



RICK SNYDER
GOVERNOR

STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
LANSING

MICHAEL P. FLANAGAN
SUPERINTENDENT OF
PUBLIC INSTRUCTION

December 28, 2011

Mr. Mohamad Issa, School Leader
Frontier International Academy
2619 Florian Street
Hamtramck, MI 48212

Dear Mr. Issa:

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

Status of Redesign Plan: Changes Needed

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

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

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

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

Sincerely,

Deborah Clemmons
State School Reform/Redesign Officer

cc: Principal
Board President
State Superintendent of Public Instruction

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PART A: DEVELOP AND INCREASE SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS

TRANSFORMATION	GETTING STARTED	PARTIALLY COMPLIANT	COMPLIANT	COMMENTS
<p>REQUIREMENT 1 Replace the principal.</p>	<p><input type="checkbox"/> YES Continuing with existing principal who does not meet the two year rule.</p>	<p><input type="checkbox"/> YES Continuing with existing principal. An incomplete or incorrect description given as to how the principal meets the two year rule.</p>	<p><input checked="" type="checkbox"/> YES New principal in place or complete rationale given for keeping principal that falls under the two year rule. ✓ Advertise, screen, interview, select, and hire new principal based on using turnaround competencies or criteria. ✓ Establish a pipeline of potential turnaround leaders.</p>	
<p>REQUIREMENT 2 Collaborative process used to create a teacher/leader evaluation plan that includes student growth as a significant factor.</p>	<p><input type="checkbox"/> YES Plan states that a collaborative process was used, but no details given.</p>	<p><input checked="" type="checkbox"/> YES Plan states that a collaborative process was used. Some details are provided. No mention is provided about how student growth will be included as a significant factor in the evaluation.</p>	<p><input type="checkbox"/> YES Plan states that a collaborative process was used. Complete details are provided, including how student growth will be included as a significant factor in the evaluation. ✓ Percentage of student growth used in the evaluation. (MCL 380.1249 Section 2 (a) (1) states 25% by 2013-2014.) Leader and Teacher Evaluation tool is attached in Appendix A.</p>	<p>Teacher evaluation tool appears to have been developed collaboratively. The plan states student growth is approximately 51% of the teacher's evaluation, but the tool does not reflect this. The reviewers were provided with Charter Contract Goals and Leadership Survey, but no Leadership evaluation tool. Please clarify how student growth is a factor in evaluating the school leader.</p>

TRANSFORMATION REQUIREMENT 3	GETTING STARTED	PARTIALLY COMPLIANT	COMPLIANT	COMMENTS
<p>Identify and reward school leaders/teachers/staff who have increased student achievement and remove those who have been given multiple opportunities to improve professional practice and have not increased student achievement outcomes.</p>	<p>No plan or minimal plans are indicated in either the reward or remove categories.</p> <p><input type="checkbox"/> YES</p>	<p>A partial plan is in place that identifies how staff members can be rewarded and/or removed.</p> <p>No mention is made of opportunities that staff will have to improve practice.</p> <p><input checked="" type="checkbox"/> YES</p> <p><input type="checkbox"/> YES</p>	<p>A plan has been completed to identify and reward school leaders, teachers, and staff that have increased student achievement.</p> <ul style="list-style-type: none"> ✓ A transparent and fair plan detailing how personnel that increase academic achievement are rewarded. ✓ Identify and establish non-monetary incentives for performance. ✓ Provide training to those conducting evaluations to ensure fidelity to standardized procedures and to ensure that the evaluation process is documented. <p>A plan has been completed to remove personnel that have been given multiple chances to improve professional practice and did not.</p> <ul style="list-style-type: none"> ✓ A transparent plan that details how leaders and/or staff will be removed if instruction and student achievement does not improve. ✓ Work with teachers and unions at each stage of development and implementation. ✓ Secure sufficient funding or alternative methods for long-term program sustainability. ✓ Established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff. ✓ Provide performance-based incentives using valid data on whether performance indicators have been met. <p><input type="checkbox"/> YES</p> <p><input checked="" type="checkbox"/> YES</p>	<p>Plan must include plans to reward and remove administrators as well as teachers.</p>

TRANSFORMATION	GETTING STARTED	PARTIALLY COMPLIANT	COMPLIANT	COMMENTS
<p>REQUIREMENT 4 Provide staff with ongoing, high quality, job embedded professional development that is aligned and designed to ensure that staff can facilitate effective teaching and learning.</p>	<p>No plan or minimal planning is in place to provide staff with job embedded staff development.</p>	<p><input type="checkbox"/> YES</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 connected to the student outcomes indicated in the plan.</p> <p>Plan includes opportunity for staff to demonstrate new learning about effective teaching.</p>	<p><input checked="" type="checkbox"/> YES</p> <p><input checked="" type="checkbox"/> YES</p> <p><input checked="" type="checkbox"/> YES</p>	<p><input checked="" type="checkbox"/> YES</p> <p>Set clear goals and measures for employees' performance that reflect the established evaluation system and provide targeted training or assistance for employees receiving an unsatisfactory evaluation or warning.</p> <p>Reform seniority rights, and other job protections, to enable quick performance-based dismissals.</p> <p>A plan is in place (with timelines) that is well defined and occurs on a regular basis with follow-up and support aligned with instructional needs.</p> <p>The timeline for professional development includes a schedule of options for job-embedded professional development, options for determining implementation of PD, and options for sharing changes in classroom practice.</p> <p>The plan indicates that school staff was an integral part of designing the professional development activities to meet instructional needs.</p> <p>The plan differentiates for the varying needs of school personnel.</p> <p>Align professional development with identified needs based on staff evaluation and student performance.</p>
			<p><input type="checkbox"/> YES</p>	<p>It is clear that the school uses Teachscape to differentiate PD for individuals.</p> <p>Reviewers had access to the 2012-2013 PD plans, but no topics were included on the calendar. Please provide a PD plan for 2011-2012, and clarify topics for 2012-2013 OR clarify the process that will be used to determine topics for 2012-2013.</p> <p><input type="checkbox"/> YES</p>

TRANSFORMATION	GETTING STARTED	PARTIALLY COMPLIANT	COMPLIANT	COMMENTS
			<ul style="list-style-type: none"> ✓ Structure professional development to provide adequate time for collaboration and active learning. ✓ Create a school culture in which professional collaboration is valued, emphasized, and fosters a culture of continuous learning. <p>Professional Development calendar is attached in Appendix B.</p> <p style="text-align: right;"><input type="checkbox"/> YES</p>	
<p>REQUIREMENT 5</p> <p>Detail how the school will implement strategies such as increased opportunities for promotion and career growth, and/or flexible working conditions designed to recruit and retain staff to meet the needs of students.</p>	<p>The plan does not address strategies in these categories.</p> <p style="text-align: right;"><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 style="text-align: center;"><input checked="" type="checkbox"/> YES</p>	<p>The plan addresses strategies to recruit and retain staff to meet the needs of students.</p> <ul style="list-style-type: none"> ✓ Promotion/career growth and flexible working conditions and hours to retain staff. ✓ Recruitment and retention plan is in place that includes interview questions. ✓ An individual professional development plan for new teachers and experienced teachers with new teaching assignments. <p style="text-align: right;"><input type="checkbox"/> YES</p>	<p>Plan could benefit from inclusion of flexible working conditions such as comp time, early release, etc. Please also address how the school will offer increased opportunities for staff career growth such as teacher leadership roles.</p>
PART B: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES				
<p>REQUIREMENT 6</p> <p>School uses data to identify and implement an instructional program that is research based and aligned from one grade to the next as well as with state standards.</p>	<p>Plan does not describe how school has or is using data to identify and implement instructional programs.</p> <p style="text-align: right;"><input type="checkbox"/> YES</p>	<p>Plan describes how school has/is using data to identify and implement instructional programs.</p> <p>Plan does not describe how programs are aligned vertically and with state standards.</p> <p style="text-align: center;"><input checked="" type="checkbox"/> YES</p>	<p>Plan describes how data have been used to identify and implement researched based instructional programs.</p> <p>Plan discusses how programs are aligned with state standards.</p> <p style="text-align: right;"><input type="checkbox"/> YES</p>	<p>Plan discusses that the curriculum was recently aligned. Please describe the process used for the alignment.</p> <p>Plan clearly describes how data is used to evaluate chosen instructional strategies. It is unclear how those strategies are selected to begin with, and how the school</p>

TRANSFORMATION REQUIREMENT 7 The school promotes the continuous use of individual student data to inform and differentiate instruction.	GETTING STARTED	PARTIALLY COMPLIANT	COMPLIANT	determines that a selected strategy has a solid research base.
	<input type="checkbox"/> YES Plan describes minimal use of student data to inform instruction. Data use is primarily from state assessment results.	<input type="checkbox"/> YES <input type="checkbox"/> YES School has a plan for using student data to inform instruction. Some mention is made of data use that comes from formative and interim assessments to differentiate student instruction.	<input checked="" type="checkbox"/> YES School has a plan for using student data to inform instruction. <ul style="list-style-type: none"> ✓ Plan details PD on data use and describes how teachers have easy access to data on their students. ✓ Details are provided on the use of data in addition to state assessments (formative, interim) and how it will be used to inform and differentiate instruction. ✓ Teachers are trained on data usage and can access assigned student's data with ease. ✓ Teachers prepare standards-aligned lessons and differentiated activities. ✓ Student learning assessed frequently using standards-based classroom assessments. ✓ Parent communications are frequent and include useful information about homework practices. ✓ Plan includes varied modes of instruction (teacher-directed whole-class; teacher-directed small group; student-directed small group, etc.). ✓ Teachers employ effective classroom management. 	COMMENTS

PART C: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT

REQUIREMENT 8

Increased time for core academic subjects; enrichment activities for students; collaboration time for teachers.

Plan does not address the three components of the requirement.

YES

Plan only partially addresses all three components of the requirement.

YES

Plan addresses all of the components of increased time:
 ✓ Use creative strategies to allocate funds or flex schedules to support extended learning time.

YES

Plan does include increased learning time and teacher collaboration time. Student schedule shows the school day ending at 3:00 p.m., so please clarify when the additional time will be implemented and how it addresses the core academic subjects.

TRANSFORMATION	GETTING STARTED	PARTIALLY COMPLIANT	COMPLIANT	COMMENTS
			<p>All Core academic subjects included.</p> <ul style="list-style-type: none"> ✓ Monitor progress of the extended learning time programs and strategies being implemented, using data to inform modifications. <p>Enrichment activities for all students.</p> <ul style="list-style-type: none"> ✓ Assess areas of need, select programs, and strategies to be used and identify community partners. Create and sustain partnerships to support extended learning. ✓ Create enthusiasm for extended learning programs and strategies among parents, teachers, students, civic leaders, and faith-based organizations through information sharing, collaborative planning, and regular updates. <p>Collaboration time for all teachers.</p> <ul style="list-style-type: none"> ✓ Ensure that teachers use extra time effectively when extended learning is implemented within the school program by providing targeted PD. <p>The following schedules are attached in Appendix C.</p> <ul style="list-style-type: none"> a. Daily school schedule. b. Teacher collaboration schedule. c. Student schedule that demonstrates increased learning time. 	<p><input type="checkbox"/> YES</p> <p><input type="checkbox"/> YES</p> <p><input type="checkbox"/> YES</p> <p><input type="checkbox"/> YES</p>

TRANSFORMATION	GETTING STARTED	PARTIALLY COMPLIANT	COMPLIANT	COMMENTS
REQUIREMENT 9 Provide ongoing mechanisms for family and community engagement.	<input type="checkbox"/> YES Plan gives minimal information regarding how families and the community will be involved.	<input type="checkbox"/> YES Plan gives some information about how families and/or the community will be engaged in the transformation efforts.	<input checked="" type="checkbox"/> YES Plan contains detailed information about multiple strategies that will be used to integrate the family and the community into the improvement efforts.	
PART D: PROVIDING OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT				
REQUIREMENT 10 Provide operational flexibility to the school (staffing, calendars, time, and budgeting) to implement a comprehensive approach to increase student achievement and graduation rate.	<input checked="" type="checkbox"/> YES Plan gives minimal information about the flexibility the district will provide to the school.	<input type="checkbox"/> YES Plan describes some details pertaining to the operational flexibility that the district will provide to the school.	<input type="checkbox"/> YES Plan details the operational flexibility in staffing, calendars, time, and budgeting. <input checked="" type="checkbox"/> Align resource allocation (money, time, human resources) with the school's instructional priorities. <input checked="" type="checkbox"/> Negotiate union waivers if necessary. <input checked="" type="checkbox"/> Consider establishing a turnaround office or zone to also include transformation and other models.	<input type="checkbox"/> YES As a charter school, Frontier is both district and school. They are not subject to the operational constraints of a typical school operating within an LEA (generally). Please describe this operational flexibility, i.e., how decisions regarding staffing, calendars, time, and budgeting are made at the school level. Please link this flexibility to increased student achievement and graduation rate.
REQUIREMENT 11 The district will ensure that the school receives ongoing, intensive technical assistance and related support from the district, the ISD, MDE, or other external partners.	<input type="checkbox"/> YES Plan gives minimal details about how the district will support the school's efforts.	<input type="checkbox"/> YES Plan describes how the district will support the school's efforts, but does not mention any assistance from other partners.	<input checked="" type="checkbox"/> YES Plan details how district will support the school's reform efforts. Plan describes technical assistance that will be sought from outside sources to assist the school that should include at least one from the list below: <ul style="list-style-type: none"> • ISD • MDE • External Provider 	<input checked="" type="checkbox"/> YES <input checked="" type="checkbox"/> YES

PART E: RUBRIC REVIEW OF OVERALL PLAN				
TRANSFORMATION REQUIREMENT 12	GETTING STARTED	PARTIALLY COMPLIANT	COMPLIANT	COMMENTS
Plan is clear and cohesive.	<input type="checkbox"/> YES Plan shows little evidence of planning for a cohesive approach that will lead to significant gains in student achievement. No plans are in place to sustain improvements after the end of the plan.	<input checked="" type="checkbox"/> YES Planning appears to be complete for year 1, but years 2 & 3 are not well spelled out. Minimal reference is made to the longer term plan to sustain improvements after the end of the plan.	<input type="checkbox"/> YES Plan shows evidence of a well-thought out approach to improving student achievement over a three-year period. Cohesive activities are planned that are designed to lead to significant gains in student achievement. Appropriate staff is in place to oversee implementation activities. Plans are in place to sustain improvements.	Plan could benefit from efforts to distinguish between established programs/initiatives, newly implemented reform efforts, and initiatives yet to be implemented. Process detail is lacking for some plan components.

SCHOOL INFORMATION

District: Frontier International Academy
 School Name: Frontier International Academy
 Address: 2619 Florian St. Hamtramck, MI 48212
 School Code: 09609

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

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

-DIRECTIONS-

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

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

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


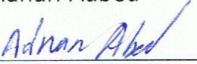
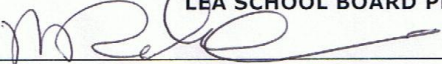
REVISION: 1 2

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

ALL COMPLETED REDESIGN PLANS MUST BE SUBMITTED ELECTRONICALLY TO:

MDE-SROplans@michigan.gov

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

SCHOOL INFORMATION	CONTACT PERSON FOR REDESIGN PLAN
District: Frontier International Academy School Name: Frontier International Academy Address: 2619 Florian St, Hamtramck, MI School Code: 09609	Name: Adnan Aabed Position and Office: School Principal Telephone: 313 8777500 Fax: 3138777501 Email: aabeda@gee-edu.com
LEA SCHOOL SUPERINTENDENT/DIRECTOR Printed Name: Mohamad Issa Signature: X  Date: 11/23/2011	Telephone: 7343699500 Fax: 734-369-9499 Email: mohamad@gee-edu.com
LEA SCHOOL PRINCIPAL/DIRECTOR Printed Name: Adnan Aabed Signature: X  Date: 11/19/2011	Telephone: 313 877-7500 Fax: 313 8777501 Email: aabeda@gee-edu.com
LEA SCHOOL BOARD PRESIDENT Signature: X  Date: 11/28/11	
LOCAL TEACHER BARGAINING UNIT Signature: X <u>NA</u> Date:	
<p>The Local Educational Agency (LEA) agrees to comply with all applicable requirements of all state statutes, federal laws, executive orders, regulations, policies and conditions governing this program. The LEA understands and agrees that if it materially fails to comply with the terms and conditions of the redesign plan, fails to make satisfactory progress or does not have an approved plan, the Michigan Department of Education/State School Reform/Redesign Officer may issue an order placing the LEA into the State School Reform/Redesign School District, imposing for the LEA one of four intervention models, and an addendum to applicable collective bargaining agreements in effect for the school as necessary to implement the school intervention model.</p>	

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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)

This school year; Dr. Adnan Aabed is the new principal of Frontier International Academy. Dr. Aabed has his PhD in Educational Leadership and is a certified school administrator in the State of Michigan. Dr. Aabed received additional training that included a wide array of programs focusing on curriculum, effective instruction and assessment, data analysis, principalship and leadership, grant writing, and school improvement and accreditation. He is currently a North Central Association (NCA) team member and a certified AdvancED Quality Assurance Review chair. Dr. Aabed have received the award of the administrator of the year 2009/2010 in Detroit, Michigan at the 12th Annual Michigan Charter Schools Conference. Dr. Aabed was hired into this position after spending one full academic year at a Global Educational Excellence Academy in Dearborn (Riverside Academy West). Dr. Aabed was given the charge at that Academy to turnaround the high school due to low performance in the academic subjects on the state/national assessments. During last year Dr. Aabed put in place processes at the school to ensure that the academics were data driven. He trained the staff on how to use the data to inform instructional practices and then worked with each teacher on improving instructional practices. At the conclusion of the school year growth was seen on the students scores where students gained above one year's growth. Dr. Aabed speaks Arabic fluently which is a primary language spoken by students and parents at Frontier International Academy. Dr. Aabed also was a principal at Oakland International Academy which is located in Hamtramck; therefore he has experience working with the Hamtramck community.

Over the summer of 2011; the interview team at Global Educational Excellence interviewed a series on candidates for the position at Frontier International Academy. Candidates were found based on Job Fairs, Advertisements in Local Media and internal candidates. All

candidates went through a three part interview process over the summer time. At the conclusion of the interview process, Dr. Aabed was selected for the position. The reasons behind the selection were not only his experience with successful high school programs; but understanding the needs of the community where Frontier is located. Dr. Aabed started this position this fall and had time in August to work with his administrative team in developing the plan to turn around Frontier International Academy.

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

The model of teacher evaluation system which is point based was developed over a two year period with all GEE Academies having a variety of focus groups and meetings to determine the final evaluation system. This discussion was with all staff members (teachers, principals and district leaders) at the Academies as to which student data was valid to include in teacher evaluation process. The final decision was to use the EdPerformance or NWEA/ MAP tests based on charter contracts instead of the MEAP and MME. The rationale behind this was that the EdPerformance and NWEA /MAP tests are a computer adaptive tests that test the student at the student's level and many students at GEE Academies are at risk and may not perform at grade level as tested on the MME test. The discussions on the teacher evaluation model was based on two years of the GEE Academy leaders piloting various evaluation models and based on the leaders discussions with staff and at GEE wide meetings the decision was made to have the Charlotte Danielson Framework for Teaching as the GEE wide method of teacher evaluation. Teachers are introduced to the main standards of the evaluation yearly and before formal observations. Using the Teachscape Model of Teacher and Leader Effectiveness; the evaluation system that will be in place will include the Charlotte Danielson Framework for Teaching as well as the Framework for Teaching Proficiency System which is a leader evaluation system.

Teacher Evaluation System

The Charlotte Danielson Framework for Teaching was selected as the Teaching Evaluation Rubric for the academy. This model was selected based on the requirements as set forth by the state of Michigan teacher evaluation program. This model is a research-based tool used in thousands of schools nationwide and overseas. This model is the basis of the teacher evaluation tool. In addition to this plan informal observations will be done by the classroom walkthrough protocol via Teachscape Walk at least twice a week. All of these observations will be kept in the online Teachscape Walk database that allows for analysis of instructional trends, strengths and weaknesses. In addition to this plan two formal observations (senior teachers), and four formal observations (new teachers) will be done by the principal yearly. These formal observations will be housed online in Teachscape Reflect. This program allows for the school leader to schedule classroom observations, collect and organize the observation data and track teacher professional growth over time.

As part of Global Educational Excellence all teaching staff is part of the Teacher Retention Program that rewards staff members who have increased student achievement. Global Educational Excellence established this plan to implement the revised 1249 & 1250 school code. Global Educational Excellence incorporates several professional standards they believe have an impact on student achievement. The evaluation system also includes a point based system where teachers receive points based on their regular attendance, attendance at professional development, evaluation from the school leader, participating in before and

after school activities designed for student improvement and student data. The student data piece is the highest number of points equaling an approximation of 51% of the total points earned. The points for data range from having students earn one year's growth to 1.5 years growth to over 1.5 years growth. This plan is distributed to all staff as part of the Employee Handbook each school year.

Student growth plays a factor as part of the evaluation rubric in the Danielson model in addition staff are evaluated based on student growth and any staff members who do not have one year's growth in assessment scores are placed on a conditional contract for the next school year.

School Leader Evaluation

The school leaders are expected by Global Educational Excellence and the Academy board to meet the contract goals and the GEE Non Negotiables; these are factors that influence the principals evaluation. In addition surveys based on Marzano's quality of leadership are sent to the school board and school staff twice a school year to get a qualitative and quantitative measure of the school leader's effectiveness. At the end of the school year the data from the student assessment, survey's and non negotiable is reviewed with each school leader and goals are made for the next school year.

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

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

As part of Global Educational Excellence all teaching staff are part of the Teacher Retention Program that rewards staff members who have increased student achievement. Global Educational Excellence established this plan to implement the revised 1249 & 1250 school code. Global Educational Excellence incorporates several professional standards they believe have an impact on student achievement. The components are teacher attendance, professional development days, teacher performance evaluation, attendance at parent teacher conferences, going above and beyond and student performance on assessments. The breakdown puts over 50% of the points for assessment growth. The staff earns points for the items listed and the points are worth approximately 0.85 cents; so each staff member earns an amount based on the total number of points earned. The money is distributed to staff members only if they are on payroll the next school year after September 30. This plan is distributed to all staff as part of the Employee Handbook each school year. The funding for this program comes from Title money. The evaluators are trained through Teachscape professional development program for administrators; this year the administrators will take a course and be certified Charlotte Danielson evaluators. Through the work of the academic coaches with the teachers and the principal evaluation the teachers are evaluated. In addition there is a beginning of year banquet hosted by Global Educational Excellence that rewards staff and leaders based on increased student achievement. These rewards are determined by student achievement and growth as assessed by both state and local assessments. It is at this banquet that the performance goals for that school year are announced and information sheets are handed out to the staff members. Meetings are then held at the Academy to review the plan with the staff and answer questions.

At the building level throughout the school year teachers will be rewarded through various activities such as luncheons, staff recognition, and teacher of the month incentives.

Progressive Discipline Policy and Procedure:

Our progressive discipline policy and procedure is designed to provide a structured corrective action process to improve and prevent a recurrence of undesirable behavior and/or performance issues. Global Educational Excellence reserves the right to combine or skip steps depending upon facts of each situation and the nature of the offense. The level of disciplinary intervention may also vary. Some of the factors that will be considered depend upon whether the offense is repeated despite coaching, counseling and/or training, the employee's work record and the impact the conduct and performance issues have on our organization. Nothing in this policy provides any contractual rights regarding employee discipline or counseling nor should anything in this policy be read or construed as modifying or altering the employment-at-will relationship between Global Educational Excellence and its employees.

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)

Professional development will continue to be a vital part of Frontier International Academy. All staff will be provided opportunities to attend workshops and activities that meet the needs of all students. These activities allow the staff to learn new ways of reaching all students and enable them to meet state academic standards. Frontier International Academy has adopted SIOP as a framework for delivery of instruction. SIOP, Sheltered Instruction Observation Protocol, will continue to be the focus of our professional development for the years 2011-2012 and 2012-2013.

In conjunction with continued SIOP training, we will also focus on the use of differentiation instruction and differentiation assessment (using and designing assessment and rubrics) to improve student achievement. Professional development in the areas of Professional learning communities, critical thinking strategies, reading comprehension across the curriculum, accelerated reader program, six traits plus one writing strategies, ESL teaching strategies, English language and math instruction strategies will continue to be conducted to ensure that the staff is properly prepared to serve the student population. Teachers also collaborate, plan, and engage in professional development within and across grades and subjects. Teachers meet every week for minimum of 30 minutes to review instructional strategies, student formative assessment, and literacy in core content areas. TEACHSCAPE (classroom walkthrough PD Library program) will be used to help individual teachers grow professionally in their identified areas of weaknesses. Professional development will be identified according SIP priorities, teachers' reflections and self evaluation, and teachers' surveys at the beginning and end of each school year. FIA uses surveys such as (instructional practices inventory written by MDE, office of school improvement), data skills self-assessment survey written by Deborah Wahlstorm, and SIOP component survey written by Echevarria, J., Vogt, M.E, and Short, D. to determine the individual professional development needs of each staff.

- 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)

Frontier International Academy utilizes a variety of strategies to attract high quality teachers. These strategies include:

- Offering a competitive salary and benefits package.
- Extra compensation for degrees earned.
- Providing a comprehensive orientation and mentoring program that facilitates a successful transition into teaching.
- Providing opportunities for professional growth by establishing a mentor and coach program for new teachers and principals.
- Providing opportunities for teachers to improve their instructional skills through an ongoing and comprehensive professional development program
- Including teachers in the continuous improvement planning process, and other school initiatives and activities
- On-line job recruitment and application.
- Attendance at University job fairs and advertisement in local newspapers.
- Established a recognition Award for Teachers.

Global Educational Excellence Academies have two programs that offer financial incentives; one is the teacher retention program and the other is salary increases. One method is our Teacher and Retention program in which the staff earns points for regular attendance, attendance at professional development, evaluation from the school leader, participating in before and after school activities designed for student improvement and student data. The points are worth approximately 0.85 cents; so each staff member earns an amount based on the total number of points earned. The money is distributed to staff members only if they are on payroll the next school year after September 30. Therefore this program not only rewards teachers for their hard work but also encourages staff to stay at the Academy which is necessary for a school transformation to occur. The salary increases include an increase to pay up to 1500 based on obtaining a master's degree in a field that directly supports education as well as salary increases for those who take on extra responsibility such as after school tutoring and summer programs.

In addition staff who attend professional development in cultural diversity, school improvement, sheltered instruction (SIOP), and technology will receive stipends to attendance. These professional development programs will help all staff grow in their understanding of best practices and therefore increase chances in career growth and promotion.

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)

Frontier International academy will use relevant school improvement data to plan, implement and assess the school instructional program, and data can be identified, collected, and analyzed within a number of broad categories that include:

- Demographic data: race/ethnicity, gender, income level, parents' educational level;
- Intra-school student data: school attendance patterns, courses completed, participation in after school programs and extracurricular activities, use of academic and social support services;
- Classroom assessment data: classroom tests (formative) and observations, homework assessments, class projects, end-of-unit tests, end-of-course exams, course grades;
- Benchmarking data: national assessments (PLAN, EXPLORE and ACT scores), state high-stakes tests (MEAP, MME, ELPA), district level assessments (NWEA);
- Outcomes data: teacher qualification/certification identifiers, drop-out and graduation rates, college participation rates; and
- Resource allocation data: instructional cost per pupil; academic support, extracurricular activities, and special programs expenditures.

Frontier international Academy will mount informational efforts for school board, educators, and other stakeholder groups to interpret data to improve policies and practices. The School will adopt a student unit record data system (nextk-12) and a data warehouse (Testwiz), with unique identifiers that can track individual students from middle school through postsecondary education. The school will establish a collaborative effort and culture to encourage all school stakeholders to improve the collection, availability, and use of high-quality education data to improve student achievement and the school instructional program. FIA will promote a culture of data-driven decision making to support school redesign and restructuring efforts. There will be a chart of actions at all school levels (District Administrators, principal, school leaders, teachers, and special teachers, and counselor) to use data-driven analysis for school improvement

At the local school level, the data teams (grade level/content area) will continuously analyze data and determine the effective teaching strategies and their impact on student achievement. All these processes will be aligned with school instructional program and curriculum.

Thus, the school will focus on few initiatives that focus on student learning, and the school administration will support staff to implement these initiatives by providing mentoring, peer coaching, and administrative feedback.

Staff will collaboratively work in grade level/content area meetings four times monthly to analyze student learning results using teacher generated common formative assessment. Our data teams will support the implementation of the schoolwide strategies by implementing and monitoring the selected strategies in classrooms and analyzing the impact of the strategies in data team conversations, and they regularly examine and reflect on the impact of them on student learning in their weekly meetings. FIA has established effective processes for continuously monitoring staff implementation of research rich strategies such SIOP by reviewing weekly written lesson plans and classroom walkthroughs and observations by two administrators. The school established communication processes to report on the impact of the use of the strategies on student learning. Grade level/content area staff will report to data teams, who in turns will report to school improvement team who meets monthly to discuss the goals, objectives, and strategies of SIP.

FIA supports strategies for improved learning by having professional development that provides theoretical knowledge of the strategy; demonstration of the strategy; practice and feedback of the strategy, and on-the job coaching of the strategy.

The school uses an integrating technology-based supports and interventions as part of the instructional program such as Smart Board, web base online programs such as Rosetta Stone, E2020, Study Island, Accelerated Reader Program, and online assessment (NWEA). The school will increase the rigor by offering opportunities for students to enroll in advanced coursework, early-college high schools, dual enrollment program, that prepares students for college and careers, and providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework. The school will improve student transition from middle to high school through summer transition programs or freshman school orientation.

The curriculum was developed around the needs of the students that attend Global Educational Excellence while maintaining the mission in mind of "literacy leads to excellence." The curriculum is aligned to the Michigan Curriculum Framework benchmarks and grade level content expectations as well as the Core Common State Standards. This curriculum is for the following core subjects; English Language Arts, Math, Science, Social Studies, Foreign Language (Arabic) and the following non-core subjects; Art, Technology, Physical Education and Health. The curriculum was developed through a three-year process of using the Backwards by Design methodology involving teachers from a wide variety of backgrounds but whom have all taught the at-risk population served by GEE Academies for at least three years. The curriculum development process involved a vertical and horizontal alignment of the curriculum to the Michigan standards and recently the curriculum has been aligned to the Core Common Standards. The entire curriculum is hosed in an online curriculum mapping software program, Atlas developed by Rubicon International. The school will conduct periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective; In fact the school has done a review last march 2011. In addition, to make sure that students mastered the standards, FIA uses a shared electronic drive hosts all state benchmarks for curriculum audit and students' grade books are linked to benchmarks documents that indicate level of proficiency for each student and benchmark.

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)

Data content team and teachers participate in data analysis as whole staff, grade-level, subject-level and individually on a variety formative, interim, and summative assessments including MEAP, MME, ELPA, Explore, PPlan and ACT, and NWEA. Teachers use this information to improve and adjust their planning and curriculum delivery including instructional strategies that have impact on student achievement. The process followed by the school instructional data team to use data include six steps: 1- collect and chart data. 2) analyze data and prioritize needs. 3- establish smart goals. 4- select instructional strategies. 5- determine results indicators (students and teachers). 6- monitor and evaluate results. TESTwiz datat wearhouse: FIA promotes the continuous use of individual student data (demographic, academic, and process data) using Testwiz program that hosts school/classroom/individual/ item analysis data for students. The generated data is used to differentiate instruction to meet individual students needs by designing individual student plan. Staff is trained yearly and as needed to use the program efficiently.

School provides teachers with an assessment calendar that include dates of the assessments. After administration of the assessment, details are provided to teachers on the use of the data by the principal, assessment coordinator, and academic coordinator. Teachers are continuously engaged in three hour workshop monthly about using and interpreting data and how to use data to differentiate instruction. Teachers and administration has access to the TESTWIZ program and a shared Y Drive where students' demographic, achievement, and process data are available. Teachers will use formative assessment generated from Examview test banks and a scantron program that generate item analysis reports that assess student learning frequently and provide feedback about students learning strategies and teacher instructional strategies.

The school will use a classroom walkthrough learning program called TEACHSCAPE that monitor and collect data about teacher and students activities. It generated reports immediately about classroom instruction and student engagement.

Teachers participate in developing classroom formative assessments through individual and grade level collaboration based on state guided standards, benchmarks, and HSCEs. Teachers differentiate assessments and assessments are modified according to need based recommendations and collaboration with all student support staff including ESL coordinator, Special Education teacher, and Academic Services Coordinator.

FIA will demonstrate using sound homework practices and communication with parents using newsletters, homework folders, PTA Outreach, weekly homework activity report, First call activity, Open houses, curriculum night, School syllabus, school website, online student system called nextk12.com.

FIA will employ effective classroom management by training the teachers how to lead their classroom and management of disruptive behavior. Students behavior expectations will be taught and evident to students, and staff are consistent in implementing the school expectations. Staff and student service coordinator will work collaboratively to handle classroom issues. Using the TEACHSCAPE classroom walkthroughs (www.teachscape.com), administration will be able to generate report about employing effective classroom management.

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)
 - 1- Frontier International Academy established schedules and strategies that provides for increased time for all students to learn core academic content by expanding school day, week and year. The School Board cancelled the half day Fridays and made Fridays as full day with 1179 instructional hours for the 2011/2012 school year. There is only one half day Friday a month for professional development that includes seven periods of 30 minutes. On November 19, 2011 the School Board approved three year calendar (2012-2015) that will have 1257 Instructional hours (1222.8 hours, add 34.5 PD hours). School starts at 8:00 am and students dismiss at 3:30. Each day is seven periods of 55-60 minutes each. The extended time will target all four content areas mainly language arts and math. On fall

- 2011, the school leadership decided to tier instruction in language Arts for three groups of language proficiency (Basic, low intermediate/high intermediate and proficient). Students were grouped in two tiers of math instruction (regular math and integrated math).
- 2- Teachers collaborate weekly for a minimum of 30 minutes to discuss students' work, data results, instructional practices, and use of resources. Attached is teacher collaboration schedule.
- 3-The school administration is implementing a zero tolerance Policy with tardy and absent students. The administration holds students and parents accountable to consequences. The administration started conferences with students and parents to gauge them to bring their kids to school on time.
- 4- FIA will start enrichment after school program for all school students for one hour a week. School designed a student survey to identified students study skills in areas such as technology, creative writing, public speaking, dram, reading, mathematical problem solving, scientific inquiry, and civic education.
- 5- In a partnership with ACCESS, the school started its after school program. The 21st Century Community Learning Centers is a part of the TITLE IV –Part B of the Elementary and Secondary Education Act allowing the program to offer an educational atmosphere that will motivate, educate and challenge each student to achieve his or her potential academically, socially, physically and emotionally. Students also attend reading and math sessions, tailored to each student’s particular needs. A second important component of the program are the enrichment activities. Sixty students are selected to participate in this program. These students are referred to the program by their classroom teachers, resource teacher and/or principal/assistant principal using the school data profile for each individual student. The program operates Mondays through Fridays from 3 p.m. to 5:15 p.m.
- 5- Summer school is in place for student enrichment and advancement. The summer school program has two sessions: the first session is for aiding in the development of English for limited English proficient students; the second session is for giving additional education to students who did not score proficient on various components of the Michigan Merit Exams or failed regular courses, and they need to retake courses as a recovery credits using the E2020 program.
- 6- In addition, our dual-Enrollment Program offers community college-level courses to high school students on college campus. FIA offers concurrent enrollment programs for providing more academically challenging and rigorous coursework to high school students and for increasing student aspirations to attend college.
- 7- FIA will pilot offering advanced placement courses online for junior students February 2012.

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

9. Describe strategies for continuous engagement of families and community. Detail how the school will provide for the ongoing family and community engagement. (Maximum 3750 characters)
- The Parent Involvement Survey conducted at the end of the school year 2010/11 indicated that parental involvement in the school is significantly below the level necessary to establish

and maintain effective communication and learning goals for the students. Causes for low engagement are:

1. 90% of parents do not speak English or find communication in English to be difficult.
2. Over 50% of parents lack formal education, or have minimal education, and do not feel confident in their ability to assist in the education process.
3. Because of the socio-economic level of most families, access to electronic communication methods is not always available.
4. Students often do not have access to educational materials or supplemental educational experiences at home.
5. Some of the students' parents are living overseas and are not able to oversee students' education.

The school administration provided this year strategies to increase engagement of families and communities as follow:

1-Increase participation in parent involvement as measured by attendance records at school events such as Open House, Curriculum Night, Literacy Night, Math and Science Fairs, sport activities, and Parent-Teacher Conferences. 50 % of parents participated on November 9th 2011 at PTC.

2-Parent-Teacher communication will improve by 25% as measured by attendance of parents to school activities, such as Open House, Curriculum Night, Literacy Night, Math and Science Fairs, and Parent-Teacher Conferences. Teachers will also keep track of communication with parents through teacher communication logs, school newsletters, and school website.

3- Parent Leadership Training: FIA will hire and train a Parent Coordinator to encourage and train parents to become more actively involved in parent leadership in the school, communicates the system's vision and purpose to build stakeholder understanding and support, provides stakeholders meaningful roles in the decision-making process that promote a culture of participation, responsibility, and ownership such as SIP.

5- PTA Outreach: The school will establish a pilot leadership team to encourage parents to participate in school advocacy and leadership committees. The parents will also be able to participate as volunteers for school functions and chaperones for field trips.

6-First Call Activity: Every teacher will make first contact with the parents of every student in the after-School Tutoring Program during the first two weeks of school. The First Call will allow the teacher to establish communication and forge closer home to school relationships.

7-Weekly Homework Report Activity: Students will receive a printed copy of missing assignments each Friday from all teachers, which will require a parent or guardian signature, to be returned to the teacher on the following Monday. Teachers will follow-up with either a phone call or request for conference (with interpreter if necessary).

8- Translation service to parents: Provide translation services to non speaking English parents to translate documents and conferences with staff as needed. Parents will be aware about these services through school newsletter, 2 bilingual receptionists, and notes on school website.

9-Build community educational relationships: We currently have a relationship with Hamtramck Public Library, the Wayne County Health Department's Women, WIC program, mobile dentists and Vision Organizations to aid in the referral of students and parents for services. Career days for the high school, community education, and campus tours are held in partnership with Macomb Community College and Michigan universities in Wayne County.

PART D: PROVIDING OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT

10 Describe how the district will provide the school with operational flexibility (staffing, calendars, time, budgeting) to implement a comprehensive approach to substantially increase student achievement and increase graduation rate. (Maximum 3750 characters)
The operational flexibility that is needed to substantially increase student achievement will be achieved by the addition of a student coordinator for grades 9-12; ELA, math, science, and social studies coaches to work with teachers and students to increase achievement; a building substitute that will allow for the academic learning to continue the learning process when a teacher who is out of the building; paraprofessionals assigned to the classroom to work under the direction of the classroom teacher with the students who are at risk and English language learners; and a reading specialist who will work with the at-risk students in a one to one or small group setting. This additional staff will create individualized flexibility to each student's schedule so the student is receiving the needed assistance during the school day.

In addition there will be after school offering for students who need to stay after the school day for individualized support from their classroom teachers and offering E2020 classes as a recovery credits program after school.

For the administrative staff Global Educational Excellence has management personnel to handle the large operational pieces such as building management and finance which allows for the school administration to focus on the learning that needs to be taking place in the classroom. FIA will implement a per-pupil school-based budget formula that is weighted based on student needs.

The school leadership tiered classroom instruction such as ESL, integrated English, Integrated Math, traditional regular core content courses as it written in the Atlas curriculum.

After school program that serves at risk students in cooperation with ACCESS, in addition to after school program that addresses more elective courses to promote study skills, social skills and literacy.

There will be a dual enrollment for students in Grades 11th and 12th at community colleges and universities.

FIA leadership is building staff capacity for a long term goals to be mentors, coaches, and trainers in areas such as teaching, learning, assessment and leadership (mentor and coach program).

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.)
Frontier international Academy will ensure to receive ongoing, intensive technical assistance from Global Educational Excellence Management Company that is an educational service provider founded in 1998 in Michigan, with the mission to empower schools of choice by nurturing academic excellence, positive character traits and an appreciation of cultures. GEE provides the following services to the school: recruit and engage personnel, best suited to the school and its community, facilitate the development and implementation of a curriculum fostering growth among all children, supervise the maintenance of the school's physical facility and environment, and manage all record-keeping and financial aspects associated with the operation of the school.

The staff of GEE has a wide variety of backgrounds and experiences which makes the team unique in its ability to serve FIA. The departments at Global Educational Excellence have over 15 years experience in handling Federal and State Grant Reporting requirements and Board Policy. They also handle all No Child Left Behind Requirements, including Site Manuals and Administrative Guidelines for the buildings and school board. As an Educational Service Provider, Global Educational Excellence is prepared and equipped to handle any educational needs of the Academies requested by the School Board.

The mechanism for coordinating the technical assistance is a collective responsibility where staff's Feedback is encouraged verbally and in writing. Staff can request from administration their professional and curriculum needs and resources through online system called EZ paper trail. Staff is aware of all available technical assistances using the school manual and Employee Handbook. The staff is involved in evaluating the available technical assistance using emails, surveys, and compliant process. The principal reports monthly to the school board about the technical assistance and its quality.

Through their mission, GEE has worked with communities throughout Southeastern Michigan and Northern Ohio to provide a strong educational program specifically developed to meet the needs of the English as a Second Language student.

FIA will receive technical assistance from outside sources such as WAYNE RESA (SIP Facilitator, PD workshop and training, Language arts and math coaches). FIA also will seek technical and educational support from Bay Mills Community College (BMCC is the authorizer) to achieve the educational goals and expectations. BMCC provides school mentoring, implementation and evaluation of the school educational program. FIA will collaboratively work with the State Department of Education using all resources available to be in compliance with state and federal regulations. FIA works with MAPSA to ensure benefiting from school improvement efforts. FIA will make sure to benefit from all improvement efforts that are provided by the School board, Local communities, and higher educational institutions such as Macomb Community College, Henry Ford Community college, Wayne state university, and University of Michigan in Dearborn.

12- Plan is clear and cohesive: The plan is designed for three years starting fall 2012/2013 school year. After each school year, the plan will be reviewed and modified according to student achievement results, staff's surveys and feedback, School improvement plan, and instructional program review. All school activities will be reviewed and designed to lead to significant gains in student achievement. If programs and activities are found not to increase student achievement, they will be removed from the Plan. Frontier International Academy will follow the common academic calendars that are provided by Wayne RESA designed for all Wayne County schools. FIA daily schedule will reflect the extended instruction time (1257 hours) that was approved by the school board on September 19, 2011 for the next school year 2012-2013. The school principal and the school improvement team will be in charge to implement, monitor, and assess the planned activities that were built into the entire PLA plan. The assigned team will report to FIA school board, GEE (Global Educational Excellence), and school authorizer (Bay Mills Community College) about the implementation of the PLA plan at the end of each semester.

**TRANSFORMATION SCHOOLS WILL STOP HERE.
RETURN TO PAGE 3 OF THIS DOCUMENT AND UPDATE THE TABLE OF CONTENTS PAGE
NUMBERS AND MAKE SURE TO UPDATE APPENDIXES A-C**

THE TURNAROUND MODEL STARTS HERE:

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

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

II. TURNAROUND MODEL COMPONENTS

PART A: DEVELOP SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS

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

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

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

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

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

PART B: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES

5. Describe plans and timelines for ongoing, high quality; job embedded professional development (subject specific pedagogy, differentiated instruction or a deeper understanding of the community served). Show how professional development is aligned

and designed to ensure that staff can facilitate effective teaching and learning and have the capacity to successfully implement the school reform strategies. (Maximum 6250 characters)

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

6. Describe the new governance structure adopted that will assist with the building turnaround process. The new governance may include a turnaround office, or a turnaround leader who reports directly to the superintendent. (Maximum 6250 characters)
7. Detail how the use of data will identify and implement an instructional program that is research based and aligned from one grade to the next as well as with state standards. (Maximum 6250 characters)
8. Describe how the school will promote the continuous use of individual student data (such as; formative, interim, and summative) to inform and differentiate instruction to meet individual student needs. (Maximum 6250 characters)

PART C: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT

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

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

Or

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

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

**TURNAROUND SCHOOLS WILL STOP HERE.
RETURN TO PAGE 3 OF THIS DOCUMENT AND UPDATE THE TABLE OF CONTENTS PAGE
NUMBERS AND MAKE SURE TO UPDATE APPENDIXES A, B AND C**

THE RESTART MODEL STARTS HERE:

Descriptor: The **Restart Model** School is when districts close the school and reopens it under the management of a charter school operator; a charter management organization; or an educational management organization selected through a rigorous review process. A restart school would be required to enroll, within the grades it serves, any former student who wishes to attend.

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

III. RESTART MODEL COMPONENTS

PART A: District Narrative

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

RESTART/Charter School Narrative Section

Part B: COMMUNITY ASSESSMENT

1. Describe the characteristics of the population and community where the proposed charter school will be located. Provide detail as to the assets and liabilities of the community within a given radius for the proposed location of the school. (Maximum 2500 characters)

2. Provide a thoughtful and detailed description of the unmet educational needs of the community with enough specificity that it becomes apparent throughout the narrative how the proposed school will serve these unmet needs. (Maximum 2500 characters)
3. Provide measurable or quantitative evidence that the community recognizes the need for the proposed school, paying particular attention to the impetus for, level of parent and other interest in the school. Where possible, detail any objective market research, surveys, or other measures of local demand for the proposed educational program. (Maximum 3750 characters)

Part C: STUDENT POPULATION

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

Part D: EDUCATIONAL PROGRAM

8. Describe the vision, mission and educational goals of the proposed charter school. The description of educational goals should be complete, measurable, ambitious, tailored to the expected student population, and coordinated with the mission and vision. (Maximum 2500 characters)
9. Describe the evaluation process and the criteria used by the development team to compare curricular and instructional approaches. Describe the approaches considered and explain why the approach chosen fits the Public School Academy (PSA) target market and its educational goals. Explain why other specifically identified approaches considered were not chosen. (Maximum 3750 characters)
10. Provide a general description of the curricula to be used. Explain how you have determined (or will determine) that these curricula will lead *all* students to mastery of the Common Core Standards, Michigan's Grade Level Content Expectations (GLCE) or High School Content Expectations (HSCE), as appropriate. (Maximum 2500 characters)

11. Provide an overview of the instructional design and program to be emphasized by the school, with particular emphasis on how this approach is unique and will enhance student achievement. Be sure to detail the research foundations for the educational approach to be utilized. Outline steps the school will take to ensure that its teachers understand, gain skills needed for and practice the instructional model chosen. (Maximum 2500 characters)
12. Detail the interventions and support services to be provided by the school, such as - extended time, Head Start, latchkey, extracurricular activities, tutoring, computer training, social work services, accelerated learning for advanced students. Additionally, explain why these services were chosen to address the needs of the target population. Describe the plan for how the proposed services will be implemented. (Maximum 3750 characters)
13. Describe the ways in which the proposed charter school will ensure high-quality services to students with special needs. Describe how the services to students with special needs will be innovative. Include a description of how the proposed charter school will participate in development of the county-specific Intermediate School District (ISD) special education plan, which ensures compliance with the Individuals with Disabilities Act (IDEA). (Maximum 3750 characters)
14. Specify the proposed charter school's anticipated date of opening, and briefly describe the proposed school calendar and school day schedule. Identify if you will seek any waivers of federal or state requirements that you believe will be necessary to implement the proposed calendar and schedule. (Maximum 2500 characters)

Part E: STUDENT RECRUITMENT AND COMMUNITY INVLOVEMENT

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

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

IV. CLOSURE MODEL COMPONENTS

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

PART A: ESTABLISH POLICY

1. Describe how closing a low-achieving school contributes to the larger district reform effort? Describe the extent to which current (or past) school interventions have failed to improved school performance and detail the strategies used to increase student performance and why they failed. (Maximum 6250 characters)

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

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

PART C: OPERATE TRANSPARENTLY

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

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

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



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

**APPENDIX A
COPY AND PASTE YOUR:**

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

Global Educational Excellence
Teacher Evaluation
Final Written Report

Teacher Name: _____

Building: _____

Assignment: _____

Evaluator Name: _____

Employment Status: First Year 0 Second Year 0 Third Year 0 _____Year 0

Dates of Observation Periods:

First Observation Period: _____ Second Observation Period _____
Third Observation Period: _____ Fourth Observation Period _____

Agreement on Domains and Components: (See information on Evaluation Guidelines)
(Check all that apply)

Domain 1	Domain 2	Domain 3	Domain 4
1a 0	2a 0	3a 0	4a 0
1b 0	2b 0	3b 0	4b 0
1c 0	2c 0	3c 0	4c 0
1d 0	2d 0	3d 0	4d 0
1e 0	2e 0	3e 0	4e 0
1f 0			4f 0

This process and accompanying instrument is intended to provide a written summary of a teacher’s performance in the areas outlined herein. The report is intended to reflect on the overall performance of the teacher as identified during the observation period(s) as well as, general overall performance during the period since the last evaluation report. Anything that is reported in this evaluation must have been discussed and/or documented with the teacher prior to the information being included in this report.

Signatures below are required and attest that observation and evaluation conferences have been held and a copy of this document has been provided to the teacher as well as placed in the personnel file.

Teacher Signature: _____ Date: _____

Evaluator Signature: _____ Date: _____

Response Attached: _____

Global Educational Excellence
Teacher Evaluation
Written Feedback Report

Domain 1: Planning and Preparation

1a: Knowledge of Content and Pedagogy	U	B	P	D	N/O	
Knowledge of Content:		0	0	0	0	0
Knowledge of Prerequisite Relationships :		0	0	0	0	0
Knowledge of Content-Related Pedagogy:		0	0	0	0	0

Comments:

1b: Demonstrating Knowledge of Students	U	B	P	D	N/O	
Knowledge of Characteristics of Age Group:		0	0	0	0	0
Knowledge of Varied Approaches to Learning:		0	0	0	0	0
Knowledge of Students' Skills and Knowledge		0	0	0	0	0
Knowledge of Students' Interests and Cultural Heritage:		0	0	0	0	0

Comments:

1c: Selecting Instructional Goals	U	B	P	D	N/O	
Value:		0	0	0	0	0
Clarity:		0	0	0	0	0
Suitability for Diverse Students:		0	0	0	0	0
		0	0	0	0	0

Comments:

1d: Demonstrating Knowledge of Resources	U	B	P	D	N/O
Resources for Teaching:		0	0	0	0
Resources for Students:		0	0	0	0

Comments:

1e: Designing Coherent Instruction	U	B	P	D	N/O
Learning Activities:		0	0	0	0
Instructional Materials and Resources:		0	0	0	0
Instructional Groups:		0	0	0	0
Lesson and Unit Structure:		0	0	0	0

Comments:

1f: Assessing Student Learning	U	B	P	D	N/O
Congruence with Instructional Goals:	0	0	0	0	0
Criteria and Standards:	0	0	0	0	0
Use for Planning:	0	0	0	0	0

Comments

Domain 1: Summary/Suggestions (Use separate sheet for comments)

(Any of the above elements marked unsatisfactory must have a specific improvement plan written).

Global Educational Excellence
Teacher Evaluation
Written Feedback Report

Domain 2: The Classroom Environment

2a: Creating an Environment of Respect and Rapport

	U	B	P	D	N/O
Teacher Interaction with Students:	0	0	0	0	0
Student Interactions:	0	0	0	0	0

Comments:

2b: Establishing a Culture for Learning

	U	B	P	D	N/O
Importance of the Content:	0	0	0	0	0
Student Pride in Work:	0	0	0	0	0
Expectations for Learning and Achievement:	0	0	0	0	0

Comments:

2c: Managing Classroom Procedures

	U	B	P	D	N/O
Management of Instructional Groups:	0	0	0	0	0
Management of Transitions:	0	0	0	0	0
Management of Materials and Supplies:	0	0	0	0	0
of Non-Instructional Duties:	0	0	0	0	0
Supervision of Classroom Assistants:	0	0	0	0	0

Comments:

2d: Managing Student Behavior

	U	B	P	D	N/O
Teacher Expectations for Student Behavior:	0	0	0	0	0
Monitoring of Student Behavior:	0	0	0	0	0
Response to Student Misbehavior:	0	0	0	0	0

Comments:

2e: Organizing Physical Space

	U	B	P	D	N/O
Safety and Arrangement of Furniture:	0	0	0	0	0
Accessibility to Learning and use of Resources:	0	0	0	0	0

Comments:

Domain 2: Summary/Suggestions (Use separate sheet for comments)

(Any of the above elements marked unsatisfactory must have a specific improvement plan written).

Global Educational Excellence
Teacher Evaluation
Written Feedback Report

Domain 3: Instruction

3a: Communicating Clearly and Accurately

	U	B	P	D	N/O
Directions and Procedures:	0	0	0	0	0
Oral and Written Language:	0	0	0	0	0

Comments:

3b: Using Questioning and Discussion Techniques

	U	B	P	D	N/O	
Quality of Questions:	0	0	0	0	0	
Discussion Techniques:	0	0	0	0	0	
Student Participation:		0	0	0	0	0

Comments:

3c: Engaging Students in Learning

	U	B	P	D	N/O	
Representation of Content:	0	0	0	0	0	
Activities and Assignments:	0	0	0	0	0	
Grouping of Students:		0	0	0	0	
Instructional Materials and Resources:		0	0	0	0	0
Structure and Pacing:		0	0	0	0	0

Comments:

3d: Providing Feedback to Students

	U	B	P	D	N/O
Quality, Accurate, Substantive, Constructive, & Specific	0	0	0	0	0
Timeliness:	0	0	0	0	0

Comments:

3e: Demonstrating Flexibility and Responsiveness

	U	B	P	D	N/O
Lesson Adjustment:	0	0	0	0	0

Response to Students:	0	0	0	0	0
Persistence:	0	0	0	0	0

Comments:

Domain 3: Summary/Suggestions (Use separate sheet for comments)

(Any of the above elements marked unsatisfactory must have a specific improvement plan written).

Global Educational Excellence
Teacher Evaluation
Written Feedback Report

Domain 4: Professional Responsibilities

4a: Reflecting on Teaching

	U	B	P	D	N/O
Accuracy:	0	0	0	0	0
Use in Future Teaching:	0	0	0	0	0

Comments:

4b: Maintaining Accurate Records

	U	B	P	D	N/O
Student Completion of Assignments:	0	0	0	0	0
Student Progress in Learning:	0	0	0	0	0
Non-instructional Records:	0	0	0	0	0

Comments:

4c: Communicating with Families

	U	B	P	D	N/O
Information About the Instructional Program:	0	0	0	0	0
Information About Individual Students:	0	0	0	0	0
Engagement of Families in the Instructional Program:	0	0	0	0	0

Comments:

4d: Contributing to the School and District

	U	B	P	D	N/O
Relationships with Colleagues:	0	0	0	0	0
Service to the School:	0	0	0	0	0
Participation in School and District Projects:	0	0	0	0	0

Comments:

4e: Growing and Developing Professionally

	U	B	P	D	N/O
Enhancement of Content Knowledge and Pedagogical Skill	0	0	0	0	0
Service to the Profession:	0	0	0	0	0

Comments:

4f: Showing Professionalism

	U	B	P	D	N/O					
Service to Students:					0	0	0	0	0	0
Advocacy:					0	0	0	0	0	0
Decision Making:					0	0	0	0	0	0

Comments:

Domain 4: Summary/Suggestions (Use separate sheet for comments)

(Any of the above elements marked unsatisfactory must have a specific improvement plan written).

LEADERSHIP SURVEY

Question 1: Please select the school when you currently work.

Question 2: Please choose select your current job at the Academy

Question 3: Culture: The extent to which the principal fosters shared beliefs and a sense of community and cooperation.

Question 3: A. The principal is strongly committed to shared decision making with teachers

Question 3: B. The principal promotes cohesion among the staff

Question 3: C. The principal has developed an understanding of purpose among the school staff under the school's mission

Question 3: D. The principal has confidence in the expertise and motivation of the teachers

Question 4: Order: The extent to which the principal establishes a set of standard operating procedures and routines

Question 4: A. The principal provides and enforces clear structure, rules and procedures for the students

Question 4: B. The principal provides and enforces clear structure, rules and procedures for the staff

Question 4: C. The principal, teachers and staff collaborate to make the school run effectively

Question 5: Involvement in Curriculum, Instruction and Assessment: The extent to which the principal is directly involved in the design and implementation of curriculum, instruction and assessment practices

Question 5: A. The principal carefully tracks student academic progress

Question 5: B. The principal urges teachers to implement what they have learned from professional development on Friday afternoons

Question 6: Visibility: The extent to which the principal has quality contact and interactions with teachers and students

Question 6: A. The principal maintains high visibility around the school

Question 6: B. The principal has frequent contact with the students

Question 7: Communication: The extent to which the principal establishes strong lines of communication with and among teachers and students

Question 7: A. The principal is easily assessable to teachers

Question 5: B. The principal urges teachers to implement what they have learned from professional development on Friday afternoons

Question 6: Visibility: The extent to which the principal has quality contact and interactions with teachers and students

Question 6: A. The principal maintains high visibility around the school

Question 6: B. The principal has frequent contact with the students

Question 7: Communication: The extent to which the principal establishes strong lines of communication with and among teachers and students

Question 5: B. The principal urges teachers to implement what they have learned from professional development on Friday afternoons

Question 6: Visibility: The extent to which the principal has quality contact and interactions with teachers and students

Question 6: A. The principal maintains high visibility around the school

Question 6: B. The principal has frequent contact with the students

Question 7: Communication: The extent to which the principal establishes strong lines of communication with and among teachers and students

Question 7: A. The principal is easily assessable to teachers

Question 7: B. The principal maintains open and effective lines of communication with staff

Question 7: C. I trust the principal at his/her word

Question 8: Please use the space below to add any additional comments and/or suggestions on how the leadership in your building can improve the school.

Charter Contract Goals (must meet contract goals at end of school year)	Principals, Coordinators,
Increase MEAP /MME Scores Above 10% (all grade levels and all subjects)	Principals, Coordinators, Teachers
MEAP/MME Subgroup/Subject Performance Goals (Jointly developed targets for each NCLB subgroup and in each school and central office)	Principals, Assistant Principals, Teachers, Specials Teachers
NWEA/EdPerformance Goals (meeting targets for school year 2011-2012 as prepared by GEE)	Principals, Coordinators, Teachers
School Improvement Plan Goals (working within the plan and implementing what is needed for Academy success)	Principals, Coordinators, Teachers
ELPA (increasing the number of ELL students in the proficient category to meet AMAO)	Principals, Coordinators, Teachers, ELL Teachers
Data Analysis (conducting weekly meetings with staff/administration on data from formative to summative assessments)	Principals, Coordinators
Atlas/Curriculum (staff imputing reflections, following pacing, using assessments, learning activities for units)	Principals, Coordinators, Teachers
Fully Implemented K-12 Reading Block (Implementation and monitoring of K-12 reading block utilizing planning guide and lesson plan template and following Reading and Writing Workshop Models)	Principals, Coordinators, Teachers
Core Common Standards (Kindergarten, First Grade, Sixth Grade, High School ELA and Social Studies will use core common standards in teaching)	Principals, Coordinators, Teachers
Teachscape (Teachscape tool for classroom walk-through; 60 total between all administration per month per building.)	Principals, Coordinators
Lesson Plans (Submission of Lesson Plans by ALL Instructional Staff)	Principals, Coordinators, Teachers
SIOP (Objectives on the Board in Classrooms Updated Daily)	Principals, Coordinators
Weekly Grade Level Meetings (Every Grade Level/Content Level must meet on a weekly basis with full agenda and minutes – with a minimum of 20 minutes spent on literacy)	Principals, Coordinators, Teachers
Next K12 Data Quality (All Data in Next K12 Accurate for Submissions for Count Day)	Principals, Coordinators, Office Staff
Discipline Data in Next K12 (All Disciplinary Actions Entered In Next K12)	Principals, Coordinators
Teacher Websites in NextK12 (All teachers provide timely updates in NextK12)	Principals, Coordinators, Teachers
Friday Professional Development (All staff and administration attend professional development held at GEE Academies)	Principals, Coordinators
Title One /Title Three (Binders kept up to date in preparation of a site visit)	Principals, Coordinators
Teacher Evaluations (Evaluate staff with Charlotte Danielson Form twice a year)	Principals
School/Staff Assignments (Final Schedules May Not Be Changed for any staff members when the school year starts)	Principals
Professional Development Log/Mentor Log (Must be Kept Up To Date by Staff Members)	Principals, Coordinators, Teachers
Site Manual (Kept Up to Date For Facilities)	Principals, Coordinators,
Technology (Monitor Inventory)(Integrating Technology in the Classroom)	Principals
Academic Coordinators (75% of time spent in teacher's classrooms, coaching teachers and working on curriculum)	Principals. Coordinators
Student Service Coordinator (Working with At Risk Students, Parents, Community)	Principals. Coordinators

GEE Non-Negotiable Self Survey – First Two Months of School Yes/No/Need Assistance
Charter Contract Goals - Do I Know Our Academies Charter Contract Goals?

Increase MEAP /MME Scores Above 10% - Do I Know What Strategies Are Best Practices to See in the Classroom for this To Occur?

MEAP/MME Subgroup/Subject Performance Goals - Do I Know What our Sub Groups Did Last Year and Are Our After School Programs Addressing Subgroups?

NWEA/Ed-Performance Goals – Do staff know the goals and have them posted and have students working towards the goals?

School Improvement Plan Goals – Does all of your staff know the goals and objectives? Are you having SIP meetings?

ELPA – Are the ELL teachers working with all Basic and Low Intermediate students? Is there a growth plan/goals set for all Basic and Low Intermediate students?

Data Analysis – Do you know how to access all data websites/tests for your Academy? Do you know how to determine which standards the students are not mastering? Do you address Data in grade level meetings?

Atlas/Curriculum – Do you know how to log in and determine if staff are uploading lesson plans and reflections

Fully Implemented K-12 Reading Block – Do I know what a high quality reading and writing literacy block looks like and can I help teachers improve literacy?

Core Common Standards – Do I know the core common standards and how GEE is implementing them?

Teachscape – Do I know how to use Teachscape?

Lesson Plans – Do I give weekly feedback on lesson plans? Do I give feedback on lesson planning and implementation in the classroom?

Weekly Grade Level Meetings – Do I Have a Binder of Grade Level Minutes and Agendas and Does the Staff Receive Feedback from the meeting?

Next K12 Data Quality – Do I Know how to check on Data Quality in Next K12 and print reports?

Discipline Data in Next K12 – Do my staff and I know how to enter Discipline Data in NextK12?

Teacher Websites in NextK12 – Do I Know how to see my staff’s websites on NextK12?

Friday Professional Development – Do I have all of the agenda’s and minutes from the two Friday Professional Developments?

Title One /Title Three – Do I have binders started for these visits?

Teacher Evaluations Have I reviewed the evaluation forms and prepared for my reviews in November and December?

**APPENDIX B
COPY AND PASTE YOUR:**

Professional Development Calendar or Timeline

(unlimited characters)

	2012-2013 School Calendar (Tentative)	
	September:	
	4 th :	First day for students
21st	Half Day for students (Dismissed at 12 pm, noon): Teacher PD	
	October:	
19th	Half Day for Student (Dismissed at 12 pm, noon): Teacher PD	
	25th & 26th	No school (Tentative)
	November:	
	6th	No School
16th	Half Day for Students (Dismissed at 12pm, noon): Teacher PD	
	22nd & 23rd	No School (Thanksgiving)
	December:	
21st	Half Day for Students (Dismissed at 12pm, noon): Teacher PD	
	24th-Jan 6th	No School (Winter Break)
	January:	
	7th	School resumes
18th	Half Day for Students (Dismissed at 12pm, noon): Teacher PD	
21st	No school (Martin Luther King Day)	
	February:	
	15th – 18th	No School (Mid-Winter Break)
	19th	School resumes
22nd	Half Day for Students (Dismissed at 12pm, noon): Teacher PD	
	March:	
	5th-7th	MME Testing
15th	Half Day for Students (Dismissed at 12pm, noon): Teacher PD	
	29-April 7th	No school (Spring Break)
	April:	
	8th	School resumes
19th	Half Day for Students (Dismissed at 12pm, noon): Teacher PD	
	May:	
17th	Half Day for Students (Dismissed at 12pm, noon): Teacher PD	
	27th	No School (Memorial Day)
	June:	
	14th	Half Day, Students Last day

Instructional hours: 1257 hours (1222.8 hours, add 34.5 PD hours and we are at 1257 hours). The board approved the calendar in their meeting on September 19, 2011. If more instruction time is needed, the school calendar will be extended until 06/20/2012.

School starts at 8:00 am and students dismiss at 3:30.

Each day is seven periods of 55 to 60 minutes each.

Professional development topics (34.5 hours) will be determined according to SIP 2012/2013, teachers' surveys and self evaluation at the end of school year. PD calendar will be provided.

**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)

Frontier International Academy

2012-13 Daily School Class Schedule

MONDAY THROUGH FRIDAY

First hour:	8:00 am	to	9:05 am
Second Hour:	9:10 am	to	10:05 am
Third Hour:	10:10 am	to	11:05 am
LUNCH A (GIRLS):	11:10 am	to	11:30 pm
Fourth Hour:(Girls):	11:35 am	to	12:30 pm
Fifth Hour (GIRLS):	12:35 pm	to	1:30 pm
Fourth Hour (Boys)	11:05 pm	to	12:00 pm
LUNCH B (BOYS):	12:05 pm	to	12:25 pm
Fifth Hour (BOYS):	12:35pm	to	1:30 pm
Sixth Hour:	1:35 pm	to	2:20 pm
Seventh Hour:	2:25 pm	to	3:30 pm

HALF DAY SCHEDULE:

First Hour:	8:00 am to 8:30 am
Second Hour:	8:35 am to 9:05 am
Third Hour:	9:10 am to 9:40 am
Fourth Hour:	9:45 am to 10:15 pm
Fifth Hour:	10:20 am to 10:50 am
Sixth Hour:	10:55 am to 11:25 am
Seventh Hour:	11:30 am to 12:00 pm



(9th)

M	T	W	R	FA	Term	Course	Teacher	Room
08:00 08:50	08:00 08:50	08:00 08:50	08:00 08:50	08:00 08:50	S1	Biology S1	Guy Thal	100
08:55 09:45	08:55 09:45	08:55 09:45	08:55 09:45	08:55 09:45	S1	Algebra S1	Christine Bolen	320
09:50 10:40	09:50 10:40	09:50 10:40	09:50 10:40	09:50 10:40	S1	Physical Ed Health 9 S1	Vera Jensen	104
10:45 11:35	10:45 11:35	10:45 11:35	10:45 11:35	10:45 11:35	S1	Arabic HS - Advanced S1	Maya Awada	212
12:15 01:05	12:15 01:05	12:15 01:05	12:15 01:05	12:15 01:05	S1	English 9 S1	Matthew Hiller	306
01:10 02:05	01:10 02:05	01:10 02:05	01:10 02:05	01:10 02:05	S1	US History/ Geography S1	Derek Ajers	311
02:10 03:00	02:10 03:00	02:10 03:00	02:10 03:00	02:10 03:00	S1	Writing 9 S1	Kristi Gasinski	310

Sample student schedule

Teacher Collaboration Schedule

2011/2012

Content/grade level	Day a week	time
Language Arts	Tuesday	12:15 -1:10
Math	Thursday	3:00 – 4:00
Social studies	Thursday	3:00 – 4:00
Science	Thursday	3:00 – 4:00
ESL	Monday	12:30- 1:10
Grade level meeting	Friday/ once a month	12:30- 1:30

