



RICK SNYDER
GOVERNOR

STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
LANSING

MICHAEL P. FLANAGAN
SUPERINTENDENT OF
PUBLIC INSTRUCTION

December 28, 2011

Mr. John Ploof
Atherton Community Schools
3354 South Genesee Road
Burton, MI 48519

Dear Mr. Ploof:

The redesign plan submitted by your team for Atherton High School 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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DISTRICT NAME: Atherton Community Schools SCHOOL NAME: Atherton High School TEAM NUMBER: 02 DATE: December 7 and 8, 2011				
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><input type="checkbox"/> YES</p> <p>Continuing with existing principal who does not meet the two year rule.</p>	<p><input type="checkbox"/> YES</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"> ✓ Advetise, screen, interview, select, and hire new principal based on using turnaround competencies or criteria. ✓ Establish a pipeline of potential turnaround leaders. 	<p>There is no mention of the role or duties of the former principal. Please identify the current role and responsibilities of the former principal, to ensure that the current principal is not in this role in name only.</p> <p>There is concern that the current principal is in a dual role of principal of two programs, and that this person will not have the time to focus on the transformation efforts of the high school.</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><input type="checkbox"/> YES</p> <p>Plan states that a collaborative process was used, but no details given.</p>	<p><input checked="" type="checkbox"/> YES</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 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 380.1249 Section 2 (a) (i) states 2.5% by 2013-2014.) <p>Leader and Teacher Evaluation tool is attached in Appendix A.</p> <p><input type="checkbox"/> YES</p>	<p>Please expand on the level of involvement – from the plan, it is not clear who is involved, or the level of involvement.</p> <p>There are no evaluation plans for the leaders.</p>

TRANSFORMATION REQUIREMENT 3	GETTING STARTED	PARTIALLY COMPLIANT	COMPLIANT	COMMENTS
<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>There are multiple plans mentioned for rewarding of staff. These include leadership roles and individual rewards (both monetary and in-kind).</p> <p>There is no mention of how any staff members were/will be removed or given opportunities for improvement. There is also no mention of the specific plans or evaluation required to remove staff, other than the legislation.</p>

TRANSFORMATION	GETTING STARTED	PARTIALLY COMPLIANT	COMPLIANT	COMMENTS
			<ul style="list-style-type: none"> ✓ Structure professional development to provide adequate time for collaboration and active learning. ✓ Create a school culture in which professional collaboration is valued, emphasized, and fosters a culture of continuous learning. <p>Professional Development calendar is attached in Appendix B.</p>	<p><input checked="" type="checkbox"/> YES</p> <p>The attachment is minimal with headings provided, but no detail about focus or outcomes of the professional development.</p>
REQUIREMENT 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.	The plan does not address strategies in these categories.	<p><input checked="" type="checkbox"/> YES</p> <p>The plan addresses strategies for some of these categories.</p> <p><input checked="" type="checkbox"/> YES</p> <p>The plan includes providing a mentor and additional professional development activities to new teachers.</p>	<p>The plan addresses strategies to recruit and retain staff to meet the needs of students.</p> <ul style="list-style-type: none"> ✓ Promotion/career growth and flexible working 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 type="checkbox"/> YES</p> <p>The plan for recruitment and retention lacks substance or innovation beyond what any other schools are doing, or have been done.</p> <p>There is no data on teacher retention. Is this an issue, and is there a mechanism for placing highly effective teachers in classrooms with students with greatest need?</p>
PART B: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES				
REQUIREMENT 6 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.	Plan does not describe how school has or is using data to identify and implement instructional programs.	<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 checked="" 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 type="checkbox"/> YES</p> <p>There is little detail to how the curriculum is being aligned, both vertically and horizontally with the state standards.</p> <p>How will the district ensure that the curriculum is aligned, and how will this be monitored over time?</p>

TRANSFORMATION REQUIREMENT 7	GETTING STARTED	PARTIALLY COMPLIANT	COMPLIANT	COMMENTS
<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><input type="checkbox"/> YES</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><input type="checkbox"/> YES</p>	<p>School has a plan for using student data to inform instruction.</p> <ul style="list-style-type: none"> ✓ Plan details PD on data use and describes how teachers have easy access to data on their students. ✓ 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. ✓ Teachers are trained on data usage and can access assigned student's data with ease. ✓ Teachers prepare standards-aligned lessons and differentiated activities. ✓ Student learning assessed frequently using standards-based classroom assessments. ✓ Parent communications are frequent and include useful information about homework practices. ✓ Plan includes varied modes of instruction (teacher-directed whole-class; teacher-directed small group; student-directed small group, etc.). ✓ Teachers employ effective classroom management. 	<p><input checked="" type="checkbox"/> YES</p> <p>The plan mentioned an online communication tool for parents, but doesn't address the frequency of use or nature of communication. These can be useful to consider within the plan.</p> <p>It is noteworthy that the district is creating formative and summative assessments for general use.</p>

PART C: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT

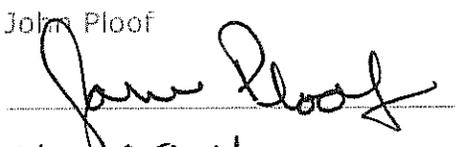
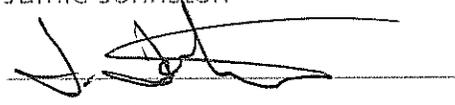
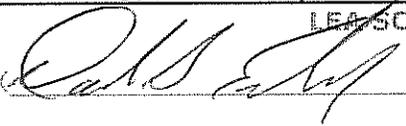
TRANSFORMATION REQUIREMENT 8	GETTING STARTED	PARTIALLY COMPLIANT	COMPLIANT	COMMENTS
<p>Increased time for core academic subjects; enrichment activities for students; collaboration time for teachers.</p>	<p>Plan does not address the three components of the requirement.</p> <p align="center"><input type="checkbox"/> YES</p>	<p>Plan only partially addresses all three components of the requirement.</p> <p align="center"><input checked="" type="checkbox"/> YES</p>	<p>Plan addresses all of the components of increased time:</p> <ul style="list-style-type: none"> ✓ Use creative strategies to allocate funds or flex schedules to support extended learning time. 	<p>It is commendable that the district completed successful negotiations with the bargaining unit to increase instructional time, and to include the MOU within the plan.</p> <p>The plan is compliant in adding time, but the added time is not specifically applied to core academic subjects as required. The plan addresses all other components of this requirement, but is not compliant in addressing the actual instructional time for these core subjects.</p>

TRANSFORMATION	GETTING STARTED	PARTIALLY COMPLIANT	COMPLIANT	COMMENTS
			<p>All Core academic subjects included.</p> <ul style="list-style-type: none"> ✓ Monitor progress of the extended learning time programs and strategies being implemented, using data to inform modifications. <p>Enrichment activities for all students.</p> <ul style="list-style-type: none"> ✓ Assess areas of need, select programs, and strategies to be used and identify community and 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. <p>Collaboration time for all teachers.</p> <ul style="list-style-type: none"> ✓ 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> <ul style="list-style-type: none"> a. Daily school schedule. b. Teacher collaboration schedule. c. Student schedule that demonstrates increased learning time. 	<p><input type="checkbox"/> YES</p> <p><input checked="" type="checkbox"/> YES</p> <p><input checked="" type="checkbox"/> YES</p> <p><input checked="" type="checkbox"/> YES</p>

TRANSFORMATION REQUIREMENT 9	GETTING STARTED	PARTIALLY COMPLIANT	COMPLIANT	COMMENTS
Provide ongoing mechanisms for family and community engagement.	<input type="checkbox"/> YES Plan gives minimal information regarding how families and the community will be involved.	<input checked="" type="checkbox"/> YES Plan gives some information about how families and/or the community will be engaged in the transformation efforts.	<input type="checkbox"/> YES Plan contains detailed information about multiple strategies that will be used to integrate the family and the community into the improvement efforts.	A number of events and mechanisms for engagement are listed, but it is questionable as to how these activities will actually engage the community in school transformation efforts. Some of the events are social in nature, but not focused on school improvement or transformation. The Handbook on Family and Community Engagement from http://centerii.org provides considerable ideas for how to engage with parents and community more effectively around improvement and transformation.

PART D: PROVIDING OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT				
REQUIREMENT 10	GETTING STARTED	PARTIALLY COMPLIANT	COMPLIANT	COMMENTS
Provide operational flexibility to the school (staffing, calendars, time, and budgeting) to implement a comprehensive approach to increase student achievement and graduation rate.	<input checked="" type="checkbox"/> YES Plan gives minimal information about the flexibility the district will provide to the school.	<input type="checkbox"/> YES Plan describes some details pertaining to the operational flexibility that the district will provide to the school.	<input type="checkbox"/> YES 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 	While the plan mentions a better use of at-risk funding, it is not clear that the school will have operational flexibility to implement this. The plan should include examples related to staffing, calendar, schedule, etc. Are the examples of discretionary funds that can be used, as it is mentioned that Title funds are limited in management ability by the school. There is no substance to plans for increasing student achievement and improving graduation rates.

<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>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>toward shared responsibility and accountability, and establish performance objectives for the school.</p>	<p>Plan details how district will support the school's reform efforts.</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><input checked="" type="checkbox"/> YES</p> <p>We encourage Atherton to seek technical assistance support from groups like the ISD or other external partners, other than community groups to address non-academic support.</p>
PART E: RUBRIC REVIEW OF OVERALL PLAN					
TRANSFORMATION		GETTING STARTED		COMPLIANT	
REQUIREMENT 12	Plan is clear and cohesive.	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.	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.	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.	The plan has addressed some components, while others need additional detail.
COMMENTS		COMMENTS		COMMENTS	

SCHOOL INFORMATION	CONTACT PERSON FOR REDESIGN PLAN	
District: Atherton School Name: Atherton High School Address: 3354 S. Genesee Rd School Code:	Name: Jamie Johnston Position and Office: Principal Telephone: 810-591-9182 Fax: 810-591-1926 Email: jjohnston@athertonschools.org	
LEA SCHOOL SUPERINTENDENT/DIRECTOR Printed Name: John Ploof Signature: X  Date: 11-28-11	Telephone: 810-591-9182 Fax: 810-591-1926 Email: jploof@athertonschools.org	
LEA SCHOOL PRINCIPAL/DIRECTOR Printed Name: Jamie Johnston Signature: X  Date: 11/28/11	Telephone: 810-591-9182 Fax: 810-591-1926 Email: jjohnston@athertonschools.org	
LEA SCHOOL BOARD PRESIDENT Signature: X  Date: 11/28/11		
LOCAL TEACHER BARGAINING UNIT Signature: X  Date: 11/28/2011		
<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>		

SCHOOL INFORMATION

District: Atherton

School Name: Atherton High School

Address: 3354 S. Genesee Rd

School Code: 00138

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:

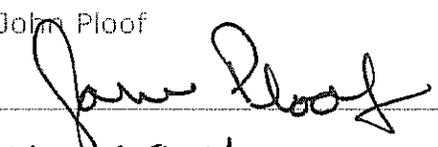
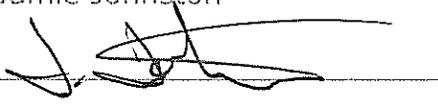
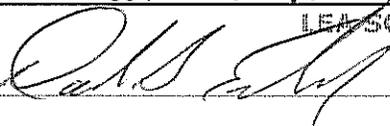
REVISION: 1 2

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: Atherton School Name: Atherton High School Address: 3354 S. Genesee Rd School Code:	Name: Jamie Johnston Position and Office: Principal Telephone: 810-591-9182 Fax: 810-591-1926 Email: jjohnston@athertonschools.org
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LEA SCHOOL BOARD PRESIDENT Signature: X  Date: 11/28/11	
LOCAL TEACHER BARGAINING UNIT Signature: X  Date: 11/28/2011	
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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)

On August 4, 2011, the Atherton Board of Education approved an administrative reorganization plan to address the lack of improvement in our achievement data at Atherton high School. It is our hope that this reorganization will reenergize the staff and facilitate the improvement in achievement scores at the high school while maintaining the positive trends that are occurring at the middle school.

The initial step in the reorganization was to move current Middle School principal, Mrs. Jamie Johnston, into the dual role of HS/MS Principal. Mrs. Johnston is the lead administrator in both buildings. Her main focus is instructional leadership, curriculum development, professional development, and evaluation of certified staff. In her previous three years as Middle School principal, she has demonstrated outstanding leadership which has brought continuous achievement gains. She has the knowledge and ability to develop instructional programs and strategies to meet the needs of both students and staff. Mrs. Johnston's innovativeness and problem solving capabilities will be an asset to the educational reform effort at the high school.

Upon review of the traits defined in the Turnaround Leader Actions table, Mrs. Johnston had already been reassigned to the high school position because she possessed those traits. Of even greater importance was the fact that she has demonstrated those traits in her three previous years at Atherton Middle school.

Prior to the PLA announcement on August 26, she had already been reviewing high

school data, meeting with the current staff, and developing an action plan and vision to present at our opening day staff meetings on August 30 and 31. Her comments reflected an attitude that failure and non-participation was not an option. She stressed the point that cultural change was essential to any turnaround effort.

Of great importance to the Superintendent was Mrs. Johnston's willingness and ability to address difficult situations. Whether it has been a staff disciplinary issue, poor staff evaluation, or parent issue, Mrs. Johnston has never backed away but instead embraced the challenge. Because of her thoroughness, knowledge, organization, and truly caring attitude, she has been successful in all of those situations. Furthermore, Mrs. Johnston has demonstrated the knowledge and ability to provide assistance particularly in the area of instructional pedagogy on subpar performance appraisals.

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)

During the 2010-11 school year the district was involved in contract negotiations with the Atherton Education Association. Due to PA 1249, a great deal of time was spent on the topic of teacher evaluation which incorporated student growth. The end result was an agreement to adopt Charlotte Danielson's Framework for Teaching with an additional rubric for demonstrating student growth (attached)

Of greater significance is the process in which the summative evaluation will be derived. The online process will reflect: goal setting, pre and post conference procedures and forms, and the student growth conference and forms. We are hopeful these efforts will result enhanced performance in the classroom.

There are four domains of the evaluation process: planning and preparation, classroom environment, instructions, and professional responsibilities. This is a researched based evaluation tool that includes teaching best practices.

In the year 2011-2012, student growth will make up 10% of the teacher evaluation. In the year 2012-2013, student growth will make up 20% of the teacher evaluation. In the year 2013-2014, the requirements of MCL 380.1249 Section 2 (a) will be met by requiring 25% of evaluation to be based on student growth.

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)

As required by MCL 380.1250 the district is awarding individuals rated as effective or highly effective with an additional one or two compensation days contingent on their evaluation rating. The evaluation instrument includes the areas of Planning and Preparation, Classroom Environment, Instruction, Professional Responsibilities, and Student Growth. In addition, building administrators will be evaluated and rewarded based on building progress toward school improvement goals and the ability to work with individual staff members related to instructional practice and improvement.

Professional development related to Robert Marzano's research was provided to building principals through a six day training sponsored by the G.I.S.D. Administrators were also trained in Stages - the Danielson Framework evaluation system. Staff members facilitating improved achievement will have the opportunity to participate in the GISD administrative/leadership academy at district expense. These individuals will also be given the opportunity lead building P.L.C. groups and/or present at district professional development events and will receive preferred status for mentoring assignments. Staff recognition programs will include School Board recognition, preferred reserved parking, and community recognition which may include gift certificates when available. Recent legislation related to Michigan tenure and teacher evaluation will provide guidance for providing assistance to underperforming staff members and the potential nonrenewal of said staff members. The district's commitment to quality administrators and teachers was demonstrated in the administrative reorganization plan implemented in late July to address declining and/or stagnant achievement at the high school. The high school principal was reassigned and replaced by our current middle school principal who has demonstrated the ability to increase achievement within a building.

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)

Beginning with the current 2011-12 school year, the Atherton district has targeted five critical areas for our professional development efforts. They are 1) Use of Data to Drive Instruction, 2) Researched based and best instructional practice including differentiated instruction, 3) Cultural and Socioeconomic Diversity, 4) Instructional Technology, and 5) Common Core Curriculum.

The Atherton School District is participating in the Genesee County Regional Data Initiative. Our data teams have learned to review data utilizing Datawise software and to find instructional gaps and explore ways of driving instruction to eliminate those gaps. District team members have worked with respective building teams to explore individual class or building information. This is an ongoing initiative and process offered through the G.I.S.D.

Reforming instructional practice is another critical area of need and focus of our professional development efforts. Principals attended a six day training based on the research of Robert Marzano during the 2010-11 school year. The purpose of the administrative training was in preparation for the teacher evaluation process and to be able to provide the instructional staff with instructional support. This year, select staff members will attend the same six day Marzano training. Our goal will be to have all staff members understand and be able to implement the nine best practice strategies. In addition, understanding the importance of differentiating instruction and the ability to implement those strategies is an area in which teachers are currently being sent (and will continue to be sent) for professional development.

Our district is currently experiencing several issues related to diversity. Due to current economic issues, the free and reduced lunch percentage has risen above 70%. The racial makeup of the high school is also changing very dramatically. These issues are impacting the achievement at the high school and the staff's ability to impart instruction. Understanding the home lives of our students and the daily challenges faced by our families is an area the staff must understand in order to facilitate learning opportunities. The Ruby Payne research on Understanding Poverty will be an area of focus.

Instructional technology is another priority area for the high school. As staff members search for ways to engage our students, instructional technology and the ability to integrate those resources into daily instruction is the key. Ipad technology and applications world are the next generation of technology. If staff members cannot integrate those resources, our students will receive an inferior education. Currently each classroom at Atherton High School is equipped with a SMARTBOARD. While some of the staff uses them on a regular basis, not all staff members are utilizing this technology. Continued professional development related to the use of this technology is much needed to maximize its potential impact.

As our curriculum moves to the Common Core it is essential that the staff and administration understand the curricular focal points that must be emphasized in daily lessons. Select high school staff began this training as early as last school year and will continue to attend respective trainings as full implementation of the core curriculum looms ahead.

In order to achieve the quantity and quality of professional learning we desire, one critical area of need will be training in how to become a Professional Learning Community. When proper training has occurred and all involved understand the concept and expectations, the possibilities are endless. Our goal is to have our staff training each other and sharing success stories related to professional practice.

In order to provide these trainings the primary source of funding will come from Title II funds. The district will utilize local ISD trainings and select state conferences. Staff meetings will also be utilized as PLC opportunities in which staff feedback can be shared related to the implementation of new ideas gained through professional learning. Academic coaches and curriculum support were budgeted in the current 2011-12 budget and similar monies will be delegated again for the 2012-13 school year.

As previously highlighted in the evaluation portion of our plan, the staff evaluation process implemented this year will provide opportunities for collaboration and feedback related to classroom observations. Future professional development initiatives will be formulated upon a complete review of all staff evaluations from the current year.

In addition to the listed professional learning activities, a professional library will be established for the high school staff. Publications highlighting the research of Charlotte Danielson, Robert Marzano, and Carol Tomlinson will be emphasized.

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)

When given the opportunity to add instructional or administrative staff, the district seeks enthusiastic candidates who exhibit a positive attitude have the apparent ability to relate the students. The interview process is designed to provide an opportunity for individuals to discuss experiences or accomplishments related to differentiated instruction, the use of technology, the ability to engage students, the ability to show relevance of the lesson in everyday life, the willingness to provide a variety of assessment techniques and the awareness of the importance of reviewing and utilization of data to drive instruction. Candidates interpersonal communication skills are continually assessed throughout the process. While the knowledge of content is also discussed and evaluated, the focus of district hiring will be on individuals who have the ability to accept challenges and adapt whatever it takes for learning to occur.

Due to the small size of the district, we seek and prioritize individuals with multiple certifications. We also look for additional traits or characteristics that a candidate may possess which would benefit our community or extracurricular programs. Beyond the normal school day we would like to provide the opportunity for our staff members to share those special talents through after school programs or athletics. We also promote the development of new courses by individual teachers and have the capability to offer a "zero" or "eighth" hour in a flexed teaching assignment. All vacancies are posted on the G.I.S.D. applitrack system to insure a large scale posting and substantial candidate pool. Initial resume screenings are completed by the building administrator and Superintendent, initial interviews are done by the building administrator and a committee which may include department chairs, teachers, secretaries, parents, or students. Second interviews are completed by the Superintendent and building administrator. Final recommendations are made to the Board of Education.

After hire, individuals attend building orientation with the principal where building procedures are Board policies are discussed. Mentors are assigned and I.D.P.s are developed.

As previously discussed, master teachers are given the opportunity to participate in leadership development initiatives sponsored by the G.I.S.D. such as the Administrative Leadership Academy or GenNet Pioneers. These individuals are also sought to chair school improvement committees.

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)

Using the standardized state assessments, we have used the data to identify weaknesses in mathematics and ELA. The longitudinal data of cohorts of students have identified these areas based on achievement and other risk factors. This data lead us to implement a D.A.R.T.S. (Differentiation, Assessment Remediation, Technology and Support) program that helps students with identified weaknesses in math and ELA an opportunity to improve. This program allows for extended learning time in those areas that need to be addressed and gives remediation opportunities. The D.A.R.T.S. classes provide 1 hour of subject matter instruction and then an additional hour of Differentiation, Assessment Remediation, Technology and Support . We will also be giving teachers Professional Development in Marzano training to help implement research based, best instructional practice so that teachers can use the strategies during the D.A.R.T.S. and other classes. Teachers will use his strategies to perform the best instructional practices to help students gain strides in both ELA and mathematics. Our feedback from the fall parent-teacher conferences this year have already indicated that both the students and parents are excited about the progress and additional time that their student is receiving in these classes.

The Common Core Curriculum Standards are also being implemented by our district K-12. We have obtained a curriculum coach to help teachers align curriculum to instruction. This is allowing us to form Professional Learning Communities district wide. By using PLC's the whole district staff can work together in transitioning students from building to building. Also, this comprehensive approach will allow teachers to use the CCCS to develop useful and meaningful assessments. Aligning the new curriculum standards to classroom delivery will be one of the foundations behind professional development and the establishment of Marzano's best instructional practices in all classrooms.

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)

We are implementing plans to use student data to inform instruction. Just this year we starting implementing the use an online portal to provide teachers easily accessible student data from the standardized assessments (ACT Explore-9th, ACT Plan-10th, and ACT-11th) given to each grade level in the spring. Students can then be identified by core subject areas that are below the college readiness standards. Another plan is to create a list of students who were identified as "at risk" (academics, attendance, behavior, punctuality and economically disadvantaged) and assign them to a mentor teachers in the building. The goal is to have teachers make a connection with the students to give them guidance and increase their academic achievement and self- image. We started this year by having all staff identify 5 students from a particular grade to work with. These students were selected from the "at-risk" list. Teachers will be tracking connections they make with the students, parent contacts, monitoring grades, attendance, etc. and documenting gains.

Teachers have been trained to read and disseminate data from the standardized assessments to identify at risk students. In addition, we have representatives from the teaching staff attending the Genesee First training. This is a county-wide data initiative that takes formative and summative assessments and converts it easily into identifiable data for teachers to see the weak areas of curriculum. By the beginning of the 2012/13 school year the teachers will be training the whole staff to use the data effectively.

All the data has been moved to the school network system, which allows all staff to access all student data with ease. Each data portion is identifiable by student and score, along with the standard that needs to be achieved. Staff can also sort this data to find where students are in the academic spectrum and differentiate accordingly. Currently, staff is working to create summative and formative assessments for each core area, which will also be available on the system for easy access to teachers. This will allow for greater continuity among disciplines and grade levels; as well as allow for greater student achievement.

The new teacher evaluation system that we are implementing this year will assure that teachers are using different modalities to provide sound instruction such as teacher directed whole class, teacher-directed small group, student directed small group, independent work, and computer based homework. The 4 domains that are addressed in the evaluation process are planning and preparation, classroom environment, instructions, and professional responsibilities.

We have also added a portion of our school network system that addresses student behavior as well. This program is set up to be able to sort by student, behavior, and interventions and parent contacts. Our Behavioral Interventionist can then look for patterns and help work with teachers on effective classroom management strategies and effective parent communication.

Individual student homework and attendance is also posted on Parent Web, an online portal for parents to get up-to-date information on their child. This allows for parents to be aware of student learning and achievement.

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)

This year we starting implementing the D.A.R.T.S. (Differentiation, Assessment Remediation, Technology and Support) program that helps students with identified weaknesses in math and ELA an opportunity to improve. This program allows for extended learning time in those areas that need to be addressed and gives remediation opportunities. The D.A.R.T.S. classes give 1 hour of the subject and then an additional hour of Differentiation, Assessment Remediation, Technology and Support.

In order to increase learning time for all students we will be implementing several different approaches:

1) For the current 2011-12 school year, two days were added to the school calendar from the previous year. One day was designated for professional development and one day was designated to increase student contact time. Current school calendar reflects 176 student days and 183 teacher days.

2) We will be adding 30 minutes each day to the schedule. This will allow for a mentoring time, strategies for student success and additional academic preparation time. This will take place in the middle of the day. This year staff members at the high school selected 5 students that had "at risk factors" such as (academics, attendance, behavior, punctuality and economically disadvantaged) and assign them to a mentor teachers in the building. These students will be assigned to the mentoring time with the teacher that has them as a mentor. This time will be utilized working on strategies that will help all students be successful in school, such as organization, test taking strategies, writing process, etc. It will a time where teachers also make personal one-to-one connections to help them through personal issues such as peer-pressure, attendance, behavior, etc.

2) We will also be increasing additional student contact time based on their individual needs, academic needs and their Educational Development Plan. Students would begin in 9th grade contributing time and energy to our community. The service hours program would encourage and reward student for making significant contributions to make our school and community a cohesive team, working together to increase student learning. Students would be responsible for earning 20 hours each school year. Local agencies such as The Red Cross, United Way, Humane Society, and The North End Soup kitchen plus many others would provide opportunities for student to gain service hours. Projects such as volunteering at senior centers, hospitals, working on telethons, tutoring, etc. would be examples of service learning opportunities, as long as there was no pay involved. Also, partnering with our local government municipalities for student to engage in work-based learning opportunities.

Hours would be signed and documented for each student and monitored by the mentor teacher assigned to each student. Assistance would be given to students throughout the process.

3) Contact will also be increased through additional collaboration time for teachers. Increased Staff Collaboration time will be implemented as follows:

- Two one hour P.L.C.s will be held each month within respective departments (16 hours)
- 15 minutes at the conclusion of each school day for additional collaboration opportunities (40 hours)
- One hour of each professional development date will be designated for staff collaboration

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)

In order to offer continuous engagement of families and communities, we had to look at what we currently offer and how to best utilize those that we are currently doing or enrich engagement in other areas. We currently offer several athletic opportunities which create a great deal of family and community engagement. We also offer activities such as dances and events (homecoming, snowcoming, prom, graduation, district-wide Daddy/Daughter Dance, etc.) that have parent/staff committees dedicated to planning and coordinating. We also have National Honor Society that works with organizations and local businesses to help charitable organizations, etc.

We also offer Parent Web which is an online grade and attendance system that allows parents to get up-to the minute grades and attendance. This works in conjunction with our Website that is regularly updated with events and parent information. We are also looking at having a "Atherton Facebook page" that will be piloted this year. We have found that many of our parents regularly communicate through this social media site and having a district site will allow for additional communication to parents and the surrounding community.

This year we have also started surveying parents at the fall parent/teacher conferences and tracked our participation at the high school. We found that we had extremely low participation during the day conferences and much higher during the evening. As a result we will look to move to two night conferences instead of one day and one night. This will allow for a great deal more parent accessibility to conferences and if parents are only allowed to attend during the day, they will still be able to meet with teachers during their planning periods. We will also look at hosting a Spring Open house to highlight student work and accomplishments.

Another aspect of increasing community involvement is the new service learning credit that we will be requiring of students. This will both increase learning time and give students an opportunity to be working with local businesses and community resources to expand their educational experience.

At the end of the year, we are looking to implement a senior mock interview. We will try to recruit local business leaders to work with our students to give them an opportunity to interview and provide them feedback.

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 board of education, administration, and the Atherton Educational Association has a commitment to improve education and achievement for students in our district. In the last year, there has been a great deal of change in how we are operating, budgeting, and programming to help streamline our process to make them more effective and efficient. We will be using At-Risk funding, which previously has not been utilized as effectively, to implement the DARTS program and to fund the behavioral interventionist at the high school. We are also making sure that we are using our federally granted professional development funds to focus on 5 main

areas: 1) curriculum 2) data driven decision making 3) Best practice teaching technique development 4) technology integration and training and 5) diversity training. We also want to look at scheduling more of our elective classes at the beginning and end of the date to promote increased attendance. The Board of Education has been fully supportive of the improvement efforts, as have staff members. This combined team effort will lead to progressive efforts and giving the school and district flexibility in it's efforts to make marked improvements.

The new building principal started the PLA process with the staff at the beginning of the year to get a collective vision on how to improve our student achievement. The staff members met on many occasions, both as a whole group and in School Improvement teams to brainstorm many of the ideas implemented into the plan. This was an opportunity for everyone to have input into the plan. We spent many meetings talking about the comprehensive approach that we would take in order to streamline processes and increase student achievement. Many staff members viewed this as an opportunity and embraced the efforts.

- 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.)

At the conclusion of the 2010-11 school year, first year Superintendent, John Ploof, made several recommendations to the Board of Education to address the decreasing and stagnant achievement scores at Atherton High School. Upon Superintendent John Ploof's recommendation, an administrative reorganization was implemented to increase instructional leadership at the high school. The Board unanimously approved the recommendation. Mr. Ploof also initiated a pilot program named D.A.R.T.S. (Differentiation, Assessment, Remediation, Technology, & Support) to double the instructional time for Algebra I, Algebra II, Geometry, and English 9, 10, 11, in an effort to boost lagging reading and math achievement. The School Board unanimously approved the pilot program. In addition, the School Board also approved the recommendation to add a Behavior Interventionist and designated general fund dollars for curriculum support in an effort to increase achievement. Superintendent Ploof has also introduced a variety of potential initiatives to provide additional educational opportunities for Atherton student which has been supported by the Board. Currently, Mr. Ploof approves all professional development requests to ensure connectedness to school improvement initiatives and he is also heavily involved in the hiring of new staff. All of this occurred prior to the announcement that Atherton High School made the P.L.A. list.

These are some of the examples that demonstrate the commitment and priorities of the Board and Superintendent. The Board, Superintendent, and administration will continue to seek the means and resources to elicit increased achievement through quality educational programming. Please refer to the Board Goals document adopted in December 2011 to further demonstrate the district's commitment.

The Superintendent has met with City of Burton officials to discuss service learning programs to earn high school credit and also additional community service opportunities within the city. In addition, meetings have been held with local Kiwanis and Rotary Clubs to discuss potential partnerships. The Superintendent has also met with Baker College representatives to discuss educational and dual enrollment partnerships within our facility.

Over the past two months, the Superintendent and Board worked with community groups and key communicators to pass an eight year non-homestead renewal. As a result of those efforts, the millage was passed by an overwhelming 72%-28% margin further demonstrating the commitment of the community to the school district.

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 leaders 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

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

PART A: ESTABLISH POLICY

1. Describe how closing a low-achieving school contributes to the larger district reform 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)

UNIVERSAL TEACHER PERFORMANCE STANDARDS

Domain 1

Planning and Preparation

Knowledge of the content to be taught underlies all aspects of good instruction. Domain 1 focuses on how teachers use their understanding of students and subject matter to decide on learning goals; to design or select appropriate activities and instructional materials; to sequence instruction in ways that will help students to meet short- and long-term curricular goals; and to design or select informative evaluation strategies. All of these processes, beginning with the learning goals, must be aligned with each other, and because of the diverse needs represented in any class, each of the processes mentioned must be carried out in ways that take into account the variety of knowledge and experiences that students bring to class. Therefore, knowledge of relevant information about the students themselves is an integral part of this domain.

Domain 1 is concerned with how the teacher thinks about the content to be taught. This thinking is evident in how the teacher organizes instruction for the benefit of her or his students.

The primary sources of evidence for the criteria in Domain 1 are the class profile, instruction profile, and pre-observation interview. The classroom observation may also contribute to assessing performance on these criteria.

Professional Practice Rubric
Teacher

Domain 1: Planning and Preparation		Highly Effective (4)	Effective (3)	Minimally Effective (2)	Ineffective (1)
<i>1A</i>	<i>Demonstrating knowledge of content and pedagogy</i>	Teacher's plans and practice reflect extensive knowledge of the content and of the structure of discipline. Teacher actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding.	Teacher's plans and practice reflect solid knowledge of the content, prerequisite relations between important concepts of the instructional practices specific to that discipline.	Teacher's plans and practice reflect some awareness of the important concepts in the discipline, prerequisite relations between them and of the instructional practices specific to that discipline.	Teacher's plans and practice display little knowledge of the content, prerequisite relationships between different aspects of the content, or of the instructional practices specific to that discipline.
<i>1B</i>	<i>Demonstrating knowledge of students</i>	Teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources, and attains this knowledge for individual students.	Teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.	Teacher indicates the importance of understanding students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole.	Teacher demonstrates little or no knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.
<i>1C</i>	<i>Setting instructional outcomes</i>	Instructional outcomes are stated as goals that can be assessed, reflecting rigorous learning and curriculum standards. They represent different types of content, offer opportunities for both coordination and integration, and take account of the needs of individual students.	Instructional outcomes are stated as goals reflecting high-level learning and curriculum standards. They are suitable for most students in the class, represent different types of learning, and are capable of assessment. The outcomes reflect opportunities for coordination.	Instructional outcomes are of moderate rigor and are suitable for some students, but consist of a combination of activities and goals, some of which permit viable methods of assessment. They reflect more than one type of learning, but teacher makes no attempt at coordination or integration.	Instructional outcomes are unsuitable for students, represent trivial or low-level learning, or are stated only as activities. They do not permit viable methods of assessment.
<i>1D</i>	<i>Demonstrating knowledge of resources</i>	Teacher seeks out resources in an beyond the school or district in professional organizations, on the Internet, and in the community to enhance own knowledge, to use in teaching, and for students who need them.	Teacher is fully aware of the resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them.	Teacher demonstrates some familiarity with resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them. Teacher does not seek to extend such knowledge.	Teacher demonstrates little or no familiarity with resources to enhance own knowledge, to use in teaching, or for students who need them. Teacher does not seek such knowledge.
<i>1E</i>	<i>Designing coherent instruction</i>	Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes, differentiated where appropriate to make them suitable to all students and likely to engage them in significant learning. The lesson or unit's structure is clear and allows for different pathways according to student needs.	Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and is suitable to groups of students. The lesson or unit has a clear structure and is likely to engage.	The series of learning experiences demonstrates partial alignment with instructional outcomes, some of which are likely to engage students in significant learning. The lesson or unit has a recognizable structure and reflects partial knowledge of students and resources.	The series of learning experiences are poorly aligned with the instructional outcomes and do not represent a coherent structure. They are suitable for only some students.
<i>1F</i>	<i>Designing student assessment</i>	Teacher's plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies may have been adapted for individuals, and the teacher intends to use assessment results to plan future instruction for individual	Teacher's plan for student assessment is aligned with the instructional outcomes, using clear criteria, is appropriate to the needs of students. Teacher intends to use assessment results to plan for future instruction for groups of students.	Teacher's plan for student assessment is partially aligned with the instructional outcomes, without clear criteria, and inappropriate for at least some students. Teacher intends to use assessment results to plan for future instruction for the class as a whole.	Teacher's plan for assessing student learning contains no clear criteria or standards, is poorly aligned with the instructional outcomes, or is inappropriate to many students. The results of assessment have minimal impact on the design of future instruction.

Domain 2

The Classroom Environment

Domain 2 relates to the social and emotional components of learning as prerequisites to academic achievement. Thus, most of the criteria in this domain focus on the human interactions in the classroom, on the connections between teachers and students, and among students. Domain 2 addresses issues of fairness and rapport, of helping students to believe that they can learn and can meet challenges, of establishing and maintaining constructive standards for behavior in the classroom. It also includes the learning "environment" in the most literal sense - the physical setting in which teaching and learning take place.

A learning environment that provides both emotional and physical safety for students is one in which a broad range of teaching and learning experiences can occur. Teachers must be able to use their knowledge of their students in order to interpret their students' behavior accurately and respond in ways that are appropriate and supportive. When they do so, their interactions with students consistently foster the students' sense of self-esteem. In addition, teachers' efforts to establish a sense of the classroom as a community with clear standards should never be arbitrary; all behavioral standards and teacher-student interactions should be grounded in a sense of respect for students as individuals.

Evidence for the criteria in Domain 2 will be drawn primarily from the classroom observation; supporting evidence may be drawn from both the pre- and post-observation interviews. The class profile provides contextual information relevant to these criteria.

Professional Practice Rubric
Teacher

Domain 2: The Classroom Environment

Component	Highly Effective (4)	Effective (3)	Minimally Effective (2)	Ineffective (1)
2A <i>Creating an environment of respect and rapport</i>	Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development. Students themselves ensure high levels of civility among members of the class.	Classroom interactions, between teacher and students and among students are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students.	Classroom interactions, both between the teacher and students and among students, are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students.	Classroom interactions, both between the teacher and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds, and characterized by sarcasm, put-downs, or conflict.
2B <i>Establishing a culture for learning</i>	High levels of student energy and teacher passion for the subject create a culture for learning in which everyone shares a belief in the importance of the subject, and all students hold themselves to high standards of performance, for example by initiating improvements to their work. Students contribute to the seamless operation of classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.	The classroom culture is characterized by high expectations for most students, genuine commitment to the subject by both teacher and students; with students demonstrating pride in their work.	Teacher's attempt to create a culture for learning are partially successful, with little teacher commitment to the subject, modest expectations for student achievement, and little student pride in work. Both teacher and students appear to be only "going through the motions."	The classroom environment conveys a negative culture for learning, characterized by low teacher commitment to the subject, low expectations for student achievement, and little or not student pride in work.
2C <i>Managing classroom procedures</i>	Standards of conduct are clear, with evidence of student participation in setting them. Teacher's monitoring of student behavior is subtle and preventive, and teacher's response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior.	Little instructional time is lost due to classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties, which occur smoothly. Standards of conduct appear to be clear to students, and the teacher monitors student behavior against those standards. Teacher response to student misbehavior is appropriate and respects the students' dignity.	Some instructional time is lost due to only partially effective classroom routines and procedures, for transitions, handling of supplies and performance of non-instructional duties.	Much instructional time is lost due to inefficient classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties. There is no evidence that standards of conduct have been established, and little or no teacher monitoring of student behavior. Response to student misbehavior is repressive, or disrespectful of student dignity.
2D <i>Managing student behavior</i>	Standards of conduct are clear, with evidence of student participation in setting them. Teacher's monitoring of student behavior is subtle and preventive, and teacher's response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior.	The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities. Teacher makes effective use of physical resources, including computer technology.	The classroom is safe, and essential learning is accessible to most students, and the teachers' use of physical resources, including computer technology, is moderately effective. Teacher may attempt to modify the physical arrangement to suit learning activities, with partial success.	The physical environment is unsafe, or some students don't have access to learning. There is poor alignment between the physical arrangement and the lesson activities.
2E <i>Organizing physical space</i>	The classroom is safe, and the physical environment ensures the learning of all students, including those with special needs. Students contribute to the use or adaptation of the physical environment to advance learning. Technology is used skillfully, as appropriate to the lesson.	The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities. Teacher makes effective use of physical resources, including computer technology.	The classroom is safe, and essential learning is accessible to most students, and the teachers' use of physical resources, including computer technology, is moderately effective. Teacher may attempt to modify the physical arrangement to suit learning activities, with partial success.	The physical environment is unsafe, or some students don't have access to learning. There is poor alignment between the physical arrangement and the lesson activities.

Domain 3

Instruction

This domain focuses on the act of teaching and its overall goal: helping students to connect with the content. As used here, "content" refers to the subject matter of a discipline and may include knowledge, skills, perceptions, and values in any domain: cognitive, social, artistic, physical, and so on. Teachers direct students in the process of establishing individual connections with the content, thereby devising a good "fit" for the content within the framework of the students' knowledge, interests, abilities, cultural backgrounds, and personal backgrounds. At the same time, teachers should help students to move beyond the limits of their current knowledge or understanding. Teachers monitor learning, making certain that students assimilate information accurately and that they understand and can apply what they have learned. Teachers must also be sure that students understand what is expected of them procedurally during the lesson and that class time is used to good purpose.

Most of the evidence for a teacher's performance with respect to these criteria will come from the classroom observation. It may be augmented or illuminated by evidence from the pre- and post observation interviews.

Professional Practice Rubric Teacher

Domain 3: Instruction		Teacher		
Component	Highly Effective (4)	Effective (3)	Minimally Effective (2)	Ineffective (1)
3A <i>Communicating with students</i>	Expectations for learning, directions and procedures, and explanations of content are clear to students. Teacher's oral and written communication is clear and expressive, appropriate to students' cultures and levels of development, and anticipates possible student misconceptions.	Expectations for learning, directions and procedures, and explanations of content are clear to students. Communications are appropriate to students' cultures and levels of development.	Expectations for learning, directions and procedures, and explanations of content are clarified after initial confusion; teacher's use of language is correct but may be completely appropriate to students' cultures or levels of development.	Expectations for learning, directions and procedures and explanations of content are unclear or confusing to students. Teacher's use of language contains errors or is inappropriate to students' cultures or levels of development.
3B <i>Using questioning and discussion techniques</i>	Questions reflect high expectations and are culturally and developmentally appropriate. Students formulate many of the high-level questions and ensure that all voices are heard.	Most of the teacher's questions elicit a thoughtful response, and the teacher allows sufficient time for students to answer. All students participate in the discussion, with the teacher stepping aside when appropriate.	Some of the teacher's questions elicit a thoughtful response, but most are low-level, posed in rapid succession. Teacher's attempts to engage all students in the discussion are only partially successful.	Teacher's questions are low-level or inappropriate, eliciting limited student participation, and recitation rather than discussion.
3C <i>Engaging students in learning</i>	Students are highly intellectually engage throughout the lesson in significant learning, and make material contributions to the activities, student groupings, and materials. The lesson is adapted as needed to the needs of individuals, and the structure and pacing allow for student reflection and closure.	Activities and assignments, materials, and groupings of students are fully appropriate to the instructional outcomes, and students' cultures and levels of understanding. All students are engaged in work of a high level of rigor. The lesson's structure is coherent, with appropriate pace.	Activities and assignments, materials, and groupings of students are partially appropriate to the instructional outcomes, or students' cultures or levels of understanding, resulting in moderate intellectual engagement. The lesson has a recognizable structure but is not fully maintained.	Activities and assignments, materials, and groupings of students are inappropriate to the instructional outcomes, or students' cultures or levels of understanding, resulting in little intellectual engagement. The lesson has no structure or is poorly paced.
3D <i>Using Assessment in Instruction</i>	Assessment is used in a sophisticated manner in instruction, through student involvement in establishing the assessment criteria, self-assessment by students and monitoring of progress by both students and teachers, and high quality feedback to students from a variety of sources.	Assessment is regularly used in instruction, through self-assessment by students, monitoring of progress of learning by teacher and/or students, and through high quality feedback to students. Students are fully aware of the assessment criteria used to evaluate their work.	Assessment is occasionally used in instruction, through some monitoring of progress of learning by teacher and/or students. Feedback to students is uneven, and students are aware of only some of the assessment criteria used to evaluate their work.	Assessment is not used in instruction, either through students' awareness of the assessment criteria, monitoring of progress by teacher or students, or through feedback to students.
3E <i>Demonstrating flexibility and responsiveness</i>	Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests. Teacher ensures the success of all students, using an extensive repertoire of instructional strategies.	Teacher promotes the successful learning of all students, making adjustments as needed to instruction plans and accommodating student questions, needs and interest.	Teacher attempts to modify the lesson when needed and to respond to student questions, with moderate success. Teacher accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon.	Teacher adheres to the instruction plan, even when a change would improve the lesson or students' interest. Teacher makes no attempt to respond when students experience difficulty. Teacher brushes aside student questions; when students experience difficulty, the teacher blames the students or their home environment.

Domain 4

Professional Responsibilities

Teachers must be able to evaluate their own instructional effectiveness in order to plan specific future lessons for particular classes and to improve their teaching over time. They should be able to discuss the degree to which different aspects of a lesson were successful in terms of instructional approaches, student responses, and learning outcomes. Teachers should be able to explain how they will proceed to work toward learning for all students. The professional responsibilities of all teachers, including beginning teachers, also include sharing appropriate information with other professionals and with families in ways that support the learning of diverse student populations.

The primary sources of evidence for the criteria in Domain 4 are the student portfolios, teacher record book and the post observation interview.

**Professional Practice Rubric
Teacher**

Domain 4: Professional Responsibilities

Component	Highly Effective (4)	Effective (3)	Minimally Effective (2)	Ineffective (1)
4A <i>Reflecting on Teaching</i>	Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes citing specific examples to support the judgment. Teacher offers specific alternative actions, complete with the probable success of different courses of action.	Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. Teacher makes a few specific suggestions of what could be tried another time the lesson is taught.	Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. Teacher makes general suggestions about how a lesson could be improved another time the lesson is taught.	Teacher does not know whether a lesson was effective or achieved its instructional outcomes. Teacher has no suggestions for how a lesson could be improved another time the lesson is taught.
4B <i>Maintaining Accurate Records</i>	Teacher's system for maintaining information on student completion of assignments, student progress, and non-instructional activities is highly effective. Students contribute to the maintenance of this information and participate in the interpretation of their progress.	Teacher's system for maintaining information on student completion of assignments, student progress, and non-instructional activities is effective.	Teacher's system for maintaining information on student completion of assignments, student progress, and non-instructional activities is rudimentary and only partially effective.	Teacher's system for maintaining information on student completion of assignments, student progress, and non-instructional activities is in disarray resulting in errors and/or confusion.
4C <i>Communicating with Families</i>	Teacher provides opportunities to engage families in the instructional program. Teacher is proactive in providing families frequent information about student progress. Teacher responds to family concerns with great professional and cultural sensitivity. Students are involved in the communication process.	Teacher is proactive in providing information to families regarding the instructional program and student progress. Teacher is available when needed to respond to family concerns and demonstrates cultural sensitivity.	Teacher participates in the schools' activities and required procedures for family communication but offers little additional information. Responses to family concerns are minimal.	Teacher provides little or no information to families regarding the instructional program and student progress. Teacher does not respond, or responds inappropriately to family concerns.
4D <i>Participating in Professional Community</i>	Teacher makes a substantial contribution to school and district events and projects and assumes a leadership role in at least one aspect of school life.	Teacher participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Teacher's relationship with colleagues is cordial, and teacher participates in school and district events and projects when specifically requested.	Teacher's relationship with colleagues is negative or self-serving, and teacher avoids being involved in school and district events and projects.
4E <i>Growing and Developing Professionally</i>	Teacher seeks out opportunities for professional development and feedback on teaching from supervisors and colleagues. Teacher initiates activities to contribute to the profession.	Teacher actively participates in professional development and welcomes feedback on teaching from supervisors and colleagues when opportunities are provided. Teacher participates actively in assisting other educators.	Teacher participates in professional development activities to a limited extent when they are required and/or convenient. Teacher accepts with some reluctance feedback on teacher performance.	Teacher engages in few professional development activities and does not meet basic requirements. Teacher resists feedback on teacher performance.
4F <i>Showing Professionalism</i>	Teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality. Teacher is proactive in serving all students. Teacher complies fully with school and district regulations, taking a leadership role with colleagues.	Teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality. Teacher is consistent in serving students. Teacher meets expectations by complying with school and district regulations.	Teacher is honest in interactions with students, colleagues, and the public. Teacher is inconsistent in serving students. Teacher complies minimally with school and district regulations.	Teacher displays dishonesty in interactions with students, colleagues, and the public. Teacher is not alert to student needs. Teacher does not comply with school and district regulations.

Acknowledgements

The criteria and scoring for the professional standards were adapted from "Enhancing Professional Practice: A Framework for Teaching" by Charlotte Danielson.

Student Growth Measurements

	Elementary (Grades K-3)	Middle School (Grades 4-8)	High School (Grade 9-12)
Mandatory	MEAP Scale Scores (Grades 2-4)	MEAP Scale Scores (Grades 4-9)	MME Scale Scores (Grades 9-12)
	AIMSweb – Reading (Grades K-3)	AIMSweb – Reading & Math (Grades 4-8)	Department Common Assessments Pre/Post Test Scores (Grades 9-12)
	AIMSweb – Math (Grades K-3)	Department Common Assessments Pre/Post Test Scores Grade 4-8)	# of Students Pass Fail Rate (Grades 9-12)
	Common Assessments/ Content Area Pre/Post Test Scores (Grades K-3)	# of Students Pass Fail Rate (Grades 6-8)	AP Test Scores (Grades 9-12)
	Standardized Test Results (Grades K-3)	Standardized Test Results (Grade 4-8)	Graduation Rates (Grades 9-12)
	Student Performance Project Based (Grades K-3)	Student Performance Project Based (Grades 4-8)	ACT Work Keys (Grades 9-12)
	Special Education: IEP Goals MI-Access Brigance Inventory Woodcock Johnson	Explore/Plan (Grades 8)	Student Performance Project Based (Grades 9-12)
	Star Reading Pre/Post Test Scores (K-3)	Special Education: IEP Goals MI-Access Brigance Inventory Woodcock Johnson	Explore/Plan (Grades 9-10)
	Writing Prompts Pre/Post Test Scores (K-3)	Star Reading & Math Pre/Post Test Scores (4-8)	Special Education: IEP Goals MI-Access Brigance Inventory Woodcock Johnson
	Other	Writing Prompts Pre/Post Test Scores (4-8)	Other
		Other	



Professional Reflections On Student Performance Data

1. Show me the evidence of growth you are providing today. Explain why you selected this data.
2. What did the data show you?
3. What did you do that contributed to the success of students?
4. What teaching strategies did you use that you believe were most effective?
5. What have you done for struggling learners not showing growth?
6. Were there other data points you collected, that were in conflict with the data that you presented today? What did it show? How will you address?
7. What can we do to support you in your efforts?
8. Reflecting on the conversation from today, along with the evidence that you provided, what actions need to take place to increase student performance?



Post Observation Reflection Questions

Please comment on the different aspects of your instructional delivery. To what extent were they effective? What would you do differently to improve the lesson?

	Were the following aspects of your instructional delivery effective? Why or why not?	What would you do differently to improve the lesson?
Instructional Strategies		
Student Grouping		
Student Activities		
Material, Resources, and Technology		

**APPENDIX B
COPY AND PASTE YOUR:**

Professional Development Calendar or Timeline

(unlimited characters)

**Atherton High School
Professional Learning Calendar 2012-13**

Type of Professional Development	Target for Completion	Trainer
PLC Training (School Visits)	August 2012	Other County Schools
PLC Trainings	September 2012	Contracted Facilitator
Regional Data Initiative	Ongoing 2011-2013	GISD
Differentiated Instruction Training	Ongoing 2011-2013	GISD
Art & Science of Teaching (Marzano) Training	Ongoing 2010-2013	GISD
Secondary Common Core Overview	Ongoing 2011-2013	GISD
Diversity Training (Ruby Payne Research)	May 2013	Contracted Facilitator
Academic Coaching	Monthly 2012-2013	Contracted Facilitator, Building Administration
Instructional Technology Training	Ongoing 2012-2013	GISD, Atherton Staff

**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)

Atherton High School
2012-2013
Teacher Collaboration Schedule
(Tentative Pending Contract Negotiations)

<u>Date</u>	<u>Type of Day</u>	<u>Designated Time for Collaboration</u>
August 28	Professional Development	2 hours
August 29	Professional Development	2 hours
August 30	Professional Development	2 hours
September 4	First Day (1/2 day students)	3 hours
September 11	After School PLC	1 hour
September 25	After School PLC	1 hour
October 9	After School PLC	1 hour
October 23	After School PLC	1 hour
November 6	Professional Development	3 hours
November 13	After School PLC	1 hour
November 27	After School PLC	1 hour
December 11	After School PLC	1 hour
January 8	After School PLC	1 hour
January 21	Professional Development	3 hours
January 22	After School PLC	1 hour
February 5	After School PLC	1 hour
February 19	After School PLC	1 hour
March 5	After School PLC	1 hour
March 19	After School PLC	1 hour
April 9	After School PLC	1 hour
April 23	After School PLC	1 hour
May 7	After School PLC	1 hour
May 21	After School PLC	1 hour
Jun 4	After School PLC	1 hour

Total: 33 hours

HIGH SCHOOL MASTER SCHEDULE

2011-12

2011-2012
1st semester

FALL

ROOM	1st HOUR	2nd HOUR	3rd HOUR	4th HOUR	5th HOUR LUNCH	6th HOUR	7th HOUR
402	7:40-8:29	8:33-9:22	9:26-10:15	10:19-11:08	11:12-12:29	12:33-1:22	1:26-2:15
302/314							
100							
107							
106							
110							
109							
204							
309							
105							
306							
310							
202							
312							
308							
108							
GUID							
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HIGH SCHOOL MASTER SCHEDULE 2012-13

2012-2013 1st semester	ROOM	1st HOUR	2nd HOUR	3rd HOUR	4th HOUR	Mentoring	Lunch	5th HOUR	6th HOUR	7th HOUR
FALL		7:30-8:19	8:23-9:12	9:16-10:05	10:09-10:58	11:02-11:27	11:27-11:56	12:00-12:49	12:53-1:42	1:46-2:35
BURNOR	402									
BUTTING	302/314									
BOTSON	100									
BURANT	107									
BARZA, J	106									
BARZA, S	110									
BEN NET	109									
BYSLOP	204									
KAISER	309									
KOTOWSKI	105									
O'GUINN	306									
PETRIMOULX	310									
RUSINEK	202									
SMIELEWSKI	312									
SUMNER	308									
THOMAS	108									
VIEDERMAN	GUID									
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LETTER OF UNDERSTANDING

Between the AEA
and the
Atherton Board of Education

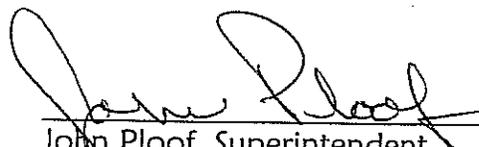
It is understood by both parties that for the period of time the Atherton High School is designated by the State of Michigan as a persistently low achieving school and subject to MCL 380.1280C8, the following schedule changes will be implemented for the high school:

- 1) Thirty minutes additional instruction time will be added to the school day for students and teachers.
- 2) Two additional hours of professional collaboration time per month will be added for teachers.

This agreement is in effect for only the period of time that Atherton High School is designated a persistently low achieving school (PLA) and is in the implementation phase of its school improvement plan as approved by the Michigan Department of Education. Upon successful implementation of its school improvement plan as prescribed and determined by the Michigan Department of Education and removal from the persistently low achieving list, the Atherton teachers' workday (workday start/ending times) will be consistent with the workday of the 2011/2012 school year.


Joann Thomas, AEA President

11/28/2011
Date


John Ploof, Superintendent

11/28/11
Date