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GOVERNOR

STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
LANSING

MICHAEL P. FLANAGAN
SUPERINTENDENT OF
PUBLIC INSTRUCTION

December 28, 2011

Dr. Emma L. Marshall Epps
Ecorse Public Schools
27225 West Outer Drive
Ecorse, MI 48229

Dear Dr. Marshall Epps

The redesign plan submitted by your team for Ecorse 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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TURNAROUND	GETTING STARTED	PARTIALLY COMPLIANT	COMPLIANT	COMMENTS
<p>REQUIREMENT 3</p> <p>Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet student needs.</p>	<p><input type="checkbox"/> YES</p> <p>Plan does not describe how locally adopted competencies will be adopted or how staff effectiveness will be measured.</p>	<p><input type="checkbox"/> YES</p> <p>The plan details how the competencies used to measure the ability of staff to work with students were adopted and how they will be used.</p> <p>Competency or evaluation tool is not attached in Appendix A.</p>	<p><input checked="" type="checkbox"/> YES</p> <p>The plan details how the competencies used to measure the ability of staff to work with students were adopted and how they will be used.</p> <p>Competency or evaluation tool is attached in Appendix A.</p>	
<p>REQUIREMENT 4</p> <p>Screen all existing staff and rehire no more than 50 percent.</p>	<p><input type="checkbox"/> YES</p> <p>Plan does not describe the process for screening existing staff and rehiring not more than 50 percent of them.</p>	<p><input type="checkbox"/> YES</p> <p>Plan gives a partial /or incomplete description of the process for screening existing staff and rehiring not more than 50 percent of them.</p>	<p><input checked="" type="checkbox"/> YES</p> <p>Plan gives a complete description of the process for screening existing staff and rehiring not more than 50 percent of them.</p> <p>✓ Plan provides the interviewing and selection process used.</p>	
<p>REQUIREMENT 5</p> <p>Implement strategies to select new staff and retain them.</p>	<p><input checked="" type="checkbox"/> YES</p> <p>Plan does not describe how strategies such as financial incentives, etc. will be used to recruit, place, and retain staff with the skills to work with students in the turnaround school.</p>	<p><input type="checkbox"/> YES</p> <p>Plan describes how some strategies such as financial incentives, etc., will be used to recruit, place, and retain staff with the skills to work with students in the turnaround school.</p>	<p><input type="checkbox"/> YES</p> <p>Plan has a comprehensive strategy for recruiting, placing, and retaining staff that have the skills to work with students in the turnaround school.</p> <p>✓ Plan details the interviewing process, questions and rubric.</p>	<p>No response is provided in the plan.</p>
<p>REQUIREMENT 6</p> <p>Detail how the school will implement strategies such as increased opportunities for promotion and career growth, and/or flexible working conditions designed to recruit and retain staff to meet the needs of students.</p>	<p><input checked="" type="checkbox"/> YES</p> <p>The plan does not address strategies in these categories.</p>	<p><input type="checkbox"/> YES</p> <p>The plan addresses strategies for some of these categories.</p> <p>The plan includes providing a mentor and additional professional development activities to new teachers.</p>	<p><input type="checkbox"/> YES</p> <p>The plan addresses strategies to recruit and retain staff to meet the needs of students.</p> <p>Promotion/career growth and flexible working conditions and hours to retain staff.</p> <p>✓ Recruitment and retention plan is in place that includes interview questions.</p> <p>✓ An individual professional development plan for new teachers and experienced teachers with new teaching assignments.</p>	<p>No response is provided in the plan.</p>

PART B: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES				
TURNAROUND	GETTING STARTED	PARTIALLY COMPLIANT	COMPLIANT	COMMENTS
<p>REQUIREMENT 7</p> <p>Provide staff with ongoing, high quality, job-embedded professional development that is aligned and designed to ensure that staff can facilitate effective teaching and learning.</p>	<p><input type="checkbox"/> YES</p> <p>No plans, or minimal plans, are in place to provide staff with job-embedded staff development.</p>	<p><input type="checkbox"/> YES</p> <p>A plan is in place, yet it is not job-embedded, focused, or lacks a timeline.</p> <p>Professional development consists of a series of workshop activities that are not directly connected to the student outcomes indicated in the plan.</p>	<p><input checked="" type="checkbox"/> YES</p> <p>A plan is in place (with timelines) that is well defined and occurs on a regular basis with follow-up and support aligned with instructional needs.</p> <ul style="list-style-type: none"> ✓ The plan differentiates for the varying needs of school personnel. ✓ The plan indicates that school staff was an integral part of designing the professional development. <p>Plan details how the district will ensure and measure how the PD training is translated into the classroom and designed with school staff.</p> <p>Professional Development calendar is attached in Appendix B.</p>	<p>see comment below</p> <p>Plan only addresses the content and approach of the PD and does not address how PD translates to classroom practice, nor does it include measures for review of this.</p> <p>Timeline incorporated into narrative, not provided in appendix B as required. No measures provided.</p>
<p>REQUIREMENT 8</p> <p>Adopt new governance structure (may include turnaround office/turnaround leader who reports to the superintendent or CAO).</p>	<p><input type="checkbox"/> YES</p> <p>Plan does not indicate how a new governance structure will be put in place.</p>	<p><input type="checkbox"/> YES</p> <p>Plan states that a new governance structure will be put in place, but does not include details of how this will occur.</p>	<p><input checked="" type="checkbox"/> YES</p> <p>Plan details how a new governance structure will be put in place.</p> <ul style="list-style-type: none"> ✓ Plan details how this new governance structure will be a change agent for increased student achievement. 	

TURNAROUND	GETTING STARTED	PARTIALLY COMPLIANT	COMPLIANT	COMMENTS
<p>Requirement 9</p> <p>School uses data to identify and implement an instructional program that is research-based and aligned from one grade to the next, as well as with state standards.</p>	<p><input type="checkbox"/> YES</p> <p>Plan does not describe how school has/is using data to identify and implement instructional programs.</p>	<p><input type="checkbox"/> YES</p> <p>Plan describes how school has/is using data to identify and implement instructional programs.</p> <p>Plan describes 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 instructional programs.</p> <p>Plan describes how programs are aligned vertically and with state standards.</p> <p>Plan identifies a research-based, instructional plan.</p>	<p>Plan is missing details regarding grade level vertical alignment and alignment to standards for the instructional program.</p>
<p>REQUIREMENT 10</p> <p>The school promotes the continuous use of individual student data to inform and differentiate instruction.</p>	<p><input type="checkbox"/> YES</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. More details are needed.</p>	<p><input type="checkbox"/> YES</p> <p>School has a plan for using student data to inform instruction.</p> <p>Details are provided on the use of data in addition to state assessments (formative, interim) and how it will be used to inform and differentiate instruction.</p> <p>✓ Plan details how teachers are trained on data usage and demonstrates that teachers have easy access to the data of students assigned to their class roster.</p>	<p>No response is provided in the plan.</p>

PART C: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT

TURNAROUND	GETTING <input type="checkbox"/> STARTED	PARTIALLY COMPLIANT	COMPLIANT	COMMENTS
<p>REQUIREMENT 11</p> <p>Increased time for core academic subjects, enrichment activities for students, collaboration time for teachers.</p>	<p><input type="checkbox"/> YES</p> <p>Plan either does not address, or only partially addresses, the three components of the requirement.</p>	<p><input type="checkbox"/> YES</p> <p>Plan addresses all three components of the requirements, but lacks:</p> <ul style="list-style-type: none"> ✓ Documentation evidence in Appendix C or, ✓ Learning time is discussed, however does not give a specified amount of increased time. 	<p><input type="checkbox"/> YES</p> <p>Plan addresses all three components of the requirement.</p> <ol style="list-style-type: none"> a. Increased learning time is specified. b. Increased learning time for core academic subjects and it is for all students. c. Increased learning time includes enrichment for all students. d. Increased learning time includes collaboration time for teachers. e. Attachments in Appendix C <ol style="list-style-type: none"> 1. Daily school schedule. 2. Teacher collaboration schedule. 3. Student schedule that demonstrates increased learning time and/or executed addendum to support extended learning time. 	<p><input checked="" type="checkbox"/> YES</p> <p>The plan only provided daily school schedule and teacher collaboration schedule. The student schedule was not provided.</p>
<p>REQUIREMENT 12</p> <p>Provides ongoing mechanisms for family and community engagement.</p>	<p><input type="checkbox"/> YES</p> <p>Plan gives minimal information about how families and the community will be involved.</p>	<p><input type="checkbox"/> YES</p> <p>Plan gives some information about how families and/or the community will be engaged in the transformation efforts.</p>	<p><input type="checkbox"/> YES</p> <p>Plan contains detailed information about multiple strategies that will be used to integrate the family and the community into the improvement efforts.</p>	<p><input checked="" type="checkbox"/> YES</p>

PART D: RUBRIC REVIEW OF OVERALL PLAN

TURNAROUND REQUIREMENT 13	GETTING STARTED	PARTIALLY COMPLETE	COMPLETE	COMMENTS
<p>Plan is clear and cohesive.</p>	<p>Plan shows little evidence of planning for a cohesive approach that will lead to significant gains in student achievement. Staff has not been put in place to oversee grant activities. No plans are in place to sustain improvements after the end of the plan.</p> <p><input checked="" type="checkbox"/> YES</p>	<p>Plan shows evidence of planning for a cohesive, three-year effort designed to lead to significant gains in student achievement. Planning appears to be complete for Year 1, but Years 2 & 3 are not well spelled out. Reference is made to staff that will oversee the grant. Minimal reference is made to the longer term plan to sustain improvements after the end of the plan.</p> <p><input type="checkbox"/> YES</p>	<p>Plan shows evidence of a well-thought-out approach to improving student achievement over a three-year period. Cohesive activities are planned that are designed to lead to significant gains in student achievement. Appropriate staff is in place to oversee the implementation activities. Plans are in place to sustain improvements.</p> <p><input type="checkbox"/> YES</p>	<p>Applicant did not respond to several questions; therefore we cannot assign it to any of the provided categories.</p>

SCHOOL INFORMATION

District: 82250
 School Name: Ecorse Community High School
 Address: 27385 Outer drive Ecorse, Michigan, 48227
 School Code: 1069

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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- Appendix C: EXECUTED ADDENDUM THAT SUPPORTS IMPLEMENTATION OF THE SCHOOL REFORM MODEL Page

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 leader's 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)
Mr. Kenneth McPhaul was appointed the Turnaround Educational Leader for Ecorse Community High School in May, 2011. The district has been closely monitoring the high schools' Reading and Mathematics MME and ACT scores. When the 2010 test results were received by the district, a brief analysis was conducted and explained to the Board of Education, it was apparent a complete systemic change was in order. When the district received the call that Ecorse High School had been placed on the lowest performing school list, confirmation of the appointment was supported. Thus, 2011-12 will be Mr. McPhaul first year as a turnaround Educational Leader.

As the Board of Education and the Superintendent discussed what competencies the turnaround, Educational Leader needed the attached job description was tweaked and a different kind of conversation interview was held with the candidate.

1. The district was concerned with, if the individual had the necessary drive, able to act, set challenging goals and reach a high standard of performance despite existing barriers. Is he/she a high risk personality, career wise, and committed to improvement by conducting research, identify barriers, plans ahead and engage others (both in the school setting and outside resources) to achieve success.
2. The district wanted to feel confident that the Educational Leader could inspire others, and possess the authoritative leadership to influence the staff for the benefit of the students and the organization. Could he/she influence another person to be more effective?
3. The conversation continued with ascertaining if the candidate could break down complex problems (analyze data) in a logical way to recognize cause and effect and if he/she could see patterns and links among things that seemed unrelated.
4. Finally, the district was concerned that the Educational Leader had confidence in himself/herself to lead. Could the person stay focused, committed and self-assured? The district felt that the school needs a complete turnaround and the Educational Leader must believe in his/her ability to accomplish tasks and display

actions that reflect that belief. From this thorough verbal interaction, the district chose Mr. Kenneth McPhaul as its turnaround Educational Leader for Ecorse High School. He has shown from his life achievements thus far that he takes significant personal risk and commits significant resources to launch a new venture and is willing to engage others.

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)

SOLUTION: The school is using locally adopted competencies to measure the effectiveness of the principal and the staff who work within the turnaround school. These include inquiry based learning and critical thinking. Implementation of the Data Teams includes professional development workshops and customized on-site support from modeling and coaching. The data teams are charged to make remarkable progress in closing education gaps for all students, including economically disadvantaged students, (Anderson, 2010, p. 106, and The Data Teams Experience, Angela Peery, Ed. D, P. 54). Teachers are trained in critical thinking. Critical thinking includes raising vital questions and problems, formulating them clearly and precisely; gathering and assessing relevant information, and using abstract ideas to interpret it effectively and come to well-reasoned conclusions and solutions. Critical thinking is, in short, self-directed, self-disciplined, self-monitored, and self-corrective thinking. At Ecorse Community High School, all teachers are trained in inquiry base instructions and all students are encouraged to ask questions during all class instructions for understanding. Inquiry based learning places students at the helm of the learning process and teachers in the role of learning facilitator, coach, and modeler. The school has adopted a math book called "Math Teaching Series" which is designed specifically to enable school districts to improve immediately and significantly within one year. The textbooks are also designed for turnaround school districts. We have already begun to see more students interested in the math. Instructional program in math is based on Michigan grade level content expectations and the standards for the MME. With these two road maps, students are fully prepared for the MEAP, ACT, SAT and the MME. Class competitions and zero tolerance are introduced to immediately and significantly improve test scores of all students. The evaluation tool is weekly tests and all students are being helped to score at least 75% correct answers.

The effectiveness of the principal and the staff who work within the turnaround school will be measured by report cards and standardized test scores (MEAP, ACT, SAT and MME). The 9th graders take the MEAP and the 11th graders take the MME and ACT. The students will be given a pre reading test to determine their reading level. Then the teachers will be able to provide differentiated instruction. Then the students will be given a post-test at the end of the semester. This is also a way to measure teacher competency. The English Teacher is using a computer program to

help students improve their reading skills called RAPS 360. This program helps students to improve their reading level and reading comprehension.

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)
 - The leadership team will continue to use the district's competency assessment plan to screen existing staff and rehire not more than 50 percent of those present during the 2011-12 school year. As with the appointment of the Educational Leader for the 2011-12 school year, the district has screened, dismissed and reassigned the entire mathematics department of Ecorse High School in September of this year. The assessment tool included review of staff (credentials from students in their classroom), student outcomes (ACT scores, classroom achievement levels for the last five years, data analysis of the MEAP scores), past recommendation of the teachers and effectiveness in previous teaching years found in their evaluation files. In addition, the district will interview each employee to obtain information about what they "actually do" in the classroom. Questions are designed to obtain complete and specific answers, not to get general responses from the candidates. The candidates will be asked to describe their detailed actions and thinking in past and scenario work events.

The following are samples of the interviewing scenario:

 - Personal interview by the High School Educational Leader and the leadership team will include questioning to ascertain the teacher's:
 - a. initiative and persistence qualities
 - b. flexibility
 - c. sensitivity to norms of interaction in different situation
 - d. self-confidence to lead
 - e. team leadership
 - f. analytical and conceptual thinking
 - g. ability to plan short and long term
 - Given a written classroom or situational scenario and the candidate will be asked to explain how he/she would handle the situation.
 - The candidate will be asked to write examples of inquiry based on learning activities he/she uses in the classroom.
 - The candidate will be asked to present a lesson to the interviewing team after taking a ten (10) minute break from the team using the smart boards, computer, textbooks or any other items located in the interview.
 - Additional questioning of potential teachers center around the candidate monitors sound instruction in the following modes:

- a. preparation for instruction
- b. introduction of lesson to students
- c. presentation of information to students
- d. summary and confirmation of learning
- e. teacher/student interaction (questioning, praising, instructionally, managerially)
- f. classroom management, sound homework practices and communication with parents

- After the interview, the High School Leadership Team will review and match components of the District's teacher evaluation tool with the responses of the candidate. The District's tool includes Standard of Effective Teaching which is based on the work of Charlotte Danielson. The evaluation is attached and will be used until the State of Michigan completes one. Also attached are sample questions the leadership team will use during interviews.

- To recruit new hires, the District has developed a partnership with Teach for America, Wayne County RESA, place ads on college bulletin boards, District's website, Michigan Talent Bank, Monster.com, CareerBuilders.com, Detroit News and Free Press, Heritage Newspaper and the Local Telegram.

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)

The What

JOB-EMBEDDED PROFESSIONAL DEVELOPMENT

The goals of job-embedded development are to (1) increase student achievement, (2) refine existing instructional strategies, and (3) introduce new instructional strategies. Job-embedded learning is learning that occurs simultaneously while teachers and administrators engage in their daily work.

The How

1. School-based Job-Embedded Training.
 - During teacher planning time.
 - Teacher works individually or with colleagues
 - In grade-level or department meetings.

Teachers meet bi-monthly in department (content) meetings.

- In the classroom.

Teachers observe colleagues' lessons.

- In small study or action research group activities.

Timeline: On-going

Person Responsible: Principal, Teachers, Content Coaches

2. Differentiated training for teachers.

Teachers are at different levels of readiness and have varied interests and preferred ways of learning. To meet these varied needs, differentiated professional development will include:

- whole-staff workshops
- small study/independent or paired study groups
- action research
- reflection logs
- mini-workshops

Differentiated Training: The Descriptors

A. Whole-staff workshops

Whole-staff workshops are used to establish a common base of knowledge. It can also be viewed as a way to help each teacher to identify specific instructional strategies or areas of interest that they would like to pursue in more depth.

Timeline: Bi-monthly

Person Responsible: Principal, Consultants

B. Small study/independent or paired study groups

Teachers elect to engage in independent work or form small groups to pursue. Small groups are flexible as well, in terms of when and how frequently they meet, what ways they decide to pursue their learning, what products they create as a result of their learning, how they share that learning with other members of the staff, and how long different groups exist.

Timeline: Bi-weekly

Person Responsible: Teachers, Content Coaches

C. Action Research

Administrators gather data and information about performance and the work environment and then systematically analyze the findings and recommend changes. Administrators then implement these changes and continue to gather research to see if the new approach is effective.

Timeline: Every 60 days

Person Responsible: Teachers, Principal

D. Reflective Logs

Reflective logs are used to what was learned from the successes and failures staff encounter during the workday. They summarize what happened and indicate what they learned from the experience – positive or negative.

Timeline: Daily
Person Responsible: Teachers

E. Mini-workshops

Mini-workshops are facilitated by teachers. They share effective strategies or procedures with colleagues that have resulted in improved student achievement.

Timeline: Every Six Weeks
Person Responsible: Teachers, Content Coaches

F. Peer Coaching and Mentoring

Administrator identifies staff with characteristics of effective teaching and pairs teachers together to demonstrate those skills.

Timeline: Once per week
Person Responsible: Principal, Teachers, Content Coaches

The What

Professional Development: Understanding the Community Being Served

A study conducted in 2007 by Public Agenda and the National Comprehensive Center for Teacher Quality found that 76% of new teachers say they were trained to teach an ethnically diverse student body but fewer than 4 in 10 say their training helps them deal with the challenges they face. Effective teachers understand cultural characteristics and are sensitive to cultural needs of the students. A proactive approach to acknowledging diversity is essential. That approach includes:

- Parents evaluating the school's approach to diversity. To create a positive environment where students and teachers are respectful of different backgrounds.
- Classroom activities structured to include diversity. Teachers structure their instruction to acknowledge different contributions and perspectives.
- Promote mutual respect. Henze believes teachers should never tolerate disrespect. They should establish ground rules for the class, and even let students help to establish these rules.

The How

- Provide student diversity training to all staff

To examine the student population and evaluate student performance based on the composition. (Explain the dynamics of urban life as related to academic success.)

Timeline: Initial training at beginning of school year. Additional training at least once per semester.

Person Responsible: Principal, Consultants (diversity experts)

- Organize Single Gender Mentoring Programs

Monthly gender (all boys or all girls) meetings with facilitators to focus on issues faced by each group.

Timeline: Bi-monthly meetings

Person Responsible: Teacher Volunteer, Counselors, Dean of Students, Expert Consultant

- Practice Conflict Resolution

Identify strategies and techniques that will reduce conflict and offer positive solutions to the conflict.

Timeline: On-going

Person Responsible: Teachers, Principal, Dean of Students, Expert Consultants

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)

The new governance at Ecorse Community High School will include a turnaround leader. Mrs. Deidrah Scott will be the Turnaround Leader. She will report directly to the superintendent. Mrs. Scott will provide support to the Educational Leader, Teachers and students. She will also work with the Academic Coaches. There will be a reading, math and social studies coach who will work with the teachers in their subject area. The Turnaround Leader will assist in improving the school culture to facilitate more learning.

Each Department will have a representative who will set the new governance. The department representatives will provide direction and support to the teachers in their department. They will have departmental meetings and discuss best practices within their content area as outlined in goals for the school improvement plan. They will implement new and improved ways to improve instruction and engage students. The school will also have school improvement meetings and district wide professional development meetings for teachers to learn addition skills training to increase student achievement. The Teachers will attend professional developments through a variety of trainings through Wayne County Regional Educational Service Agency and other agencies. The professional development trainings will be systematic which will allow for growth in teacher effectiveness and student performance.

Advance education and continuous improvement will be implemented to help students to strive in learning. The school will display the vision and mission statements of the school in all classrooms, hallways and foyers. This will ensure that students and staff have a clear understanding of the vision and mission of the school. The school will also provide more opportunities for parents to get involved in their children's education with more parent meetings and activities to support the parent's in guiding and teaching their students. The school will continue to update the online parent connect which allows parents to communicate with teachers by e mail. The parents are able to see their students grades, tests, homework assignments, projects and attendance on parent connect.

The school will continue to enact a comprehensive assessment system that monitors and documents performance to improve student achievement and school effectiveness. A formative assessment protocol will be designed by the school. In

addition, a more comprehensive plan as to how the data analysis is communicated to stakeholders and how it will be used to affect student achievement will be implemented.

The school will offer free after school tutoring to students at Ecorse High School. Also there will be school on Saturdays for two Saturdays per school year. The Saturday school will be four hours long and will focus on activities that are academically based on the four core subject areas: math, science, social studies, and language arts.

The Teachers will also implement in their instruction more critical thinking and inquiry learning. Inquiry based learning projects help students develop a sense of ownership in learning. It can be incorporated into a variety of subjects. Inquiry based learning is a way to reach a variety of student learners. The new governance structure will assist with the building turnaround process

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)

Instructional reform strategies must take place in order for our students to increase achievement in all subject areas according to the Turnaround Model for Ecorse High School. At the present time, our students are struggling with reading comprehension. This is reflected in standardized and classroom test scores. In order to better prepare our students for college and standardized tests, teachers need to work with students on reading skills in all subject areas. Teachers must start analyzing individual student achievement data in the classroom. To do this, the teachers of Ecorse High School must implement Data Teams. A teacher driven data team would allow teachers to evaluate students' current strengths and weaknesses in comprehension in all classes and implement best practices in instruction to better meet the educational needs of each student.

Data-driven decision making is widely accepted today as a necessary element of school leadership. As stated in "Beyond the Numbers," All across the United States, results in student achievement are driving responses by teachers and principals to collect data and develop improvement plans (White 2011). The term Data Team is now used to describe how data-driven decision making is conducted at the classroom level. A Data Team adheres to continuous improvement cycles, examines patterns and trends and establishes responsibilities to facilitate analysis that results in action (White, 2005). A Data Team of teachers follows a specific, proven process to examine student work, apply instructional strategies and monitor student learning in response to the enacted strategies.

According to Peery in "The Data Teams Experience," A high school Data Team may consist of a group of teachers who teach the same course and examine work generated from common formative assessments (2). At a high school such as Ecorse, there would be four Data Teams. There would be one Data Team for each subject area. Each teacher would be assigned to only one team. Each Data Team would consist of five teachers. The Data Teams would include a science team, a math team, a social studies team and an English team. The teachers of specialized electives will be placed in one of the four data teams based on cross curricular learning goals and

state standards. For example, foreign language teachers would be placed on the English Data Team.

Data Teams are intended to impact instruction at the teacher-student level. According to Peery, "It is not recommended that administrators or instructional coaches assume the position of Data Team leader" (78). These individuals would serve as useful ad hoc members for all of the Data Teams. Administrators and instructional coaches would sit in on meetings as regular duty to share ideas about instructional strategies. The Ecorse Data Team would be directed by two teachers, Julia Roscoe, science and Chris Woodard, social studies. Roscoe and Woodard would assume the role of building leaders for the four Data Teams. This would allow them to monitor and support the Data Teams in order for the each team to be effective.

The Ecorse High School Data Teams will use data from common formative assessments (CFA) to identify and implement a revised instructional program. The CFA's will be aligned from one grade to the next and to the state standards. The first step in analyzing student data for each Data Team is to collaborate and design a common formative assessment. The CFA will be selected and created by the members of each Data Team. The CFA will be given by all of the teachers on a Data Team to all of the students that they share. The items on a common formative assessment will focus solely on prioritized standards and learning goals. Each item on the assessment will be aligned with state standards and benchmarks that are commonly assessed on standardized tests such as the MME and ACT standardized tests.

At the monthly school improvement meetings for Ecorse High School, the Data Teams will meet and collaborate. At the initial Data Team meeting, which will be held in the month of November, teachers will be placed in their assigned Data Teams. It will be at this time that the Data Teams will compile their common assessments based on our learning goal to increase student achievement in all subject areas. Each CFA created by each Data Team, will contain eight questions. The eight questions will be specific to each core subject area. The CFA will assess four areas of critical thinking: comprehension, application, analysis and evaluation. The CFA will be multiple choice and scantron. There will be two questions for each critical thinking area. Each Data Team will generate a test with the critical thinking areas in order. For example, students will be tested on comprehension skills on questions number one and two, then tested on evaluation skills for question number seven and eight. The common formative assessment designed by each Data Team will not only assess student critical thinking skills, it will evaluate students' strengths and weaknesses in reading comprehension in several different areas. Each CFA from each Data Team much include test items that allow students to analyze a chart and/or graph, comprehend a reading passage as well as decipher vocabulary and problem solve in math. This student assessment will be scored and analyzed at the second school improvement meeting to serve as baseline data. This data will be the foundation for changes in instructional practice.

According to White, collaboration is essential in data analysis if schools are going to get beyond the numbers (55). Collaboration ensures that multiple viewpoints are available and that all voices are heard. In public education, collaboration is a practical approach to gather information and make decisions. Collaboration is

recognized as key to effective professional development (White 2011). It will be during our school improvement meetings that teachers, instructional coaches and administration will collaborate. We will collaborate to analyze the data from our common formative assessments. We will discuss our students' strengths and weaknesses from the CFA data. We will then formulate a hypothesis about best instructional practice

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)

To increase the time student are engaged in production, academic learning Ecourse High School will:

Increase instructional time spent in core classes: reading, mathematics, science, social studies from the 80 minutes, alternating every other day. The elective classes will be held 60 minutes, five days per week.

The last period each day will be 55 minutes of guided enrichment/study hall/student advisories. During this period, students identified in need of more assistance in the core classes can get an "extra dose" of support from instructors. Some student may meet with teachers to discuss school work, special needs student may meet with social workers, case workers, Dean of Students, or Graduation Coaches.

For the staff, the last period will be scheduled so teachers can experience job embedded professional development on a rotation basis individually and in core subject groups.

To extend the day and ensue that students are engaged in academic endeavors, the High School will offer every student the opportunity to recover credits or earn extra credits by offering on-line classes from 3:34 -4:45 pm through Michigan Virtual University or another approved web-based program. The Media Center Specialist and the two Graduation Coaches will supervise. After-school tutoring is offered in Mathematics, English, Social Studies and Science four days per week. Teachers are volunteering individually, by union contract, two Saturdays per year, four hours per Saturday to engage students in activities specifically centered around Reading, Mathematics, Social Studies, and Science core classes. All students and their parents are encouraged to attend.

Since 8th graders are located in Ecourse High, a mandatory four (4) week transition summer school session will be put in place. Any student failing either one of the core 8th grade classes must take a summer school recovery class before being labeled a High School Freshman. A volunteer 7th grade transition academy (middle school to high school) will continue the 2nd year the summer of 2012.

For schedule changes, new course offerings, and flex times, the High School staff will receive professional development in using extra school time effectively. The High

School Leadership Team will create a plan for monitoring the program of the extended time initiative as well as for continuous improvement.

Ecorse Public Schools will create a buy-in for extended school days for parents and the community by having “Koffee Klatch” sessions during the school day and after school where programs are introduced and explained to the audience. Funds will be allocated to support these programs and partnership will continue to be foster with organization, business, etc. to support the extended time initiative.

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)

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- Increase instructional time spent in core classes: reading, mathematics, science, social studies from the 80 minutes, alternating every other day. The elective classes will be held 60 minutes, five days per week.
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- For the staff, the last period will be scheduled so teachers can experience job embedded professional development on a rotation basis individually and in core subject groups.
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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.

10. Detail how the school will provide appropriate social, emotional and community services that support students. (Maximum 3750 characters)
- There is a Full-time School Social Worker (SSW) who provides individual, group and crisis counseling to students who are having social, emotional or behavioral problems. The SSW facilitates social skills groups for both males and females, grief support groups and various other topics as need arises throughout the school year. The SSW also provides interventions regarding suicide prevention, conflict resolution and bullying prevention. In addition, the SSW provides consultative services to teachers regarding student behavior. When a student's behavior interferes with their academic progress or fulfilling their educational goals, the SSW may initiate a Functional Behavior Assessment and Behavior Intervention Plan. The SSW also works with students and families through identifying, coordinating and attaining community resources for various needs. To assist with students' and families needs, the school coordinates and refers to a wide range of community resources including, but not limited to, the Guidance Center, Community Care Services, Southwest Community Mental Health Center, the Children's Center, Child Protective Services, local homeless shelters, Counterpoint Teen Crisis Shelter, Michigan Rehabilitative Services, United Way, Planned Parenthood, Teen Health Centers, Wayne County 4-H mentoring program, Sand Castles Grief Support, T.H.A.W., Wayne Metropolitan Community Service Agency, the Department of Human Services and Gleaners Food Bank.
- The First Step Agency conducts domestic violence and dating violence groups in the school. Wayne County Community College will facilitate a Boys to Men group for male students. The group will meet for 8 weeks and teach the young men conflict resolution skills, social skills, and job skills. Women of Tomorrow (WOT) Mentoring and Scholarship Program is a non-profit corporation that mentors 26 girls in the 9th

and 10th grades. The WOT meets with the girls through their high school experience and provides them with scholarships when they graduate. Planned Parenthood comes to the school and talks with the students about healthy choices, puberty and healthy relationships.

Ecorse Public Schools partners with Great Lakes Steel who donate winter coats to students who are in need. Gleaner's Food Service provides groceries to Ecorse Public School students and their families who are in need of food; food is delivered weekly. The Wayne County Health Department provides in school vision screenings for all 9th grade students and any other students who need their vision checked. The Gift of Sight program provides free eye exams and free eye glasses to Ecorse Community High School students who are low income and are in need of glasses. The Mobile Dentist provides in school dental cleanings and check-ups for the students. The Student Council of Ecorse Community High School provides Thanksgiving and Easter baskets to student's families who are low income.

**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 #1
ECORSE PUBLIC SCHOOLS
ECORSE, MICHIGAN 48229

TURNAROUND EDUCATIONAL LEADER FOR ECORSE HIGH SCHOOL
INDEPENDENT CONTRACTOR

NATURE AND SCOPE OF JOB:

As Turnaround Educational Leader, the High School Educational Leader will implementing and managing the policies, regulations, and procedures of the Board of Education to ensure that all students meet and exceed the State Core Curriculum Content Standards, following the approved curricula and directives of the school. Achieving academic excellence requires that the Turnaround Educational Leader work collaboratively to lead and nurture members of the school community. Inherent in the position are the responsibilities for discipline of students, supervision of staff, direction of staff, supervision of all office staff, development and program evaluation, and provide a clean safe and healthy environment.

QUALIFICATION:

The Turnaround Educational Leader shall:

1. Hold a valid State of Michigan teaching certificate. (required)
2. The applicant must possess an earned Master's Degree in Administration. (required)
3. The applicant must possess a State of Michigan Administrator Certificate. (required)
4. Demonstrate skills working with diverse population. (required)
5. Have at least five (5) years of excellent experience in secondary administration and working with adolescents. (required)
6. Demonstrated excellent organizational skills and the ability to motivate people. (required)
7. Have excellent integrity and demonstrate good moral character and initiative.
8. Demonstrate knowledge and understanding of curriculum development and program evaluation, child growth and development, effective instructional strategies, classroom management, learning assessment and diagnosis, and research related to learning.
9. Exhibit a personality that demonstrates enthusiasm and interpersonal skills to relate well with students, staff, administration, parents and the community.

10. Demonstrate the ability to communicate effectively, both orally and in writing, using proper grammar and vocabulary.
11. Demonstrate the ability to use computers for word processing, data management, and telecommunications.
 12. Provide proof of U.S. citizenship or legal resident alien status.
13. Provide evidence that a criminal record history check has been conducted and clearance has been given.
14. Provide evidence that health is adequate to fulfill the job functions and responsibilities.

JOB FUNCTIONS AND RESPONSIBILITIES:

1. Establish and promote high standards and expectations for all students and staff for academic, performance and responsibilities for behavior.
2. Help ensure compliance with administrative codes, board policies and regulations of all staff.
3. Provide and supervise in a fair and consistent manner effective discipline and attendance systems with high standards, consistent with the philosophy, values and mission of the school in accordance with environment that encourages students to take responsibilities for behavior and creates high morale among staff and students. Prepare all required reports regarding violence, attendance and discipline matters.
4. Counsel students and work closely with parents to help students to assume responsibility for behavior and understanding the consequences of their decisions.
5. Display the highest ethical and professional behavior and standards when working with students, parents, school personnel, and agencies associated with the school. Serve as a role model for relevance of accepting responsibility, and demonstrating pride in the education profession.
6. Notify immediately appropriate personnel and agencies and follow established procedures when there is evidence of substance abuse, child abuse, child neglect, severe medical or social conditions, potential suicide or individuals appearing to be under the influence of controlled substances, or anabolic steroids.
7. Assist with the coordinate school and community resources for assigned students who need specialized assistance, including the service of a counselor, social worker, learning disabilities teacher coordinator, attendance officer, etc., and assist the student and family.
8. Establish a Master Schedule for the school along with the assistance of staff.
9. Supervision of instructional programs, evaluating lesson plans and observing classes on a regular schedule, encourage the use of a variety of instructional strategies and materials consistent with research on learning and child growth and development.
10. Help develop with individual staff member a Professional Improvement Plan (PIP).

11. Ensure that the instructional personnel engage the learner in tasks that require analytical and critical thinking, questions problem solving and creativity, that they address each student's needs, interest levels, that they provide a variety of methods for the student to demonstrate performance and accomplishments.
12. Monitors Leadership Team of the High School with curriculum development, program evaluation, allocation of instructional materials and resources, and coordination of activities of departments assigned, ensuring that curriculum is current and addresses the Core Content Standards.
13. Supervise certificated personnel to ensure that all job responsibilities are met and exceeded. Ensure that personnel procedures are accomplished in a fair and consistent manner that encourages growth and excellence, in accordance with law, board policy, and contractual language.
14. Provides opportunities for effective staff developments that address the needs of the instructional program and needs of the staff, including workshops, conferences, and sessions in which the staff shares successful practices and strategies.
15. Maintain visibility with students, staff, parents, and the community, attending school and community functions regularly to demonstrate a genuine interest in the students and staff.
16. Meet regularly with the administrative staff of the High School to discuss the operation of the school, identify needs and report on successes.
17. Offers frequent opportunities for staff to inform and seek ideas for the improvement of the school. Conduct meetings as necessary.
18. Encourages the staff to create and maintain attractive, organized, functional, healthy, clean, and safe facilities with proper attention to the thermal environments. Regularly inspect facilities to ensure compliance with all codes and regulations.
19. Assume responsibility for the health, safety, and welfare of students, personnel, and visitors. Follow procedures for emergencies and disasters, following state, local, and district guidelines. Disaster preparedness procedures shall include fire, bomb threats, emergency closing or delayed opening of the school, accidents, bus accidents and emergencies, civil disturbances, disruptions, death, personal tragedy, and other circumstances. Follow established procedures for providing information to staff and parents.
20. Provide regular opportunities for students and teachers to celebrate success in instructional programs and extracurricular activities, and inform parents and the community of the accomplishments of students, staff, and the school.
21. Communicate regularly with parents and the community, seeking their support and advice, so as to create a cooperative relationship to support the student in the school.
22. Use effective presentation skills when addressing students, staff, parents, and the community, including appropriate vocabulary and examples, clear and legible visuals and audible speech.

23. Spends at least 50% of time working directly with teacher to improve instruction, including classroom observations.
24. Ensure that personnel and student record keeping procedures comply with state and federal law and district policy. Follow procedures for safe storing and integrity of all confidential school records.
25. Maintain positive, cooperative and mutually supportive relationships with the central administration, parents and representatives of resources agencies within the community.
26. Represent the school and district at community, state and professional meetings.
27. Operate computerized, electronic and other equipment needed to carry out job functions and responsibilities.
28. Protect confidentiality of records and information gained as part of exercising professional duties and use discretion in sharing such information within legal confines.
29. Participates in all the recruiting, screening, assigning and evaluation of school staff.
 30. Assist in the in-service orientation of all new teachers.
31. Perform any duties that are within the scope of employment and certifications as assigned by the Superintendent and not otherwise prohibited by law or regulation.
 32. Continue to grow professionally through collaboration with colleagues and professional growth experiences. Summarize, interpret and disseminate current developments, discipline strategies, effective student motivation, learning theory and research strategies and classroom management through reading of professional journals and involvement in professional organizations.

EVALUATION CRITERIA:

The holder of the position of Turnaround Educational Leader for Ecorse High School shall be evaluated by the Superintendent in accordance with Board Policy.

BEGINNING DATE:

TBD

SALARY AND BENEFITS:

The salary range for this position is negotiable. Placement depends upon experience. A comprehensive fringe benefit package is available. This is a 44-week position.

TENURE STATUS:

There will be no tenure granted as an administrator to the individual selected as the Turnaround Educational Leader for Ecorse High School. Tenure is granted to the individual as a classroom teacher only.

LENGTH OF CONTRACT YEAR:

Forty-two (42) weeks including one (1) week prior to the opening of school and one (1) week after the close of school, with hours and workday the same as established for other educational leaders.

APPLICATION DEADLINE DATE:

Posted until filled.

APPLICATION DEADLINE DATE:

Qualified and interested applicants should submit the following information as soon as possible.

1. Resume
2. Letter of interest outlining qualifications.
3. Credentials including official transcripts and three (3) letters of recommendation.
4. District application form.

Inquires about the position may be directed to:

Ecorse Public Schools, 27225 W. Outer Drive, Ecorse, MI 48229
ATTN: Ecorse Board of Education – Job Bids Ecorse High School

APPENDIX B
COPY AND PASTE YOUR:

Professional Development Calendar or Timeline

(unlimited characters)

Appendix #2
Sample Interview Questions
(From School Turnaround Teachers: Selection Toolkit)

1. Tell the team about a time when you helped a student, on whom others were not sure, could improve to achieve at a higher level. Tell us the story.
2. Describe a time when you had to think ahead to accomplish something satisfying at work.
3. Describe a lesson you taught that you were satisfied with despite one or more obstacles. Describe in detail including how you dealt with the obstacle.
4. Thinking back a year, what was a group or team project you participated in was and the result of the group's work was satisfying to you. When, where, how, and what was the project?
5. Tell the team how you use the assessment results of your students to direct your instruction and teaching practices.
6. When another person stands in your way to get something done, how do you address the situation? Give us a specific example.
7. When there is a sudden change in your work routine, how do you deal with it? Can you describe a specific occurrence?
8. If a person in your work environment displays strong feelings or emotions; how would you deal with it?
9. Think about a classroom project when you set a standard for your students work and held them accountable. Describe what happened in detail.

10. Describe several effective ways to motivate students toward active participation in the learning process you use in your classroom.
11. List all strategies you use to provide feedback to students about how they are achieving in your classroom. Tell us why you feel each one is effective in achieving your goal.
12. Describe things about yourself you would like us to know that have not been brought out in the interview.

**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)

SAMPLE DAILY SCHEDULE

8:10 – 9:30 (Monday Wednesday Friday)(Tuesday Thursday) Core Subject

9:35 – 10:55 (Tuesday Thursday) (Monday Wednesday Friday) Core Subject

10:55 – 11:40 Lunch

11:45 – 12:45 Monday – Friday Elective

1:45 – 2:45 Monday – Friday Elective

2:45 – 3:40 Monday – Friday (guided study hall, teacher job embedded meetings)

Double dose core subject (individualized)

3:45 – 4:45 Monday – Thursday On-line recovery classes

Extra Tutoring

Roles and responsibilities of the instructional coach

- Provides leadership for teachers by planning, collaborating, organizing, mentoring and facilitating change to improve the instructional program.

- Disaggregates and analyzes data and assists Educational Leaders and teachers in its interpretation to measure and improve student achievement and/or program effectiveness.

- Provides knowledge of appropriate standards, content, materials, and resources.

- Facilitates the use of research-based teaching strategies and best practices to address the needs of teachers and school goals.

- Provides staff development needed to implement the school's school improvement plan.

- Establishes, maintains and enhances effective communication with administrators, teachers, parents and other stakeholders.

- Works with Educational Leaders and teachers in organizing grade level/department meetings in order to affect horizontal and vertical continuity and articulation of instructional program throughout the school.

- Observes teachers in their classrooms and offers insights for the enhancement of teaching-learning situations.

- Demonstrates appropriate use of instructional technology and other educational tools to enhance and extend instruction.
 - Helps initiate the UST process into the school.

 - Provides support to students by supporting classroom teachers.

- Supports the on-going training and development of the UST Team.
 - Facilitates professional development for staff members.
- Believe that all students can learn and deserve access to quality instruction.
 - Attend professional development for coaches.
 - Attend professional development for teachers.
- Provide formal and informal professional development for teachers.
- Understand and support implementation of standards in all classrooms.
 - Understand and support implementation of instructional programs.
- Provide demonstration lessons in classrooms for teachers, both one-on-one and in collaborative groups.
- Implement research-based strategies during demonstration lessons and during co-planning/co-teaching.
 - Develop additional site opportunities for teacher collaboration.
- Analyze classroom, grade-level and site data to facilitate data-driven decision making and the ability to monitor and adjust instruction.
- Facilitate grade-level and content area meetings focused on data, standards, and research-based strategies.

- Respect the Educational Leader and keep line of communication open between the Educational Leader and coach.

- Respect teachers and keep line of communication open between coach and teacher.