

SCHOOL INFORMATION

District: Detroit Public Schools

School Name: Pulaski Elementary-Middle School

Address: 19725 Strasburg Street; Detroit, MI 48205

School Code: 297

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.

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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)
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)

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)
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)

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)

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)
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)

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)

Attach a copy of the school schedule, sample student schedule, and teacher collaboration schedule or executed addendum to support the implementation of the extended learning time model 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)

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)
- 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.)

**TRANSFORMATION SCHOOLS WILL STOP HERE.
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)

Principal DeSheil L. Echols was assigned to Pulaski Elementary/Middle School on August 1, 2011. Principal Echols replaced former Principal Karren Abbott. Principal Echols has been a Principal in various buildings for the past four years. Always having a passion for learning as a youngster, Mrs. Echols is very dedicated to educating the youth of the urban school system in which she herself had attended as a child. She is known as one of the "shinning stars" of education, always being a champion for children, especially those children deemed to be "at risk" as determined by the federal government guidelines due to economic issues as well as many other factors that are often present in urban school classrooms. After several years of teaching, Mrs. Echols was promoted to the ranks of school administration, and charged with the daunting task of improving the teaching and learning for all students within the learning community in which she worked. Previous to her current assignment at Pulaski Elementary-Middle School, she was the Principal of Hally Magnet Middle School, a high achieving middle school located on the northwest side of the city in the Martin Park Community. Mrs. Echols continues to work tirelessly for the education of children, assuring that the students attending her school are educated in a nurturing and caring environment while meeting the educational standard as mandated by the State of Michigan and the Federal Government.

Mrs. Echols received a Bachelor of Arts degree from Wayne State University, a Master of Arts Degree from Eastern Michigan University, an Educational Specialist Certificate from Wayne State University, and is currently pursuing a Doctoral Degree from Eastern Michigan University. She is a member of many professional organizations, as well as the Alpha Kappa Alpha Sorority Incorporated.

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)

The District in collaboration with the Detroit Federation of Teachers negotiated new contractual language allowing for shared decision-making to provide schools the level

of autonomy and operational flexibility they require to improve student achievement. This operational flexibility includes making having more control over school budgets, scheduling, and instructional programs. Schools identified as Priority Schools (includes PLAs) in the amended DFT Collective Bargaining Agreement are provided the additional flexibility they require in order to fully implement the components of either the Transformation or Turnaround models.

Provisions under the Priority School Agreement (Flexible Work Conditions)

Per the agreement between the District and Priority School staff, members of Priority Schools agree to the following:

- Extended school day and year
- Participation in the Shared Decision-Making process
- Hiring based on selective application process
- Retention of staff based upon performance

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)

Pulaski School will use locally adopted competencies to determine the effectiveness of teachers and school administrators. It is our goal to ensure that each teacher is provided the opportunity for improvement through job embedded professional development opportunities. The District has developed a new evaluation process for teachers and school leaders that is based on the following:

1. Student Growth as predominant factor
2. Demonstrated Pedagogical Skills
3. Classroom Management
4. Teacher Attendance/Discipline Record
5. Accomplishments/Contributions
6. Relevant Special Training such as National Board Teacher Certification and additional graduate classes connected and applied in current teaching assignment.

The evaluation process is used to promote, retain, and develop teachers and school administrators, including providing relevant coaching, instructional support, or professional development. The evaluation processes reflect the interdependence of evaluation, professional development, and accountability, and are grounded in the belief that the assessment of teachers and instructional leaders must be based on a set of clearly defined performance standards that are connected to student performance outcomes. Professional development and support must be directly linked to performance standards; the staff at Pulaski will be held accountable for meeting these expectations.

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)

School staff will be screened prior to the beginning of the school year by the school principal and the principal's designated interview committee. It is necessary to

assure that all staff meet the highly qualified standards as determined by the State of Michigan. Pre-determined interview questions will be asked of all interviewees. These questions will be developed in conjunction with the human resource division of the school system. In addition, the staff selected to educate children at Pulaski School must be committed to the education of children with diverse needs in an urban school setting.

To implement the Turnaround Intervention Model, no more than 50% of the current staff will be rehired. To determine the effectiveness of staff interested in working within the turnaround environment, the principal will conduct walkthroughs, Student Achievement Data and teacher observations/evaluations of all instructional staff throughout the preceding school year. Ongoing data will be collected to measure the degree of teacher effectiveness including student academic growth data. Staffing at Priority Schools is on an application basis. A district Selection Committee has determined criteria for the selection of school staff. Interested Detroit Federation of Teachers members must apply for assignment to a Priority School and be selected via an interview by the Selection Committee. To implement the Priority Schools' reform, an agreement was established between the District, individual school (principal) and the Union, with provisions to accommodate the necessary and unusual requirements to implement the needed change for reform. Teachers must demonstrate:

- Creative teaching methods
- Differentiated Instruction to meet the needs of the diverse student population
- Technology imbedded instruction
- Demonstrated knowledge of Grade Level Content Expectations and Core Common Standards
- Acceleration of improved student achievement as measured by MDE standards
- Effective Communication Strategies with all stakeholders of the learning community
- Demonstrate an efficacy of student discipline
- dedicated effective classroom best practices
- Commitment to extended school day/extended year

Current instructional staff not meeting the above requirements, will not be selected to remain as instructional staff members of Pulaski Elementary-Middle School.

4. Select new staff.

Staffing at Priority Schools is on an application basis. A district Selection Committee has determined criteria for the selection of school staff. Interested Detroit Federation of Teachers members must apply for assignment to a Priority School and be selected via an interview by the Selection Committee. The interview will include a demonstration lessons in the subject for hire. This lesson will be 20 minutes in length and include differentiated instruction. This process allows qualified candidates to seek a position to serve within a targeted Priority School. The Pulaski Elementary-Middle School Instructional Leadership Team will closely monitor this process and

cooperate fully to ensure highly qualified and effective teachers are in every classroom.

The instructional leadership team lead by the building principal will conduct the interviewing of the staff. The screening of the staff will occur during the months of July and August, 2012. Individuals will be notified of their position with the school by August 15, 2012.

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)

Increased opportunities for promotion and career growth will be presented to all staff members by spotlighting career opportunities available on the district's website. In addition, shared leadership opportunities will occur across the learning community. Staff may become an active member of the School Improvement Team. As a member of this team, staff members will have the opportunity to explore multiple instructional strategies as well as engage in a research cohort engaged in the exploration of "best practices" for the teaching/learning of students with diverse educational/social needs. Staff members participating on the School Improvement Team will be required to participate in the continual planning for increased student achievement throughout the learning community.

Staff members may also volunteer to become a lead-teacher for their instructional pod. The lead teacher serves as a liaison between the instructional leadership team and the instructional staff. This individual is responsible for the coordination of grade level activities as well as the data collection/reporting for specified student achievement topic/issues.

The fostering of career growth will occur through the development and implementation of professional learning communities(PLC). These PLC's will address common interests and goals as needed to address the overall needs of the learning community as related to the central theme of increased student academic achievement for all students. In the development of the PLC for Pulaski School, we will begin to develop a shared mission, vision, values, and goals for all of the stakeholders of the learning community. Through the shared vision, mission, goals, and values, professional development for all staff members will be developed and presented as a vehicle toward the common goal of increasing student achievement for all students. Staff members will expand their skill set in the areas of providing instruction and instructional support to the students of the learning community.

Flexible working conditions will become a part of the learning community at Pulaski by implementing the Co-teaching Model of Instruction for each grade level. Instructional staff will be encouraged to utilize this model to the greatest extent possible. It is expected that all staff members will attend the professional development offered by the school district as well as the Pulaski School Staff on the

topic of Co-teaching. The Co-teaching Model of instruction allows for flexible grouping of students and staff, hence, a flexible learning community where staff members are able to utilize their strengths in the instruction of students.

In the event that additional funding is provided by the school district, additional instructional staff will be recruited for class size reduction in grades K-3. This will allow students to receive small group instruction in core subject areas. Additionally, staff will receive a \$1000 incentive for increased student achievement (10%) as measured on the MEAP, Benchmark Data, and increased student attendance.

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)

English/Language Arts, Mathematics, and Writing will be the focus of the professional development activities as a part of this reform effort. Instructional coaches will be utilized to offer peer-mentoring and support in the area of instructional deliverables. Job embeded professional development will occur throughout the entire school year. Both formative and summative assessment results will determine the development of professional development activities for the instructional staff.

Professional development activities will be followed by coaching from an individual that is versed in the area that is being presented for professional development. The majority of the professional development for the instructional staff will take place in the school building, as follow up activities will occur as a part of providing instruction to students.

The entire staff will receive professional development in the areas of co-teaching, differentiated instruction, and positive behavior support. Staff members will be required to participate in action research with a small group in an effort to engage in professional problem solving toward the goal of increased student achievement. As a part of the reform at Pulaski School, teachers will be required to maintain a reflective journal that details their instructional successes and challenges weekly. 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)

To ensure that each priority school receives ongoing, intensive Technical Assistance and support, Detroit Public Schools has established the Office of School Turnaround. The Office of School Turnaround will provide comprehensive school wide support in Teaching and Learning. This office will effectively coordinate the efforts of school

improvement and school wide reform initiatives. The Office of School Turnaround supports the following schools:

- School Improvement Grant (SIG) Schools
- Reform/ Redesign Schools
- MI-Excel Schools
- High Priority Schools

This office coordinates all school improvement efforts between Michigan Statewide System of Support: Michigan Department of Education (MDE), Wayne RESA, and external educational partner providers. This office will support, promote and monitor all school turnaround efforts and focus on continuous academic improvement through school turnaround initiatives.

The Office of School Turnaround will include the following:

(1) Director of School Turnaround- This individual is responsible for the coordination of all Priority School support (external support, such as WRESA Coach support SEA support, partner providers and others) and the monitoring, evaluating, and support schools require to fully implement the selected reform model. In addition, the Director will also be responsible for monitoring the effectiveness of the level and type of support providing by external support agents.

As a school engaged in continuous reform, efforts toward the goal of school reform and hence increased student achievement will be reviewed by the School Turnaround Office of the Detroit Public School District.

(2) Priority School Coaches-Priority School Coaches are responsible for providing on-site professional development and support for principals, Leadership Teams and teachers around the work required to implement the reform model. Coaches are also responsible to collecting data and evidence that will be shared with the Director of School Turnaround and the Office of Professional Development to inform the professional development and support program for each school. The data collected will also be utilized as an element of the teacher/principal evaluation process. Each coach will be assigned no more than 7 schools to support. Coaches will be required to provide on-site school support 4-days per week. The fifth day will be required professional development day and follow-up for coaches.

(3) Support will also be available through the Statewide System of Support. Through the Statewide System of Support, PLAs will receive additional support and services required to assist schools in successfully implementing each school’s respective reform model.

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)

A professional development session will be conducted in August, 2012 entitled "Data Overview" Principal Echols will facilitate workshop and present a concise summary of student MEAP results from 2011-2012, 2010-2011 and 2009-2010 school year, Dynamic Indicators of Basic Early Literacy Skills (DIBELS) data for 2011-2012, and the district benchmark data for 2011-2012. Staff will celebrate strengths and weaknesses. Data will be presented as graphs in order for staff to

analyze the data comparing patterns or trends during the past three years. Discussion will evolve around how and why students performance on different types of assessments. Staff will brainstorm ways in which they could use data to enhance their daily instruction. Staff will work collaboratively to form questions they may have about the data and decide on a school wide focus based upon data. An instructional program will be determined after school wide focus is identified. The MEAP data will be posted in Pulaski's main hallway as a central focus to help drive instruction within the learning community.

Grade level teams will meet on day two for professional development, August, 2012. Staff will participate in an in-service entitled "Digging Into Data" to review performance of each of their new students and develop grade specific goals that are aligned to the state standards as well as the school wide focus.

Principal Echols will form a data team consisting of instructional specialist, Kelly Kendrick-Potts, literacy coach, Linda Howard, middle school lead teacher, Ete Garth, Nemone Lee, lead Pod I teacher and Mary Espina, Lead Pod II teacher. Data Team will meet monthly to review and present DIBELS, Accelerated Reader, Accelerated Math, and Benchmark Data to staff.

Pulaski Elementary/Middle School will implement the following research based programs:

1. Reading First will encourage the use of scientifically based research as the foundation for K–3 reading instruction. Reading First will help improve reading instruction and student achievement using reading instruction and assessment built on scientifically based research. The goal will have every student reading at grade level or above by third grade. Reading First draws on scientifically based reading research that has identified five essential components of reading instruction:

- 1.) Phonemic Awareness
- 2.) Phonics
- 3.) Fluency
- 4.) Vocabulary
- 5.) Comprehension

2. Open Court Reading will be used as a comprehensive reading and writing program for kids in elementary school known for its systematic instruction in phonological and phonemic awareness and phonics. Equally strong is the instruction in comprehension and writing. The comprehension instruction is based on Ann Brown's work with Anne Marie Palinscar to develop reciprocal teaching and Michael Pressley's work on transactional strategy instruction both of which are constructivistic in nature. Writing instruction focuses on teaching writing process, forms and traits. Inquiry is at the heart of Open Court Reading. The inquiry strand within the program reflects the research on knowledge building communities done by Bereiter and Scardamalia, again both authors on the program. Through inquiry students learn to use reading and writing as tools for learning, to work collaboratively, and to build and share knowledge.

3. Open Court Curriculum Resources will enable teachers to effectively and easily integrate technology into their English Language Arts curriculum. All of the resources are designed by experienced teachers who understand the daily demands and challenges of the classroom. The Powerpoint presentations, graphic organizers, and

web resources save teachers time and provide quality materials that appropriately integrate technology into teaching and learning. The Open Court Curriculum Resources Include:

- *Powerpoint presentations to introduce and build background knowledge for each unit and reading selection
- *Internet resources to support direct instruction, Inquiry, and the Social Studies and Science Connections activities
- *Downloadable and customizable graphic organizer templates
- *Suggested titles of video resources from Discovery Education Streaming and Learn360
- *Strategies for using presentation and productivity software or video to support writing assignments

4. Corrective Reading will provide intensive, sustained direct instruction to address deficiencies in decoding and comprehension. Corrective Reading will enable teachers to take children from individual lesson sounds to full text in less than two years. Instructional principles are embedded in the program's content so that: skills and strategies are presented explicitly, complex tasks are analyzed and broken down into component parts, each part is taught in a logical progression, brief, frequent practice is provided to ensure mastery of each of the processes and skills, materials are organized to provide cumulative review of skills, the amount of new information is controlled and connected to prior learning, and consistent lesson formats allow pre-teaching and re-teaching as needed.

5. Corrective Math will provide intensive support for students who have difficulty with basic Mathematics skills or a particular Math concept. The modules will provide teacher-directed Math concept. The modules will provide teacher-directed instruction and carefully scaffolded practice for developing skills such as: learning and retaining facts, understanding place value, solving computational problems, discriminating among various types of story problems, and accurately translating story problems into numerical statements.

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)

All instructional decisions will be based upon student assessment results. Student data will be utilized to determine the instructional needs of all students as well as the professional development needs of the staff. Staff members will receive professional development that address' the development of instructional lessons that cover the specified standards and objectives while incorporating the "best practices" for instructing a student population with varied instructional needs.

Grade level teams will meet weekly during Friday's common prep. Every first and third Friday, teachers will work collaboratively to revise, monitor or change specific goals, while developing lessons based upon the review of student work. Teacher will pick two students from each classroom as barometers for determining how well students are learning the concepts presented in class. Teacher will have have courageous conversations about students work. Every second and fourth Friday, teachers will develop 2-week instruction activity plans with the integration of technology that targets the grade level specific goals. The plans will be developed

based upon the students' data. The plans will consist of teaching facilitating skills, students being guided to make interest based learning choices, multi-option assignments are being used, student led instruction, students being assess in multiple ways, and the use of multiple forms of intelligence.

Principal Echols will form a data team consisting of instructional specialist, Kelly Kendrick-Potts, literacy coach, Linda Howard, middle school lead teacher, Ete Garth, Nemone Lee, lead Pod I teacher and Mary Espina, Lead Pod II teacher. Data Team will meet monthly to review and present DIBELS, Accelerated REader and Accelerated Math, Benchmark Data to staff.

Staff will maintain a data binder consisting of their students formal and informal assessment data and the lesson plans pertaining grade level goals. Teachers will maintain student portfolios to provide evidence of the students' progress. Student data will be posted in every classroom for students to know and interpret their own data.

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)
10. Pulaski School will expand the school day by 50 minutes which will require the expansion of all students' learning time. The additional 50 minutes will encompass the school wide instructional programs that was implemented based upon student data. The curriculum will be developed based upon the core common standards targeting the school wide instructional program. Student schedules will be reconfigured. Additional time will be allocated for English Language Arts schedules with 135 hours and 90 minute block time for Mathematics in middle school. Each grade level will have 30 minutes daily individualized support by paraprofessionals. Low performing students will be grouped according to like ability and then delivered targeted instruction. Each Friday, students will dismiss at 2:30pm for teachers to have common planning periods to meet about student data and plan for instruction. Every first and third Friday teachers will work collaboratively to revise, monitor or change specific goals. and develop lessons based upon the review of student work. Every second and fourth Friday, teachers will develop 2-week instruction activity plans with the integration of technology that targets the grade level specific goals. Attendance will be mandatory, agendas will be submitted to the principal every Thursday by 5pm for approval. Meeting notes and sign in sheets will be submitted to the principal after each planning period. During this time teachers and administrators will work collaboratively to seek and share learning and act on their learning
 Attach a copy of the school schedule, sample student schedule, and teacher collaboration schedule or executed addendum to support the implementation of the extended learning time model in Appendix C.

11. Detail how the school will provide appropriate social, emotional and community services that support students. (Maximum 3750 characters)
1. Mobile dentists are innovative, on-site, school based, dental outreach providers. Their mission is to bring state of the art, dental care to those students in need in the most comfortable and effective way possible. Mobile dentist services are provided to Pulaski's students twice a year. -Mobile Dentist will provide Examinations, Cleanings, Fluoride, Fluoride Gel, Sealants, Radiographs, Filings (in select areas), Pulpotomies, Referrals to a Dental Home, Education, Free Toothbrushes and Free Toothpaste.
 2. The Vision and Hearing Conservation Program at Herman Keifer Hospital will provide annual vision and hearing screening to Pulaski students.
 3. Wayne County Neighborhood Legal Services (WCNLS) will conduct an array of workshops designed to enrich, motivate, and add tangible skills that will both promote harmonious living; and add to the social, behavioral, and academic success of both the parent and child. WCNLS will assist in advisory of LSCO body in governmental/ by-laws and parent participation; due to a large amount of children that are eligible for free lunches, and students who fall below grade level in reading and math the need for Parenting Enrichment and support is crucial. WCNLS will also support the efforts of parents to work: (a) with their students at home to progress and achieve academically; and (b) with students and staff to build partnerships by conducting workshops and training activities which teach parents, students and staff on how to build supportive and effective connections between home and school. Courses will promote literacy, academic achievement, and community awareness.
 4. Wayne County Neighborhood Legal Services will conduct Peace Program for middle school students. Peace Program is an acronym for Proactive Education, Advocacy, Conciliation, & Empowerment. The goal of the P.E.A.C.E. program is to empower youth and reduce neighborhood school violence through the provision of alternative dispute resolution training, peer mediation, and anger management training. FOCUS OF THE PROGRAM:
 - Cause and effect of conflict
 - Effective decision-making skills
 - Conflict management / Mediation skills
 - Cultural diversity and tolerance
 - Skills for effective communication
 - Anger management / establishing P.E.A.C.E. clubs
 - Alternative dispute resolution
 - Self-esteem building activities
 - Peer pressure / peer counseling techniques
 - Negotiation skills / strategies
 5. 21st Century All Stars services will be provided to Pulaski students. 21st Century All Stars After School Program is provided by Children's Aid Society through a partnership with Detroit Public Schools and Michigan Department of Education. The program's aim is to provide students with academic enrichment opportunities along with activities designed to complement the student's regular academic program. 21st Century program includes three hours a day after school for four days a week during the school year. A daily snack/hot supper is provided to all students participating and attending the after school program. Children's Aid Society maintain vendors to

provide youth enrichment, youth development, and family services to youths and parents of students in the 21st Century All Stars After School Program.

6. Behavior Specialists will provide the following support: assist with the implementation and monitoring of schoolwide behavior plan, development of behavior strategies for students, Assist teachers/administrators with developing and monitoring Behavior Assessments/Intervention Plans(BIP) for students, provide support to the Resource Coordinating Team, provide support to teachers for classroom management and strategies.

**TURNAROUND SCHOOLS WILL STOP HERE.
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.

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.

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)

APPENDIX B
COPY AND PASTE YOUR:

Professional Development Calendar or Timeline
(unlimited characters)

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)