates that an individual student is not meeting grade-level expectations, then further diagnostic screening is conducted. Based on the results, a Tier II or Tier III intervention is designed and implemented. Progress monitoring data is collected to determine the growth to standard. If needed, adjustments are made to the intervention in order to meet the student's needs.

A mentoring program for teachers with three years or less experience (or as needed) is in place that pairs them with lead or master teachers. For development, master teachers conduct observations, provide support, and model best practices in the classrooms. Allen Academy also provides funding for teachers to participate in

research-based professional development outside the building aligned with our instructional program and reform model. SIT team department representatives review school improvement strategies with teams and survey staff about their PD needs to support effective implementation.

Please attach a copy of the Professional Development calendar into Appendix B

5. Detail how the school will implement strategies such as, increased opportunities for promotion and career growth, and/or flexible working conditions designed to recruit and retain staff to meet the needs of students in a transformational school. (Maximum 3750 characters)

In addition to opportunities for growth that will continue to be made available to valued staff including the grade-level leader position (cluster leader), reading specialist, math specialist, mentor teachers, instructional coach, content or grade-level co-chairs, working conditions at Allen Academy are enhanced by the atmosphere created by the sense of community created when stakeholders share a common objective to educate children in a dynamic and progressive way. Positions such as cluster leaders, co-chair (SIT, RtI, etc...) and mentor teachers offers our teachers an opportunity for promotion and growth as a professional, yet also allows them to remain in the classroom. As we go through the transformation model we will also continue to allow our highly qualified teachers the opportunity to work part time in specialist positions. When we extend the amount of instructional hours we will include flex time for our teachers and educational assistants.

Though expectations for performance and commitment are high, multi-faceted supports are consistently delivered to staff. Instructional coaches, curriculum specialists, educational assistants, and the collaborative education and social work teams all offset the daily demands of classrooms by full immersion in the educational process. Truly, no teacher is alone in his or her endeavor to produce the kind of outcomes expected by the Academy, particularly as a transformational school. In an effort to recruit highly qualified teachers we will continue to seek out new talent at teacher fairs. As a part of our efforts to retain our highly qualified staff members teachers are asked to create a Power Point presentation in grade level of content level teams at the end of the year. They are asked to report on their goals, points of pride, and what we can do to improve as a school. The leadership team (school leader, assistant school leader, and instructional coaches) then uses this information to help make informed decisions that are in the best interest of Allen Academy.

A mentoring program for teachers with three years or less experience (or as needed) is in place that pairs them with lead or master teachers. Mentor teachers are selected based on experience, evaluations, professionalism and ability to work well with others. Each mentor teacher has two to three mentees with whom they meet with at least once a week with observations and in class modeling occurring monthly. Mentor teachers are paired with their mentees based on grade level/content level, experience and compatibility. For development, master teachers conduct observations, provide support, and model best practices in the classrooms. We believe we will be able to continue to successfully retain and recruit equally talented and passionate staff that will thrive within the context of this positive and supportive environment

PART B: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES

6. Specify how the school will use data to identify and implement an instructional program that is research based and aligned from one grade to the next as well as with state standards. (Maximum 6250 characters)

Allen Academy's curriculum is aligned to the Michigan State standards through the KC4 framework, adjusted for the academic needs of its students, based on data through yearly curriculum overview maps, quarterly pacing guides, and weekly lesson plans. These documents are created through collaborative efforts of grade-level teachers and instructional coaches and are closely monitored for effectiveness and fidelity to state learning objectives throughout the academic year. Weekly instructional coaches collect and review lesson plans as well compare them to pacing guides and curriculum overview maps to ensure that GLCS's and HSCE's are being taught according to curriculum pacing. In addition, the curriculum management plans are cumulative documents that demonstrate cross-curricular and vertical alignment for K-12. These plans are created by the administrative team, instructional coaches, and instructional staff in partnership with the Leona Group Department of Academic Support. They are monitored and adjusted as needed annually in response to student data (MEAP, Scantron, AIMSweb, 9 week assessments, unit assessments). For example if the data shows that second grade students are struggling with addition then the curriculum overview maps and pacing guides are adjusted to include more time for addition. Our in-house assessments are created using the GLCE's and HSCE's in grade level/content level clusters for math, reading, writing, social studies, and science. They are then submitted for approval to instructional coaches.

The Academy's performance on 2009-2010 and 2010-2011 State standardized tests (AYP) demonstrated a need for improved instructional practices for the special education subgroup. Adjustments consist of increased progress monitoring, as well as improved collaboration and co-teaching between general education and special education teachers.

Our school-wide data (MEAP, Scantron, AIMSweb, 9 week assessments) showed that our students were struggling in reading. In an effort to close the gap evidenced in our data the leadership team met with our reading specialists, and grade level clusters leaders to discuss possible programs to implement. The leadership team then took suggestions (including The Daily 5, Basils, Guided Reading, etc...) did further research and decided to implement Success for All (SFA), a research-based literacy program, with the following objectives: to match students with instruction just slightly above their independent reading level, to equip them with literacy skills that will bring them to grade level or above, and to equip them with reading skills that will ensure their success in other content areas.

Also, in grades K-8 students are assessed in Reading through the Scholastic Reading Inventory five times per year and Scantron three times per year for placement in appropriate reading levels and monitored for growth. Students are also assessed in Math using AIMS web and Scantron three times per year for skill placement and growth progress.

In grades 9-11, students will take the Explore/PLAN/ACT and will be provided academic intervention based on results. In addition, the first hour for grades 9-12 was extended to allow for instructional-based interventions. Teachers will monitor for alignment to College and Career Readiness Standards.

7. Describe how the school promotes the continuous use of individual student data (such as; formative, interim, and summative) to inform and differentiate instruction to meet individual student needs. (Maximum 6250 characters)

Allen Academy has created a school-wide data-driven culture that begins at the classroom level with the creation of formative assessments and data analysis. As we go through the transformation process this model will continue to occur in conjunction with grade-level collaboration. Formative assessments take place throughout a lesson and drive instruction based on students' needs. Based on results of formative and summative assessments teachers, along with instructional coaches make decisions to reteach, adjust strategies, or move forward with the pacing of the curriculum. These assessments are given in math, science, reading, writing and social studies.

According to the school-wide RtI reform strategy, if classroom-level data indicates that an individual student is not meeting grade-level expectations, then further diagnostic screening is conducted. Based on the results, a Tier II or Tier III intervention is designed and implemented. Progress monitoring data is collected to determine the growth to standard. If needed, adjustments are made to the intervention in order to meet the student's needs.

Programmatic evaluation and teacher evaluations are conducted using Scantron, MEAP, Scholastic Reading Inventory (SRI), MME/ACT, 9 week assessments, individual assessments and Explore/PLAN data by the administrative and school improvement teams. At K-1 level students are given individual assessments to determine if they have mastered letter recognition, letter sounds numbers, colors, shapes, etc. AIMSweb is used as a diagnostic and progress monitoring tool for math in grades 1-8. Decisions are heretofore made regarding curriculum alignment, resources, and assessments. Outcomes may also impact staffing, scheduling, and services provided to students as reflected in the school improvement and professional development plans.

The assessment data is all stored on the local network. Charts are created for each classroom for beginning of the year data, and each quarter throughout the year. They are color-coded based on the student's tier and used to drive instruction, tier students, evaluate teachers, and evaluate programs and curriculum. Instructional coaches report the data to the leadership team, and report back to grade level clusters and individual teachers. Scantron data is stored on-line. Teachers all have passwords to the Scantron website, and access to their students' data and individual instructional plans. Instructional coaches have begun to check the frequency in which teachers access this data.

Staff will continue to receive on-going training regarding progress monitoring, RtI, data analysis, AIMSweb, Scantron, and formative and summative assessments. These training opportunities take place when the teachers return in August, at cluster meetings, on professional development days, on progress monitoring half days and throughout the year at outside professional development opportunities.

The staff at Allen Academy continues to strengthen ties with our parents and the community. Parents are sent communication via classroom newsletters and school newsletters on a weekly basis. Parent teacher conferences are held at both progress report time and report card time and teachers use this opportunity to give parents information on homework as well as other topics. Our social work counseling department in conjunction with our school based behavior advocates also hold weekly parent on board workshops and mentor programs for our struggling students. Classroom management is supported by our school-wide program, Positive Behavior Support (PBS). Included in the program are incentives for good behavior such as green parties for our younger students and a PBS breakfast for our older students. Our social work counseling department in conjunction with our school based behavior advocates also attend cluster meetings to discuss and help with students who are consistently making bad choices. They also run a mentor program and various support groups for our students.

PART C: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT

8. Explain how the school will establish schedules and strategies that provide for increased time for all students to learn core academic content, by expanding the school day, week or year (Specify the amount of time added). Include enrichment activities for students and increased collaboration time for teachers. (Maximum 3750 characters)

A tentative measure to extend instructional time is scheduled to be reviewed by the administration and the board. The proposal includes an extension of the school day by thirty minutes. Possible scenarios are a staggered schedule in which the high school begins its day at 9:00am and extends to 4:30pm, and kindergarten through eighth grade begin their day at 7:30am and dismiss at 3:45pm. In addition to adding extra instructional time, the schedule demonstrates cognizance of the unique developmental needs of each age group. Strategies to increase collaboration time for teachers include restructuring current grade-level meetings in order to incorporate more time for data analysis. In addition, a proposal is under consideration for early dismissal for students one day per month in order to provide valuable time for school-wide planning and collaboration that could include all stakeholders.

In addition to the extended day the leadership team is also considering adding 30 days of Saturday tutoring in the schedule. These Saturday sessions would consist of instruction based on students' individual needs and their current RtI tier. Each day would consist of 4 hours of instructional time. We plan to use title 1 funds to staff these Saturdays as well as solicit parent volunteers.

The Academy will provide for ongoing community partnerships with Variety Foods, St. Margaret's of Scotland Catholic Church, Carousel Cleaners, Cranbrook Science Center, New Light Nursing Home, SVS Vision, and Communities in Schools by inviting them to participate in, support, and/or promote meaningful activities for the well-being of all students. Our goal is to maintain these partnerships in an effort to positively impact our students' academic and emotional growth. These partnerships are coordinated through our social work and counseling department as

well our leadership team. The success of these partnerships is monitored by the leadership team (school leader, assistant school leader, and instructional coaches) through surveys, SWISS (School-Wide Information System) data and test scores.

We also plan to offer our teachers and educational assistants flex time two days a week to maintain the positive school climate.

Attach a copy of the daily school schedule, teacher collaboration schedule and a copy of a student schedule that demonstrates increased time in Appendix C

9. Describe strategies for continuous engagement of families and community. Detail how the school will provide for the ongoing family and community engagement. (Maximum 3750 characters)

Allen Academy will remain committed to families and the community by prioritizing funds to ensure the continuous engagement of families through the implementation of events, programs, and activities including curriculum nights; weekly Parent on Board workshops provided by the Social Work/Counseling Department; Parent-Teacher conferences; Parent Teacher Organization meetings and volunteer opportunities; Honors Society Induction and Honors ceremonies; Positive Behavior Support quarterly breakfasts; Sunshine Club, Kindergarten Thankful Breakfast, Constitution Day, Field Day, and Fire Department Smoke House. In order to increase our parent involvement we plan to offer dinner to our parents that attend our after school functions and also offer incentives and give-a-ways to our families. A school-wide Allen Academy update is sent home weekly to our families highlighting upcoming events, academic accomplishments, and information about parent events through the Parent Corner. Teachers and grade-level clusters also send home communication through a weekly newsletter that informs parents of student learning objectives and upcoming events and special recognitions.

Parents are also involved in school based decision making. We currently have a parent as a member of our School Improvement Meeting. As we move forward we are going to make a recommendation for a parent to be a member of our Board of Directors.

Allen Academy will continue to support families through the free summer lunch program open to children in the community up to 17 years of age, The School Dentist, SVS Vision, Hearing, Vision, and Lead testing through Herman Keifer, The Allen Academy Community Thanksgiving Dinner and Basket Giveaway for all families in the surrounding community, and The Allen Academy Adopt-a-Family Christmas Program.

The Academy will provide for ongoing community partnerships with Variety Foods, St. Margaret's of Scotland Catholic Church, Carousel Cleaners, Cranbrook Science Center, New Light Nursing Home, SVS Vision, and Communities in Schools by inviting them to participate in, support, and/or promote meaningful activities for the well-being of all students. Our goal is to maintain these partnerships in an effort to positively impact our students' academic and emotional growth. These partnerships are coordinated through our social work and counseling department as well our leadership team. The success of these partnerships is monitored by the leadership team (school leader, assistant school leader, and instructional coaches) through surveys, SWISS (School-Wide Information System) data and test scores.

PART D: PROVIDING OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT

- 10 Describe how the district will provide the school with operational flexibility (staffing, calendars, time, budgeting) to implement a comprehensive approach to substantially increase student achievement and increase graduation rate. (Maximum 3750 characters)

The Leadership team at Allen Academy meets to determine the school calendar and how to allocate funds based on the needs of the students as highlighted in the data. The team then meets with the Allen Academy Board of Directors and presents the proposed calendar, budget and findings from the data to support decisions that were made. The Board of Directors then votes to approve all proposed items based on the needs of the school. The leadership team and staff also inform the board of findings based the data and report out each month at the board meeting on academic achievement of the students.

- 11 Describe how the district will ensure that the school receives ongoing, intensive Technical Assistance and related support from the district ISD, Michigan Department of Education, or other designated external partners or organizations. (Maximum 3750 characters.)

As the management company for Allen Academy, The Leona Group, LLC, will continue to provide valuable technical assistance and support to the school through the use of administrative and grant funds for budget planning, professional development, technology support, grants management, and school improvement planning. Funds will also be allocated to sustain our school improvement coordinator through the Leona Group to support ongoing efforts with technical assistance. The funds for this support come from our Title 1 funds. Additional support will be delivered by Wayne-RESA through the assignment of a School Improvement facilitator who will develop and monitor Allen Academy's School Support team. The Academy will also benefit from the Statewide System of Support, delivered to schools in Year One, Improvement, in the way of data workshops and school improvement planning assistance as well as supports for Allen Academy as an identified PLA. The aforementioned support is new to Allen Academy as of this year and is monitored by the leadership team and the academic support department of the Leona Group. The leadership team reports findings to the Board or Directors.

TRANSFORMATION SCHOOLS WILL STOP HERE.

RETURN TO PAGE 3 OF THIS DOCUMENT AND UPDATE THE TABLE OF CONTENTS PAGE NUMBERS AND MAKE SURE TO UPDATE APPENDIXES A-C

THE TURNAROUND MODEL STARTS HERE:

Descriptor: The **Turnaround Model** includes among other actions, replacing the principal and at least 50 percent of the school's staff, adopting a new governance structure and implementing a new or revised instructional program.

Directions: The following items are required elements of the **Turnaround Model**. Write a concise, cohesive and comprehensive description after each requirement describing how the requirement will be implemented in the school. Each description should also identify who is responsible for implementation and when implementation will take place.

II. TURNAROUND MODEL COMPONENTS

PART A: DEVELOP SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS

1. Describe how the building principal was replaced or how the existing principal meets the 2 year rule. Please include the leader's name and discuss how the leader meets the criteria for a turnaround principal. (Maximum 2500 characters)

Describe how the district will provide the school with operational flexibility (staffing, calendars, time, budgeting) to implement a comprehensive approach to substantially increase student achievement or increase graduation rates. (Maximum 3750 characters)

2. Describe how the school will use locally adopted competencies to measure the effectiveness of the principal and staff who works within the turnaround school. (Maximum 3750 characters)

Please attach a copy of the adopted competency tool or the evaluation tools that includes a significant connection with student growth in Appendix A of this template.

3. Specify how the school will screen all existing staff and rehire no more than 50 percent. (Maximum 3750 characters)
4. Detail how the school will implement strategies such as, increased opportunities for promotion and career growth, and/or flexible working conditions designed to recruit and retain staff to meet the needs of students in a transformational school. (Maximum 3750 characters)

PART B: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES

5. Describe plans and timelines for ongoing, high quality; job embedded professional development (subject specific pedagogy, differentiated instruction or a deeper understanding of the community served). Show how professional development is aligned and designed to ensure that staff can facilitate effective teaching and learning and have the capacity to successfully implement the school reform strategies. (Maximum 6250 characters)

Please attach a copy of the Professional Development calendar into Appendix B

6. Describe the new governance structure adopted that will assist with the building turnaround process. The new governance may include a turnaround office, or a turnaround leader who reports directly to the superintendent. (Maximum 6250 characters)

7. Detail how the use of data will identify and implement an instructional program that is research based and aligned from one grade to the next as well as with state standards. (Maximum 6250 characters)
8. Describe how the school will promote the continuous use of individual student data (such as; formative, interim, and summative) to inform and differentiate instruction to meet individual student needs. (Maximum 6250 characters)

PART C: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT

9. Explain how the school will establish schedules and strategies that provide for increased time for all students to learn core academic content, by expanding the school day, week or year. How much extra time has been added? Also how will the increased learning time include other enrichment activities for students and provide for increased collaboration time for teachers? (Maximum 6250 characters)

Attach a copy of the school schedule, teacher collaboration schedule and a sample student schedule which demonstrates the increased learning time in Appendix C

Or

Executed Addendum to Support the Implementation of the Extended Learning Time Model

10. Detail how the school will provide appropriate social, emotional and community services that support students. (Maximum 3750 characters)

TURNAROUND SCHOOLS WILL STOP HERE.

RETURN TO PAGE 3 OF THIS DOCUMENT AND UPDATE THE TABLE OF CONTENTS PAGE NUMBERS AND MAKE SURE TO UPDATE APPENDIXES A, B AND C

THE RESTART MODEL STARTS HERE:

Descriptor: The **Restart Model** School is when districts close the school and reopens it under the management of a charter school operator; a charter management organization; or an educational management organization selected through a rigorous review process. A

restart school would be required to enroll, within the grades it serves, any former student who wishes to attend.

Directions: The following items are required elements of the **Restart Model**. Write a concise, cohesive and comprehensive description after each requirement describing how the requirement will be implemented in the school. Each description should also identify who is responsible for implementation and when implementation will take place.

III. RESTART MODEL COMPONENTS

PART A: District Narrative

1. Explain how the district will engage parents and community members to discuss the charter school option, including the parameters of converting a school to charter status. (Maximum 2500 characters)
2. Specify how the district will research and prioritize Charter Management Organizations (CMOs) that may address district needs. (Maximum 2500 characters)
3. Describe how the district will develop and use a rigorous selection process to identify charter school applicants. (Maximum 2500 characters)
4. Detail how the district will develop a databank of individuals interested in serving on charter school boards. (Maximum 2500 characters)
5. Describe how the district will clearly articulate the autonomy to be provided to newly formed charter schools. (Maximum 2500 characters)
6. Specify how the district will develop a set of non-negotiable performance benchmarks to serve as the basis for holding and sustaining a charter. (Maximum 2500 characters)

RESTART/Charter School Narrative Section

Part B: COMMUNITY ASSESSMENT

1. Describe the characteristics of the population and community where the proposed charter school will be located. Provide detail as to the assets and liabilities of the community within a given radius for the proposed location of the school. (Maximum 2500 characters)
2. Provide a thoughtful and detailed description of the unmet educational needs of the community with enough specificity that it becomes apparent throughout the narrative how the proposed school will serve these unmet needs. (Maximum 2500 characters)
3. Provide measurable or quantitative evidence that the community recognizes the need

for the proposed school, paying particular attention to the impetus for and level of parent and other interest in the school. Where possible, detail any objective market research, surveys, or other measures of local demand for the proposed educational program. (Maximum 3750 characters)

Part C: STUDENT POPULATION

4. Detail the proposed grade levels and range of ages of students to be served, along with plans for future growth. Detail the proposed charter school's anticipated enrollment in years one through five, projecting the minimum and maximum enrollment the school is prepared to serve in each year. (Maximum 2500 characters)
5. Identify the demographic makeup of the proposed population and where these students are most likely being educated currently. Estimate the percentage of students the proposed charter school expects to qualify for federal free and reduced lunch subsidies. (Maximum 2500 characters)
6. List and describe the existing schools in the area (public, private and parochial) serving the community, and detail the competitive advantages that will set the proposed charter school apart and attract students. (Maximum 2500 characters)
7. Show how your plan has been shaped by the developmental and learning needs of students to be served. (Maximum 2500 characters)

Part D: EDUCATIONAL PROGRAM

8. Describe the vision, mission and educational goals of the proposed charter school. The description of educational goals should be complete, measurable, ambitious, tailored to the expected student population, and coordinated with the mission and vision. (Maximum 2500 characters)
9. Describe the evaluation process and the criteria used by the development team to compare curricular and instructional approaches. Describe the approaches considered and explain why the approach chosen fits the Public School Academy (PSA) target market and its educational goals. Explain why other specifically identified approaches considered were not chosen. (Maximum 3750 characters)
10. Provide a general description of the curricula to be used. Explain how you have determined (or will determine) that these curricula will lead *all* students to mastery of the Common Core Standards, Michigan's Grade Level Content Expectations (GLCE) or High School Content Expectations (HSCE), as appropriate. (Maximum 2500 characters)
11. Provide an overview of the instructional design and program to be emphasized by the school, with particular emphasis on how this approach is unique and will enhance student achievement. Be sure to detail the research foundations for the educational approach to be utilized. Outline steps the school will take to ensure that its teachers

understand, gain skills needed for and practice the instructional model chosen.
(Maximum 2500 characters)

12. Detail the interventions and support services to be provided by the school, such as - extended time, Head Start, latchkey, extracurricular activities, tutoring, computer training, social work services, accelerated learning for advanced students. Additionally, explain why these services were chosen to address the needs of the target population. Describe the plan for how the proposed services will be implemented. (Maximum 3750 characters)
13. Describe the ways in which the proposed charter school will ensure high-quality services to students with special needs. Describe how the services to students with special needs will be innovative. Include a description of how the proposed charter school will participate in development of the county-specific Intermediate School District (ISD) special education plan, which ensures compliance with the Individuals with Disabilities Act (IDEA). (Maximum 3750 characters)
14. Specify the proposed charter school's anticipated date of opening, and briefly describe the proposed school calendar and school day schedule. Identify if you will seek any waivers of federal or state requirements that you believe will be necessary to implement the proposed calendar and schedule. (Maximum 2500 characters)

Part E: STUDENT RECRUITMENT AND COMMUNITY INVLOVEMENT

15. Briefly describe the proposed charter school's advertising and recruitment plans, and provide an outline of the planned policy and procedures for enrollment and how the proposed school will meet state and federal requirements for open enrollment. Indicate if the proposed school plans to enter into any matriculation agreements for the purpose of providing enrollment priority to student applicants for enrollment. (Maximum 2500 characters)
16. Describe any early intervention and/or other retention strategies which will be employed to maximize the number of students who remain enrolled year-to-year, and to ensure equal access for all. (Maximum 2500 characters)
17. Describe proposed methods for involving parents and community members in the design of the school and the education of enrolled students. Describe parent involvement in the design and development process to date. (Maximum 3750 characters)

**RESTART SCHOOLS WILL STOP HERE.
RETURN TO PAGE 3 OF THIS DOCUMENT AND UPDATE THE TABLE OF CONTENTS
PAGE NUMBERS.**

IV. CLOSURE MODEL COMPONENTS

effort? Describe the extent to which current (or past) school interventions have failed to improved school performance and detail the strategies used to increase student performance and why they failed. (Maximum 6250 characters)

PART B: ESTABLISH CLEAR PROCEDURES AND DECISION CRITERIA FOR CLOSING SCHOOLS

2. Identify the key stakeholders; including parents, teachers, the community and business leaders that were involved in developing the criteria for closing schools Describe how the criteria and data is used to assess school performance, such as achievement, attendance and enrollment. (Maximum 6250 characters)

PART C: OPERATE TRANSPARENTLY

3. Describe how the decision to close the school will be communicated to the students, staff, parents and the general community. Provide any protocols or speaking scripts that might be used. (Maximum 3750 characters)

PART D: PLAN FOR THE ORDERLY TRANSITION OF STUDENTS AND STAFF

4. Detail your transition plan for students and staff and the final closing of the school building. (Maximum 12500 characters)

**CLOSURE SCHOOL MODELS WILL STOP HERE.
RETURN TO PAGE 3 OF THIS DOCUMENT AND UPDATE THE TABLE OF CONTENTS
PAGE NUMBERS.**

**APPENDIX A
COPY AND PASTE YOUR:**

Copy of Leader and Teacher Evaluation Tool (for Transformation Schools)
Or
Copy of Adopted Competencies Tool (for Turnaround Schools)
(unlimited characters)

Leader Name: _____

2011-2012 School Leader Evaluation

Scale	CEO	EVP	RVP	QSI	HR	FIN
-------	-----	-----	-----	-----	----	-----

Teaching and Learning

Curriculum Management
Relevance and Engagement
Inclusive
Data
Continuous Improvement
Climate and Culture

0 - 15
0 - 10
0 - 10
0 - 20
0 - 10
0 - 10
0 - 75

Quantitative Metrics

AYP/AMO
State Rating/Ranking
Enrollment/Retention
Attendance

0 - 20
0 - 10
0 - 5
0 - 5
0 - 40

Management

Financial
Grants
Compliance
Office Procedures
Stakeholders
Staff
Environment
Community Relations

0 - 15
0 - 10
0 - 5
0 - 5
0 - 10
0 - 10
0 - 5
0 - 5
0 - 65

Leadership

Initiative
Communication
Development
Decision Making
Team Player

0 - 10
0 - 10
0 - 10
0 - 10
0 - 10
0 - 50

Individual Goals

Goal 1
Goal 2
Goal 3
Goal 4

n/r
n/r
n/r
n/r
n/r

Total Points Possible
Total Points Earned
Percentage earned

230	230	230	230	230	230
0	0	0	0	0	0
0%	0%	0%	0%	0%	0%

If necessary or desired, attach narrative discussion of feedback/ratings given, areas in need of improvement, and/o accomplishment of individual goals.

Teacher Evaluation - Michigan

TEACHER'S NAME		SCHOOL	SUBJECT(S)
DATE of HIRE	TIME in POSITION	APPRAISAL PERIOD	NEXT APPRAISAL
____/____/____	_____ years _____ months	_____ fall _____ spring YEAR: _____	_____ fall _____ spring YEAR: _____
APPRAISER'S NAME		APPRAISER'S TITLE	DATE of THIS APPRAISAL
_____		_____	____/____/____

Rating Overview

3	HIGHLY EFFECTIVE	Always exceeds performance standards, demonstrates a level of mastery appropriate to mentor others.
2	EFFECTIVE	Consistently meets performance standards and meets expectations.
1	INEFFECTIVE	Fails to meet most performance standards. An improvement plan must be implemented.

High Leverage Factors for All Students

%	Area of Evaluation	1	2	3
50% MEASURABLE INDIVIDUAL ACHIEVEMENT GROWTH				
40%	Individual classroom growth Pre and post assessments for all courses taught show growth for all students who begin and finish their courses.	70% or less	70%-90%	90%-100%
artifacts: pre and post tests, course retention rates, MEAP, MME/ACT, Plan/Explore, DIBELS, Scantron, NWEA, ITBS, AIMSweb, DRA, etc. Include data for the teacher's most recent consecutive 3 years or, if 3 years of data are not available, as many years as available.				
comments:				
MEASURABLE COLLECTIVE ACHIEVEMENT GROWTH				
10%	Overall school growth The school reaches the goals outlined by its school improvement plan and demonstrates growth for all students.	Not Fully Met	Achieved	Exceeded
artifacts: AYP data, student growth data				
comments:				
50% INSTRUCTION				
	Engages all students effectively	Ineffective	Effective	Highly Effective
The teacher uses deliberate engagement strategies that keep students tuned in to the class. Teachers may do this through CPS systems, strategic partnering, cooperative learning, 'do now' and closing activities, requiring 100% work before moving forward, 'popcorn', calling on students randomly, constant circulation through the classroom, call and response, and more.				
artifacts: engagement walkthrough tools, engagement portion of student survey, observations/EEP, classroom walkthrough tool, course pass rates				
comments:				
Employs scaffolded, rigorous, and relevant lessons				
The teacher creates lessons that mesh with maps and pacing guides. Teacher provides necessary background building to make content comprehensible, then moves forward through Bloom's Taxonomy to provide activities and assessments rich in rigor.				
artifacts: lesson plan review, rigor & relevance portion of student survey, student pass rates, maps and pacing guides, observations/EEP, classroom walkthrough tool, integration of common core reading and writing standards, grade distribution report				
comments:				

Area of Evaluation	Ineffective	Effective	Highly Effective
<p>Delivers effectively</p> <p>The teacher utilizes strategies and techniques that grab students' attention and make content material as impactful as possible. Teachers may do this through innovative technology integration, multiple intelligence activities, dramatic activities, dynamic storytelling, hands-on activities, problem-based learning, projects that offer choice, connecting material to students lives and today's world, etc. Classroom procedures are in place that support student learning and instructional goals.</p> <p>artifacts: dynamic portion of student survey, observations/EEP, classroom walkthrough tool</p> <p>comments:</p>			
<p>Monitors, adjusts, and differentiates using formal/summative assessment data</p> <p>The teacher collects data from grade level appropriate quizzes, tests, and assignments . . . then uses the data to modify whole-class instruction AND differentiate on an individual level. Students receive regular communication about what they have and haven't mastered and are given appropriate support to achieve unmet objectives.</p> <p>artifacts: assessment portion of student survey, grade book data, course pass rates, lesson plan review, maps, pre-post test analysis, use of test data, grade distribution report</p> <p>comments:</p>			
<p>Monitors, adjusts, and differentiates using informal/formative assessment data</p> <p>The teacher has students explain concepts and assignments to each other. Students are required to provide live, grade level appropriate feedback (CPS systems, thumbs up/down, multiple choice cards, etc) to show understanding during instruction. Students may be asked to repeat instructions to the teacher or each other.</p> <p>artifacts: assessment portion of student survey, grade book data, course pass rates, lesson plan review, observations/EEP, classroom walkthrough tool, maps, pre-post test growth, remediation calendar of activities, ELL/SpecEd documentation, democratic understanding protocol, grade distribution report</p> <p>comments:</p>			
<p>Collaborates openly and regularly</p> <p>The teacher projects a true 'growth mindset' by always striving to improve and grow. He/she collaborates regularly with peers/coaches/administration about student learning, curriculum, and instruction, then responds in word and action to improve instructional skill. The teacher pursues individualized professional development that is meaningful to his/her practice and works cooperatively with others.</p> <p>artifacts: professional development certificates, transcripts, service on school improvement team or other teams, completion of goals on prior year's evaluation, observations, service record as a mentor teacher or coach</p> <p>comments:</p>			
<p>Sets the physical stage for learning</p> <p>The teacher designs and maintains a physical classroom that supports learning in both aesthetic and function. Seating arrangements maximize supervision and data collection. Minimal space is taken up by teacher desk and storage, as room for student learning and movement takes priority. The classroom walls hold rich instructional materials and a variety of student-created models for class assignments. The room is streamlined so that it is not visually distracting to students who struggle maintaining attention. The room is also organized, orderly, and clean so that the teacher communicates a subtext of professionalism, competence, and pride. Students are seated to best facilitate learning and technology is situated so that it can be easily used and seen by all.</p> <p>artifacts: physical classroom audit, seating chart, observations/EEP, classroom walkthrough tool</p> <p>comments:</p>			
<p>Sets the emotional stage for learning and builds relationships</p> <p>The teacher designs and supports an environment that is safe, nurturing, structured, and conducive to learning. The teacher is encouraging to all students and actively builds relationships with students that are productive and positive. The teacher leverages relationships to encourage pro-social behavior in contexts outside of the classroom (both on and off campus). The teacher actively uses innovative strategies to motivate unmotivated students and prevents or internally handles minor class management issues effectively.</p> <p>artifacts: relationships portion of student survey, adherence to PBS plan, SWIS data, retention rates, attendance rates, referrals to counselor/admin/social worker or other behavior interventionists (when necessary), observations/EEP, classroom walkthrough tool</p>			

comments:			
Focuses on learning more than teaching			
Although cognizant of instructional materials and strategies, the teacher's written plans and classroom management provide such a solid foundation for instruction that they are free to seriously focus on measuring how well students are grasping the material.			
artifacts: course pass rates, reconciliation between lesson plans/maps and grade book, MEAP/Scantron or other benchmark assessment scores, assessment & feedback portion of student survey, student engagement walkthrough tool, student engagement documented on lesson plans, observation/EEP			
comments:			

Area of Evaluation	Ineffective	Effective	Highly Effective
CORE EXPECTATIONS			
Special education compliance			
Teacher completes special education paperwork by deadlines. Teacher makes necessary modifications and accommodations for all special needs students in every class taught. Teacher communicates proactively with parents, students, and Special Ed coordinator			
artifacts: quarterly SpecEd review, parent feedback, observations/EEP, classroom walkthrough tool, SpecEd pass rates, SpecEd transfer requests, accommodations and modifications as documented in lesson plans, annual reporting findings, IEP documentation			
comments:			
ELL compliance (if applicable)			
Teacher makes content comprehensible for ELL students and provides modifications and support to foster their success. Teacher completes necessary ELL paperwork by given deadlines.			
artifacts: ELL review tool, parent feedback, observations/EP, classroom walkthrough tool, ELL pass rates, ELL transfer requests, lesson plans, STOP			
comments:			
Professionalism and risk avoidance			
The teacher behaves, in word and action, in a professional manner at all times with both internal and external stakeholders. Healthy boundaries are drawn between teacher and student that foster positive, productive relationships. Teacher follows all school and company guidelines regarding transport, social media, and communication. Conduct during staff meetings, parent meetings, professional development sessions, and classroom instruction is polished, controlled, positive, and professional. The teacher protects confidentiality and interacts with all stakeholders in a respectful, productive manner.			
artifacts: observations/EEPs, classroom walkthrough tool, corrective actions, relationships portion of student survey, social media audit, peer evaluation rating for professionalism			
comments:			
Operational support			
Teacher provides wholehearted operational support to the front office. Attendance policies, grading deadlines, and other criteria are met.			
artifacts: office or support staff feedback, completion of assignments			
comments:			
Support of site mission, vision, and culture			
The teacher participates in and supports the overall mission, vision, and culture of the school. This is evident in interactions within and outside of his/her classroom. The teacher willingly reaches outside of the classroom to support enrichment programs, recruit teachers and students, and build strategic partnerships that benefit the students, school, and community. The teacher is able to create safe, positive classroom climates in line with the school's overall mission that offer an optimum learning environment for all students. The teacher strives to inspire and motivate all students.			
artifacts: observations/EEPs, classroom walkthrough tool, relationship portion of student survey			
comments:			

**APPENDIX B
COPY AND PASTE YOUR:**

Professional Development Calendar or Timeline

(unlimited characters)



Allen Academy

8666 Quincy • Detroit, MI • 48204
 Georgia K. Burrell, School Leader
 (313) 898-6444 Fax (313) 898-6555

Professional Development Plan 2011-2012

August 15th-30th	<ul style="list-style-type: none"> • Curriculum Management Plan • MEAP/MME Prep Plans • Higher Order Thinking • SFA • Progress Monitoring • Educational Assistant Training • Collaborative Education MEAP Plan • SOLO • Step Up to Writing (3-6) • Lucy Calkins Writing (K-2) • Grade Quick • School Improvement Team Meeting
September	<ul style="list-style-type: none"> • 1st: SFA Tutoring (Educational Assistants) • 1st: Scantron Webinar* • 12th: Leona Kick Off – Engaging Learners, Motivating Students • 13th: Curriculum Meeting • 19th: Wayne RESA Data Team Seminar* • 19th-23rd: SFA Facilitator Training Baltimore, MD* • 20th: Writing Process Binder* • 21st: RtI Progress Monitoring • 23rd: RtI Team Meeting • 23rd: School Improvement Team Meeting • 26th & 27th: McKinney-Vento Conference* • 27th: Curriculum Meeting
October	<ul style="list-style-type: none"> • 3rd: MDE Administrative Data Workshop • 7th: Enacted Curriculum Survey • 7th & 10th: MEAP Information • 7th & 10th: Collaborative Education MEAP Information • 7th: Data Analysis • 9th-12th: Drop Out Prevention Conference*

	<ul style="list-style-type: none"> • 11th: Curriculum Meeting • 13th: Leona Group Training (Leaders Meeting)* • 15th: Organizing for School Improvement for MI Excel Schools* • 20th: Leona Group RtI Training (Coaches Meeting)* • 20th & 22nd: MI Association of School Social Workers* • 21st: School Improvement Team Meeting • 21st: RtI Progress Monitoring • 21st: MI Council Teachers of English* • 25th: Curriculum Meeting • 26th: RtI Team Meeting • 27th: Leona Group (Leader Meeting)*
November	<ul style="list-style-type: none"> • 4th: RtI Progress Monitoring • 4th: Study Island • 4th: Grade Quick • 4th: AIMSweb • 8th & 9th: Explore/Plan Training with Ferris State* • 10th: Leona Group RtI Training (Leaders and Coaches Meeting)* • 15th: Curriculum Meeting • 15th & 16th: SFA • 18th: School Improvement Team Meeting • 19th: Organizing for School Improvement for MI Excel Schools* • 22nd: Step Up to Writing (3-6) • 22nd: RtI Team Meeting • 21st: Lucy Calkins Writing (K-2)
December	<ul style="list-style-type: none"> • 1st: Leona Group (Leader and Coach Meeting)* • 5th: Lucy Calkins Writing (K-2) • 6th: Step Up to Writing (3-6) • 6th: Curriculum Meeting • 9th: ACT/MME Kaplan Training • 9th: Collaborative Education Data Analysis • 9th: Data Analysis • 12th & 13th: SFA • 16th: School Improvement Team Meeting • 16th: RtI Progress Monitoring • 16th: RtI Team Meeting
January	<ul style="list-style-type: none"> • 10th: Curriculum Meeting • 11th & 12th: MDE Administrative Data Workshop • 12th: Leona Group (Leader Meeting)* • 19th: Leona Group (Coaches Meeting)* • 20th: School Improvement Team Meeting • 20th: RtI Progress Monitoring

	<ul style="list-style-type: none"> • 20th: RtI Team Meeting • 24th: Curriculum Meeting
February	<ul style="list-style-type: none"> • 7th: Curriculum Meeting • 7th & 14th: Step Up to Writing (3-6) • 6th & 13th: Lucy Calkins Writing (K-2) • 15th: RtI Team Meeting • 16th: Leona Group (Leader & Coach Meeting)* • 17th: School Improvement Team Meeting • 21st & 22nd: SFA
March	<ul style="list-style-type: none"> • 2nd: RtI Training • 6th: Curriculum Meeting • 9th & 23rd: Progress Monitoring • 9th: RtI Team Meeting • 15th: Leona Group (Leader Meeting)* • 20th: Curriculum Meeting • 20th-21st: SFA • 22nd: Leona Group (Coaches Meeting)* • 23rd: School Improvement Team Meeting
April	<ul style="list-style-type: none"> • 12th: Leona Group RtI Training (Leader and Coach Meeting)* • 17th: RtI Team Meeting • 20th: Common Core Standards • 23rd: Lucy Calkins Writing (K-2) • 24th: Step Up to Writing (3-6) • 24th: Curriculum Meeting • 27th: School Improvement Team Meeting • 30th: Lucy Calkins Writing (K-2)
May	<ul style="list-style-type: none"> • 1st: Step Up to Writing • 8th: Curriculum Meeting • 11th & 25th: Progress Monitoring • 11th: RtI Team Meeting • 17th: Leona Group (Leader Meeting)* • 21st & 22nd: SFA • 22nd: Curriculum Meeting • 24th: Leona Group (Coaches Meeting)* • 25th: School Improvement Team Meeting
June	<ul style="list-style-type: none"> • 14th: RtI Team Meeting • 15th: School Improvement Team Meeting

*Trainings that took place outside of Allen Academy. Individuals attending varied on the professional development topic.

APPENDIX C
COPY AND PASTE YOUR:

Daily School Schedule, Sample Student Schedule and Teacher Collaboration Schedule
Or
Executed Addendum to Support the Implementation of the Reform Model

(Maximum 6250 characters)

Allen Academy K-6 Schedule 2012-2013

	Monday	Tuesday	Wednesday	Thursday	Friday
7:30-7:55	Rtl Intervention Time	Rtl Intervention Time	Rtl Intervention Time	Rtl Intervention Time	Rtl Intervention Time
7:55-8:55	G*- 6C A-3A C-prep L-5D RE- V-2A	G*-6B A-PREP C-3A L-1B RE- V-	G*-5B A-2D C-1B L-2C RE- V-2B	G*-5A A-PREP C-2D L-2A RE-4A V-2C	G*- A-2C C-3B L-5B RE-6B V-2D
9:00-10:00 <i>Gym 9:15-10:30</i> (1-6 SFA)	G-KA A-PREP C-KB L- RE- V-	G-KB A-KC C-PREP L- RE- V-	G-KC A-PREP C-SFA Support L-KA RE- V-	G-SFA A-KA C-KC L-KB RE- V-	G-SFA A-KB C-KA L-KC RE- V-
10:35-11:30 (lunch 10:35-11:00 K,1) (lunch 11:05-11:30 2-4)	G-PREP A-6B C-6A L-5A RE- V-	G- A-5A C-5B L-5C RE-5D V-	G- A-5C C-5D L-6B RE- V-	G- A-5B C-6B L-6C RE-6A V-	G- A-5D C-6C L- RE-5C V-
12:00-1:00 <i>Gym 12:00-1:30</i> (lunch 11:35-12:00 5-6)	G-2C, 2D A-1A C-1D L-1C RE- V-1B	G-2A, 2B A-1D C-2C L-2D RE- V-1C	G-3A, 3B A-3C C-Prep L-4C RE- V-	G-4C, 4D A-1B C-1C L-1D RE-3B V-1A	G-6A A-1C C-2B L- RE-4B V-1D
1:05-2:05 <i>Gym 1:35-3:00</i>	G-3C A-4A C-5C L-4D RE- V-3B	G-4A, 4B A-4C C-4D L-3C RE- V-	G-1C,1D A-6A C-1A L-4A RE-5A V-	G-5C, 5D A-2B C-3C L-3A RE- V-	G-1A, 1B A-2A C-4A L- RE-4C V-3A
2:10-3:10	A-4B C-4C L-2B RE-5B V- KC	A-3B CE-6A L-1A RE-6C V- KA	A-4D C-2A L-4B L*-6C V- KB	A-6C C-4B RE- V-	A-PREP C-5A L- RE-4D V-3C
3:10-3:45	Rtl Intervention Time	Rtl Intervention Time	Rtl Intervention Time	Rtl Intervention Time	Rtl Intervention Time

G=Gym at Saint Cecilia's

L*= Library in the classroom

RE= Reading Enrichment (4-6)

G*=Gym at Allen

V=Vocal (K-3)

CE=Computer Enrichment L=Library

A= Art

C=Computers



**Allen
Academy**

Sample Student Schedule

2012-2013

7:30-8:20 Computers
8:25-9:15 Social Studies
9:20-10:10 Math Enrichment
10:15-11:05 ELA
11:10-12:00 Writing Lab
12:05-12:30 Lunch
12:35-1:25 Spanish
1:30-2:20 Science
2:25-3:15 Math
3:15-3:45 Rtl Intervention Time*

*New for the 2012-2013 School Year

MIDDLE SCHOOL TEACHER SCHEDULE

Hr.	TIME	7A	7B	7C	8A	8B	8C
1	7:30-8:20 Prep: Maples & Dawson	Computers- Glicke	Spanish- Black	S.S.- Kreps	E.L.A.-Gandy	Gym @ S.C.	Science- Lambdin
2	8:25-9:15 Prep: Maples & Dawson (EA)	S.S.-Kreps	Computers- Glicke	Spanish- Black	Math En.- Nelson/Maples	Science-Lambdin	E.L.A.-Gandy
3	9:20-10:10 Prep: lambdin & Black	Math En.- Nelson/Maples	Math-Maples	Computers- Glicke	S.S.-Kreps	ELA-Gandy	Writing Lab- Dawson/ Gandy
4	10:15-11:05 Prep: Nelson & Black	E.L.A.- Gandy	Science- Lambdin	Math-Maples	Gym @ S.C.	Writing Lab- Dawson/ Gandy	S.S. Kreps
5	11:10-12:00 Prep: Kreps & Lambdin	Writing Lab- Dawson/Gandy	E.L.A.-Gandy	Math En.- Nelson/ Maples	Math-Maples	Spanish- Black	Gym @ S.C.
6	12:05-12:30	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
7	12:35-1:25 Prep: Kreps & Nelson (EA)	Spanish-Black	Writing Lab- Dawson/ Gandy	E.L.A.-Gandy	Science-Lambdin	Math En.- Nelson/ Maples	Math- Maples
8	1:30-2:20 Prep: Gandy	Science- Lambdin	S.S.-Kreps	Writing Lab- Dawson/ Gandy	Spanish-Black	Math-Maples	Math En.- Nelson/ Maples
9	2:25-3:15 Prep: Gandy	Math-Maples	Math En.- Nelson/Map	Science- Lambdin	Writing Lab- Dawson/Gandy	S.S.-Kreps	Spanish- Black

**Response to Intervention & Instruction Block (3:15-3:45)

HIGH SCHOOL TEACHER'S SCHEDULE 2012-2013

Time	9:00-10:00	10:05-10:55	11:00-11:50	11:55-12:45	12:50-1:40	1:45-2:10	2:15-3:05	3:10-4:00
Bautista	Spanish 1	Spanish 2	PREP 12 Grade Trans w/Linn	Spanish 1	LUNCH	PREP	Spanish 2	Spanish 1
Braswell	Algebra 1	Algebra 1	Algebra 1	Prep	LUNCH	Pre-Calc	Algebra 2	Algebra 2
Bukola	Acct. (Rm. S106)	ACT Math (S110)	ACT Math (S111)	ACT Math (Rm. S107)	LUNCH	PREP	Acct. (S110)	Acct. (Rm. S104)
Clark	PREP	Civics	Civics	Civics	LUNCH	U.S. History	U.S. History	U.S. History
Cooper	Speech	PREP	Speech	Speech	LUNCH	English 9	English 9	English 9
DeGain	Mth. Conv.	Mth. Conv.	Mth. Conv.	PREP 9 th Trans. w/Kunes	LUNCH	Geometry	Geometry	Geometry
Haynes	English 10	English 10	English 10	Sen. Journ.	LUNCH	Sen. Journ.	Sen. Journ.	PREP
Ireland	PREP	Chemistry	PREP	Chemistry	LUNCH	Physics	Chemistry	Physics
Misuraca	ACT Read	Health	ACT Read	ACT Read	LUNCH	PREP	Health	Health
Rabbitt	Wr. Mech.	English 11	Wr. Mech.	Wr. Mech.	LUNCH	English 11	English 11	PREP
Shirkey	Forensics	PREP	Biology	Biology	LUNCH	Biology	PREP	Forensics
Sulinski	Wld. History	English 12	English 12	English 12	LUNCH	Wld. History	Wld. History	PREP
Ward (Gilcke)	MS	MS	MS	HS	LUNCH	HS	Prep	HS
Albrach/ Moore	PREP	Wt. Training	Wt. Training	Wt. Training	LUNCH	Wt. Training	Wt. Training	Wt. Training

**College Prep w/Ms. Sanders in College Access Center (1:45-2:10) **Response to Intervention & Instruction Block (4:00-4:30)



**Allen
Academy**

Weekly Cluster Meeting Times K-6

2011-2012

Grade	Day	Time
Kindergarten	Thursday	9:00 am
First Grade	Thursday	12:00 pm
Second Grade	Tuesday	12:00 pm
Third Grade	Wednesday	12:00 pm
Fourth Grade	Tuesday	1:05 pm
Fifth Grade	Tuesday	10:35 am
Sixth Grade	Thursday	10:35 am



**Allen
Academy**

Cluster Meeting Times K-6

2012-2013

Grade	Day	Time
Kindergarten	Thursday	9:00 am
First Grade	Thursday	12:00 pm
Second Grade	Tuesday	12:00 pm
Third Grade	Wednesday	12:00 pm
Fourth Grade	Tuesday	1:05 pm
Fifth Grade	Tuesday	10:35 am
Sixth Grade	Thursday	10:35 am



**Allen
Academy**

Teacher Collaboration Times K-12

Progress Monitoring

2012-2013

Day	Date	Time
Friday	September 21, 2012	1:00-3:45pm
Friday	October 26, 2012	1:00-3:45pm
Friday	November 16, 2012	1:00-3:45pm
Friday	December 14, 2012	1:00-3:45pm
Friday	January 18, 2013	1:00-3:45pm
Friday	February 15, 2013	1:00-3:45pm
Friday	March 22, 2031	1:00-3:45pm
Friday	April 19, 2013	1:00-3:45pm
Friday	May 10, 2013	1:00-3:45pm
Friday	May 24, 2013	1:00-3:45pm