



RICK SNYDER  
GOVERNOR

STATE OF MICHIGAN  
DEPARTMENT OF EDUCATION  
LANSING

MICHAEL P. FLANAGAN  
SUPERINTENDENT OF  
PUBLIC INSTRUCTION

December 28, 2011

Dr. T.C. Wallace Jr., Superintendent  
Gardner Middle School  
Lansing School District  
519 W. Kalamazoo Street  
Lansing, MI 48933

Dear Dr. Wallace:

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

**Status of Redesign Plan: Changes Needed**

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

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

Please email the revised redesign plan to [MDE-SROPlans@michigan.gov](mailto: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><b>REQUIREMENT 1</b></p> <p>Replace the principal.</p>	<p><input checked="" type="checkbox"/> YES</p> <p>Continuing with existing principal who does <u>not</u> meet the two year rule.</p>	<p><input type="checkbox"/> YES</p> <p>Continuing with existing principal. An incomplete or incorrect description given as to how the principal meets the two year rule.</p>	<p><input type="checkbox"/> YES</p> <p>New principal in place or complete rationale given for keeping principal that falls under the two year rule.</p> <ul style="list-style-type: none"> <li>✓ Advertise, screen, interview, select, and hire new principal based on using turnaround competencies or criteria.</li> <li>✓ Establish a pipeline of potential turnaround leaders.</li> </ul>	<p>The District has the option to appeal to the Superintendent of Public Instruction if a plan is not approved.</p>
<p><b>REQUIREMENT 2</b></p> <p>Collaborative process used to create a teacher/leader evaluation plan that includes student growth as a significant factor.</p>	<p><input type="checkbox"/> YES</p> <p>Plan states that a collaborative process was used, but no details given.</p>	<p><input checked="" type="checkbox"/> YES</p> <p>Plan states that a collaborative process was used. Some details are provided. No mention is made about how student growth will be included as a significant factor in the evaluation.</p>	<p><input type="checkbox"/> YES</p> <p>Plan states that a collaborative process was used. Complete details are provided, including how student growth will be included as a significant factor in the evaluation.</p> <ul style="list-style-type: none"> <li>✓ Percentage of student growth used in the evaluation. (MCL 380.1249 Section 2 (a) (i) states 25% by 2013-2014.)</li> </ul> <p><b>Leader and Teacher Evaluation tool is attached in Appendix A.</b></p>	<p>Discuss the collaborative process used to develop the evaluation instruments. Name the % of student growth for the teacher/leader evaluation.</p> <p>Attach evaluation tool to be used for teacher and leader evaluation.</p>

<b>TRANSFORMATION REQUIREMENT 3</b>	<b>GETTING STARTED</b>	<b>PARTIALLY COMPLIANT</b>	<b>COMPLIANT</b>	<b>COMMENTS</b>
<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>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>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"> <li>✓ A transparent and fair plan detailing how personnel that increase academic achievement are rewarded.</li> <li>✓ Identify and establish non-monetary incentives for performance.</li> <li>✓ Provide training to those conducting evaluations to ensure fidelity to standardized procedures and to ensure that the evaluation process is documented.</li> </ul> <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"> <li>✓ A transparent plan that details how leaders and/or staff will be removed if instruction and student achievement does not improve.</li> <li>✓ Work with teachers and unions at each stage of development and implementation.</li> <li>✓ Secure sufficient funding or alternative methods for long-term program sustainability.</li> <li>✓ Established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.</li> <li>✓ Provide performance-based incentives using valid data on whether performance indicators have been met.</li> </ul>	<p>Please detail a plan for teacher / leader opportunities for improvement</p> <p>The plan reviewers did not locate specifics regarding "intensive evaluation strategies."</p> <p>Please include copies of the defined dismissal process within the CBA and LASA agreements.</p>

TRANSFORMATION	GETTING STARTED	PARTIALLY COMPLIANT	COMPLIANT	COMMENTS
<p><b>REQUIREMENT 4</b> Provide staff with ongoing, high quality, job embedded professional development that is aligned and designed to ensure that staff can facilitate effective teaching and learning.</p>	<p><input checked="" type="checkbox"/> YES</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>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><input type="checkbox"/> YES</p> <p>Gardner does have a timeline. Plan is vague. No evidence of a job-embedded training.</p> <p>The plan should discuss how ongoing professional development is connected to student outcomes.</p>
		<p><input type="checkbox"/> YES</p> <p>A plan is in place (with timelines) that is well defined and occurs on a regular basis with follow-up and support aligned with instructional needs.</p> <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><input type="checkbox"/> YES</p>

TRANSFORMATION	GETTING STARTED	PARTIALLY COMPLIANT	COMPLIANT	COMMENTS
			<ul style="list-style-type: none"> <li>✓ Structure professional development to provide adequate time for collaboration and active learning.</li> <li>✓ Create a school culture in which professional collaboration is valued, emphasized, and fosters a culture of continuous learning.</li> </ul> <p><b>Professional Development calendar is attached in Appendix B.</b></p> <p style="text-align: right;"><input type="checkbox"/> YES</p>	
<p><b>REQUIREMENT 5</b></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><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"> <li>✓ Promotion/career growth and flexible working conditions and hours to retain staff.</li> <li>✓ Recruitment and retention plan is in place that includes interview questions.</li> <li>✓ An individual professional development plan for new teachers and experienced teachers with new teaching assignments.</li> </ul>	<p><input 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"> <li>✓ Promotion/career growth and flexible working conditions and hours to retain staff.</li> <li>✓ Recruitment and retention plan is in place that includes interview questions.</li> <li>✓ An individual professional development plan for new teachers and experienced teachers with new teaching assignments.</li> </ul>	<p>The plan must describe strategies designed to recruit and retain staff.</p> <p>The plan also needs to provide years 2 and 3 PD plans.</p> <p>The plan needs to provide detailed research rationale for PD Components.</p>
<b>PART B: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES</b>				
<p><b>REQUIREMENT 6</b></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><input checked="" 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><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>The plan should detail the strategies and rationale for the instructional models. How will job-embedded training on the common core standards be delivered?</p>

TRANSFORMATION	GETTING STARTED	PARTIALLY COMPLIANT	COMPLIANT	COMMENTS
<b>REQUIREMENT 7</b> The school promotes the continuous use of individual student data to inform and differentiate instruction.	Plan describes minimal use of student data to inform instruction. Data use is primarily from state assessment results.  No mention is made of how data is used to differentiate instruction.	<input type="checkbox"/> YES  <input checked="" type="checkbox"/> YES	<input type="checkbox"/> YES  <input checked="" type="checkbox"/> YES	The plan must identify the data team and the strategy for analyzing data. Please provide a strategy for what, when, who, and how the data will be used to differentiate instruction.  The plan would be strengthened by identifying the "key areas" for teacher training needs.
<b>PART C: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT</b>				
<b>REQUIREMENT 8</b> Increased time for core academic subjects; enrichment activities for students; collaboration time for teachers	<input type="checkbox"/> YES Plan does not address the three components of the requirement.	<input checked="" type="checkbox"/> YES Plan only partially addresses all three components of the requirement.	<input type="checkbox"/> YES Plan addresses all of the components of increased time: <input checked="" type="checkbox"/> Use creative strategies to allocate funds or flex schedules to support extended learning time.	<input type="checkbox"/> YES How is increased time on core academic subjects being required for students?

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

TRANSFORMATION	GETTING STARTED	PARTIALLY COMPLIANT	COMPLIANT	COMMENTS
<b>REQUIREMENT 9</b> 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.	
<b>PART D: PROVIDING OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT</b>				
<b>REQUIREMENT 10</b> Provide operational flexibility to the school (staffing, calendars, time, and budgeting) to implement a comprehensive approach to increase student achievement and graduation rate.	<input 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 checked="" 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 checked="" type="checkbox"/> Examination of current district policies and structures related to central control and make modifications to fully support transformation. <input checked="" type="checkbox"/> Re-orient district culture toward shared responsibility and accountability, and establish performance objectives for the school.	
<b>REQUIREMENT 11</b> 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 type="checkbox"/> YES Plan details how district will support the school's reform efforts. <input checked="" type="checkbox"/> YES 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"> <li>• ISD</li> <li>• MDE</li> <li>• External Provider</li> </ul>	

**PART E: RUBRIC REVIEW OF OVERALL PLAN**

<b>TRANSFORMATION REQUIREMENT 12</b>	<b>GETTING STARTED</b>	<b>PARTIALLY COMPLIANT</b>	<b>COMPLIANT</b>	<b>COMMENTS</b>
<p>Plan is clear and cohesive.</p>	<p><input checked="" type="checkbox"/> YES</p> <p>Plan shows little evidence of planning for a cohesive approach that will lead to significant gains in student achievement. No plans are in place to sustain improvements after the end of the plan.</p>	<p><input type="checkbox"/> YES</p> <p>Planning appears to be complete for year 1, but years 2 &amp; 3 are not well spelled out. Minimal reference is made to the longer term plan to sustain improvements after the end of the plan.</p>	<p><input type="checkbox"/> YES</p> <p>Plan shows evidence of a well-thought out approach to improving student achievement over a three-year period. Cohesive activities are planned that are designed to lead to significant gains in student achievement. Appropriate staff is in place to oversee implementation activities. Plans are in place to sustain improvements.</p>	<p>See comments above.</p> <p>Need a plan for more than 1 year with an emphasis placed on strategies and detailed research foundations.</p>

SCHOOL INFORMATION

District:Lansing

School Name:Gardner Middle School

Address:333 Dahlia Dr.

School Code:05696

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

[X]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 - TheTurnaround 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 - TheRestart 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 [X] 2

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

ALL COMPLETED REDESIGN PLANS MUST BE SUBMITTED ELECTRONICALLY TO:

MDE-SROplans@michigan.gov

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

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## THE TRANSFORMATION MODEL STARTS HERE:

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

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

### I. TRANSFORMATION MODEL COMPONENTS

#### **PART A: DEVELOP/INCREASE SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS**

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

We understand that it is a requirement of this model to replace the principal. The district is in support of retaining Mr. Norman Gear as the principal of Gardner Middle School.

The staff of Gardner Middle School wish to keep Mr. Gear in place. He was named the Michigan Association of Secondary Schools Principal of the year in 2011. He was the principal for 6 out of 8 years when Gardner Middle School made Adequate Yearly Progress. The reasons for the last two years of not making Adequate Yearly Progress were out of Mr. Gear's control. Mr. Gear is recognized as an asset by the staff because of his background knowledge of the community, families, students and staff. We believe it would be valuable to keep Mr. Gear as the building principal to retain continuity with families, staff and students.

Our current administration is working to effect significant change and turn around Gardner Middle School using competencies from "School Turnaround Leaders: Selection Toolkit" from [www. publicimply.com](http://www.publicimply.com).

If the MDE denies our appeal the staff would request that Angela Tarry, currently the Assistant Principal, be approached with the offer of Building Principal. She is a strong asset to the building because of her background knowledge and her central participation in the work on the Transformation Plan.

If Norman Gear or Angela Tarry are not appointed as principal then we would request that any interested candidate be interviewed by the writing team to ensure the candidate's understanding of the expectations of the staff and the transformation

plan. Any administrative staff must accept these responsibilities and commit to implementation of the transformation plan as is approved by Gardner Middle School staff, the district and the MDE.

Central Administration working in conjunction with the unions involved are ultimately responsible for this decision. The staff feels it is imperative that the writing team be involved in this decision to insure the person chosen possesses the qualities needed to implement the transformation plan. This needs to be done as soon as possible to insure time for preparation and transition.

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 teacher evaluation tool for Gardner Middle School will continue to be the Charlotte Danielson model with an addition of a student growth component. The approved evaluation tool created by Eastern HS for their Transformation Plan as developed by a team comprised of members of the teachers' and administrators' association, and of the Central administrative team. The evaluation instrument for school leaders and teachers will include student growth/achievement components. To achieve the requirements of including student growth as a factor within the evaluation process at Gardner, an additional element will be added to domain three (3) on Instruction (component 3e) of the four (4) domains from the Framework for Professional Practice. Significant growth model will follow the percentage requirements as required by the MDE. In order to provide student growth data for use in the evaluation, the District will use multiple measures including testing, other objective criteria and data on student growth that are mutually agreed upon by the District and the LSEA. Measures may include options like standardized tests, classroom assessments or other individual measures as agreed upon by the teacher and administrator.

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)

The evaluation model developed for this plan includes financial incentives as a reward. Teachers and administrators who are determined to be effective as determined by the student growth component will be awarded a dollar amount to be determined by the collective bargaining units and central administration. Eastern High School has an Approved transformational plan that outlined the sum of \$500 for teachers who demonstrate significant student growth.

The model also includes interventions for teachers who are not successful with students through the use of improvement plans and intensive evaluation strategies as provided in the Charlotte Danielson model. Failure of a teacher to improve once these strategies have been employed will result in dismissal from the Lansing School District using a defined process within the teachers collective bargaining agreement (CBA). School leaders also have a process for their removal in the L ASA master agreement. In addition, the District can make use of and comply with School Code 380.1229 for the non-renewal/non-continuation of a contract for an administrator.

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)

The current school calendar allows for eight - three hour professional development days, four mandatory and four optional. All eight days will be mandatory for Gardner Middle School staff. Based on Gardner student achievement data, the building School Data Profile analyses, and the building School Improvement Plan, staff has identified key areas of need for professional development. The focus of staff training and professional development through the transformation plan will focus on Positive Behavior Intervention Supports, Integration of technology for differentiated instruction through programs such as QWK2LRN, Writing, Literacy and Numeracy across the curriculum through programs such as REWARDS, Use of Data/Implementation Teams, SIOP training for best practices with English Language Learners, Alignment of common core Standards and Access to student data through technology with programs such as EdLine, SWIS and QWK2LRN.

New staff will have a mentor to help in assimilating to the building procedures, curriculum changes, and the transformational plan. All staff will have the opportunity for collaboration during team planning, departmental meetings, and data/implementation team meetings that will occur every Wednesday afternoon when the students are released early. Staff will be encouraged to improve their craft, then share new ideas and practices that work.

The inclusion of the Behavior Intervention Room(see B7) will create a scholarly climate and culture where teachers are able to extended student learning. In addition, the Behavior Intervention Room will allow the building administration the time to be instructional leaders and mentor all staff.

A strong mentoring program for new staff and staff who are determined to need additional support will be put into place. Building administration will be responsible for determining, through the use of data, who may need additional support and will appoint mentors who have demonstrated strong leadership skills and improved student achievement.

After professional development, staff will responsible for implementation of the plan and building administration will monitor. Administrative walk throughs and data collection through programs such as Teachscape will be used.

Staff highly skilled in a PD topic will assist in presenting and facilitating the training as well as the implementation of strategies to help meet the varying training and support needs of 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)

The multiple opportunities for professional development will allow for staff to take advantage of knowledge that can allow for them to grow in their current profession. Early release Wednesdays will allow for operational flexibility by giving staff job embedded collaboration time. In addition on Wednesdays staff will be able to leave school at 2:30 to make up for the significantly increased time they will be expected to work with students on Monday, Tuesday, Thursday and Friday.

The flexible schedule, strong mentoring process, collegiality and support, job embedded professional development focused on evidence based best practices and aligned with student achievement data and time to collaborate with colleagues through data teams will serve as incentives to attract and retain highly qualified, motivated and dedicated staff.

The use of the Behavior Intervention Center will be unique to our building in our district. It will allow for an alternative to behavioral discipline that will allow students to remain on pace with instruction so that when they rejoin the regular classroom setting, teachers won't need to spend additional time to catch them up. This also allows for teachers and administrators to reach our most at risk students in a unique way.

All of these components will serve to attract and keep teachers and encourage them to grow in their profession and want to be a part of our school.

## **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)

A key component of the Gardner Transformation Plan is the continuation and full implementation of a comprehensive, multi-tiered system of support for all students. Through the school improvement plan, Gardner Middle School staff have been involved in training and implementation of aspects of the multi-tiered approach to learning through Response to Intervention (RTI) and Michigan's Initiative for Behavioral and Learning Supports (MiBLSI).

Gardner staff will continue to attend MiELSI training sessions to drive this work, and will collaborate extensively with Ingham ISD to ensure critical features of the multi-tiered system of support are effectively established, implemented, and monitored.

The Gardner staff will focus on implementing universal screening of all students, data-based decision-making through a problem solving approach, and continuous progress monitoring of students at each tier of instruction and support. Staff will use the Data Team process and individual student data to drive decisions on sound, evidence based instruction in Tier 1 to ensure success of 80% of students, as well as in determining and implementing a continuum of evidence-based instructional strategies and interventions within Tier 1 instruction, enhanced for Tier 2 group-based instruction and intervention, and focused intensively for Tier 3 individualized interventions.

Gardner staff will use state assessments such as MEAP, ACT Explore, classroom assessments aligned to common core standards, universal screeners such as AIMS Web and behavior assessment data through SWIS to identify and implement instructional programs. Gardner will implement supplemental programs such as QWK2LRN to use technology and data to align instruction to the common core standards and allow for differentiation of instruction to meet the needs of the multi-tiered learners.

Teachers will be provided with training on identified evidence based instructional strategies that can be used across all content areas. Analysis of current data shows that we need to utilize instructional practices that address nonfiction writing, vocabulary, reading, math, differentiation and positive behavior supports. Research based programs that have proven to effect significant growth in short periods of time such as Spalding Road to Reading and Writing, REWARDS, Kumon or Singapore math and QWK2LRN will be implemented.

Gardner staff will be provided with ongoing job imbedded training on the Common Core standards to ensure instruction is aligned.

Gardner staff will also continue to engage in training and implementation of school-wide Positive Behavior Interventions and Supports (PBIS). As staff conducted a diagnostic evaluation of weaknesses in maintaining fidelity to the building school improvement plan and reviewed the research on turning around struggling middle schools, it became evident that that Gardner's building culture mirrored the Rand Foundations findings as expressed in FOCUS ON THE WONDER YEAR: CHALLENGES FACING THE AMERICAN MIDDLE SCHOOL, by Jaana Juvonen which highlights the challenges facing middle schools.

The book states "discipline issues decrease the principal time on leadership issues." One of the key components this plan must provide, in addition to the school wide positive behavior supports, is an alternative to the administrative team's role being primarily discipline. The Behavior Intervention Center (BIC) is the alternative being suggested (see item B7). The BIC will help provide the time necessary for building

administrators to monitor plan implementation and professional practices in the building.

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)

Gardner staff will be provided with training on the implementation and ongoing use of Data/Implementation Teams. Teachers will meet in data teams every week either by grade level, department or a whole school to analyze data collected through classroom assessments, state assessments (MEAP), universal screeners (AIMS Web), progress monitoring and behavior collection systems (SWIS) and use the data to drive instruction and determine necessary interventions.

Data Team training will provide staff with the necessary tools to easily access student data to inform and drive instruction. Teachers will receive training on aligning the common core standards with instruction and assessments. Using data to differentiate instruction based on student need is a critical component to the use of Data Teams. Data Teams will identify key areas in which additional training for teachers is needed to ensure a wide variety of instructional strategies for delivery of instruction to meet the needs of all students with varying learning styles.

Teachers will continue to be involved in Multi-tiered Systems of Support/Response to Intervention (RTI) initiatives to ensure the implementation of evidenced-based instruction in all tiers. The Data Team training and process will assist teachers in analyzing student data to determine whether core, Tier 1 instruction is reaching 80% of Gardner students, as well as assist in identifying necessary supports in all tiers for students needing additional intervention. Gardner's Building Leadership Team will continue to attend Multi-tiered Systems of Support/RTI trainings provided by the Ingham ISD and provide training to staff accordingly.

Staff will continue to be provided with STOP training to gain instructional strategies for working with English Language Learners which also lends to best practices for students in all Tiers.

Gardner Middle School will continue to utilize the Educational Assistance Program (EAP). Currently the EAP is focused on working with students in Tier 2 or 3 for intensive intervention in the area of math. Gardner will increase the use of EAP to provide intensive supplemental instruction in all core content areas. Student achievement data will be used to identify the most at risk learners. The EAP will provide identified Tier 3 students with strategies to be successful with common core standards.

The implementation of Application classes will provide Tier 2 students math and reading interventions and all students with project based learning opportunities to provide relevancy of the common core.

Programs such as QWK2LRN will provide staff with a productive and innovative way to integrate technology into the classroom. Teachers will be able to effectively differentiate instruction and access timely feedback on student performance which in turn provides timely feedback to students on their performance.

The climate and the culture of a school is a critical component to positive classroom management and quality instruction. Gardner Middle School's Building Leadership Team will continue to be involved in the trainings provided by the Ingham ISD on Michigan's Integrated Behavior and Learning Support Initiative (MiBLSI). Gardner Middle School currently uses Edward Ford's Responsible Thinking Process as the school wide Positive Behavioral Interventions and Supports (PBIS). Staff has received and will continue to receive training on using the Responsible Thinking Process for classroom and school behavior management. This process puts the ownership of behavior in the hands of the students. The major component is asking students three questions, "What are you doing? What should you be doing? and What will happen if this behavior continues?" If students continue to disrupt they go to a Responsible Thinking Area and develop a contract to negotiate back into the classroom environment. Too many referrals for the Responsible Thinking Center will result in a major discipline referral.

Students without any discipline referrals for a specified period of time will be allowed to participate in Do The Right Thinking parties. These parties occur 5-8 times per year and have student choice imbedded in them to promote attendance. Students not eligible to attend go to a designated quiet area in the building where they will work on what positive behavior looks like and what they will do to be able to attend next time.

There is a portion of Gardner Middle Schools population that the Responsible Thinking Process is not reaching. There is a large discipline rate for major discipline referrals that disrupt the culture and climate of the school, as well as a number of chronic truancy issues. Students who are truant or cause frequent and major disruptions to the learning environment need to receive behavioral interventions.

Gardner will employ the Behavior Intervention Center (BIC) to allow this behavioral intervention while allowing laser-like focus of instruction for the majority of students who are not disrupting the learning environment. The focus of the BIC will be to reduce absenteeism, discipline referrals, and out of school suspension rates.

If students are sent to the office for major infractions of the Student Code of Conduct, the students are able to process those disciplinary issues and continue with their classwork within the BIC. The classwork will be provided by the teacher for the duration of the student's assignment to the BIC. Special Education teachers will instruct students on their caseload who are assigned to BIC daily thus preventing lengthy and expensive lawsuits for being out of compliance with state regulations.

The implementation of the BIC will allow the building administration the time to be instructional leaders and mentor all staff. Currently administrators are tied up with discipline issues and are unable to effectively conduct walk throughs and ensure that students needs are being met in terms of instruction. In addition the BIC will provide an alternative to suspension which is especially critical for our students with disabilities.

#### **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)

Gardner Middle School will increase student learning time by 42 minutes per day and 99.8 hours for the school year. In addition students will have the opportunity to attend the Mustang Fast Track for 12 hours, two weeks before school starts. Intervention clubs outside of the regular school day for Math, Reading & Science and Social Studies will be offered 2 days per week for 1 hour each day for 36 weeks for an addition of 72 hours. Saturday School will be offered 18 Saturdays per year for 3 hours per Saturday for an addition of 64 hours. Staff collaboration/professional development time will increase by 66 hours per year.

Gardner Middle School will establish a new student schedule to have enrichment activities and interventions that supplement core academic subjects for all students built into the school day designed to meet the needs of students in Tiers one, two and three. The new school day will begin at 8:00 am and end at 3:30 pm. Students will have 50 minute class periods for their four academic periods and two elective periods.

An addition of a 40 minute Application class (APPS) in the middle of the day will focus on supplemental intervention and enrichment in a variety of areas with an emphasis on real world applications, enrichment in the arts, community projects, school newspaper or health awareness. These classes may also include partnerships with community resources such as Project Lead the Way, RSVP or Highfields, Inc. These classes will focus on supplementing the core content areas in real and meaningful ways for our students. All students will be placed in an APPS class based on needs and personal interest.

Intervention clubs outside of the regular school day will focus on assisting identified at risk students in their core academic classes depending on their needs.

Saturday School will provide identified at risk students additional reading and math instruction and positive behavior supports. The focus of Saturday school is to

prevent middle school retentions to assist in drop out prevention. If a student is retained in middle school there is 63% chance that they will drop out of high school.

Every Wednesday will be an early release day for students to provide job embedded collaboration time for teachers. Students will leave at 12:30 every Wednesday. We recognize that this may cause child care issues for many of our parents therefore we are working with local community resources to provide activities for students during this time. The Black Child and Family Institute has offered their support in providing academically and enriching activities for our students on the early release Wednesdays. Highfields, Inc. and RSVP are organizations we will continue to work with to provide academically enriching activities for students during and after school and especially on early release Wednesdays.

Teachers will work in data/implementation teams to collect and analyze data to drive student instruction, align instruction with common core standards, differentiate instruction and create common classroom assessments. The use of programs such as QWK2LRN will provide teachers with meaningful data and resources to drive instruction to meet the needs of individual students.

Teachers currently have four - three hour mandatory professional development days with four - three hour optional professional development days. Gardner staff will be required to attend all eight of the three hour professional development days. Attach a copy of the school schedule, sample student schedule, and teacher collaboration schedule or executed addendum to support the implementation of the extended learning time model in Appendix C.

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

An important component of the Gardner Transformation Plan is to increase parent contact and presence in the building. It is believed that a more comfortable, easy flow of information and participation between school personnel and parents will result in student achievement. The staff is already in contact with parents by phone, email and through Edline. Parents are invited in for conferences and special activity nights. These efforts will be enhanced and enlarged in this plan.

Gardner staff will actively engage and be engaged with the community by developing community partnerships that benefit the students at Gardner. Currently, the Gardner fields are used for Saturday football games and the building opens to the public for a variety of events. Staff will capitalize on these current opportunities to increase both parent and community involvement with the school.

Currently, an orientation is held prior to the start of school for incoming sixth graders that welcomes new students and parents to Gardner. To enhance parent involvement, staff will expand the orientation to include all three grade levels of students and their parents.

The orientation will focus on building relationships with parents and students, establishing a welcoming culture and initiating two-way communication methods.

To that end, during the orientation, parents will:

- Meet their child(ren)'s teachers
- Set up computer access and establish an Ed-line connection to monitor student progress
- Learn about opportunities to be involved in in School Improvement and understand their critical rol
- Receive important school information and dates

Students will to:

- Receive their schedules and meet teachers
- Be assigned and practice using lockers
- Learn about clubs and sports offered at GMS

To establish the school as a community resource for students and families, representation from organizations such as these will be on site

- Black Child and Family Institute
- Boys and Girls Clubs
- Reaching Higher
- Captial Area District Library
- Faith communities
- Retired Senior Volunteer Program
- Ele's place
- CSI- cyber bullying
- Refugee Development Center
- Cristo Rey

Parents will be invited to attend GARDNER SHOWCASE in the fall. This event will show student work to encourage parents to come into the school. Advisor/advisee groups will create displays, and teachers willhand out syllabi and promote attendance at parent/teacher conferences and Math and Literacy nights. A brief overview will explain parents' critical role in the school culture and their children's success.

Staff plan to open the building to parents on football Saturdays when games take place on Gardner's field, with computer access to Edline available andoffer the opportunity for community organizations to host events.

Staff will also implement family engagement events throughout the year, such asFamily Fun Night, Math and Literacy Nights, Parent education sessions to introduce parents to what students are learning and strategies to help their students succeed, and a montly Parent and Teen Book Club.

Parent-Teacher Conferences will also be altered to increase parent attendance. Mid-term conferences that are held at Gardner will offer ice cream vouchers for all parents attending, and end-of-year conferences will be held at community venue such as YMCA or Boys and Girls Club.

School improvement team meeting times are scheduled to engage more parents. Meeting times will be the second Monday of the month at 7:15 am and the fourth Monday of the month at 5:30 pm.

A Parent/Community Involvement Committee will be established to monitor involvement efforts, assist in the design and implement surveys and recommend changes to further increase engagement.

#### **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)

Central Administration will continue its excellent support of teaching and administrative staff in their efforts to increase student achievement. Student focused budgeting will allow the funding of crucial programs like the Behavioral Intervention Room. Support departments, like transportation or cafeteria services, will support the changes necessary to implement this plan. Our board, after seeing the value in this plan, will insure central administration's support. We are all focused on student success.

Building administration has the authority to work with departments to collaboratively plan for the master schedule and making teaching assignments. Administrators are able to determine course offerings, within the framework provided by the District, based upon student requests. Building budget is determined through collaboration between the building administration, department chairs and the School Improvement team and is directly linked to the school improvement plan. The teachers' collective bargaining agreement delineates a contract deviation process, which allows schools the flexibility to adjust calendars and school hours based upon a vote of the teaching staff and approval of building administration and Professional Council.

- 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.)

Gardner Middle School will receive ongoing technical assistance and related support through Ingham ISD, the approved External Service Provider for the SIG activities.

Ingham ISD staff will provide support and assistance for the components of the Transformation Plan, as outlined below.

Assistance in planning, implementing and evaluating ongoing, high quality, job-embedded Professional Development.

Professional development needed for implementation teams (school wide, grade level and departmental)

Multi-tier systems of support (RTI)

Positive Behavioral Interventions and Supports

On-going universal screening

On-going progress monitoring (At-Risk)

Creation and use of common formative assessments

Data driven decision making through the use of a problem solving process

Collection, analysis and use of appropriate data

Core curriculum and delivery modifications based on data

Creation and use of common formative assessments

Curriculum realignment to the Common Core State Standards

Comprehensive Instructional Reform Strategies:

Ongoing support (financial, resource, data collection, analysis and use, and related training) through MIBLSI , PBIS, and other RTI initiatives

Data-driven Decision Making Through the Use of a Problem Solving Process

IISD staff will assist Gardner staff in data collection to monitor progress of implementation and impact of the Transformation Plan.

IISD staff will support building staff in analyzing AIMSweb, Early Warning Sign and other screening assessment data for students, and staff will be trained in the implementation and use of screeners and data analysis.

IISD staff will also provide training and support in data collection for progress monitoring of interventions and to assess implementation fidelity.

Support will be provided with staff training on the implementation and on going use of Data Teams, including how to access student data to inform and drive instruction, using data to differentiate instruction based on student

need, aligning the common core standards with instruction and assessments, and evidence-based instructional strategies to deliver instruction to meet the needs of all students.

All data analysis assistance will focus on data driven decision making through the use of a problem solving process to align with RtI efforts.

#### Plan Evaluation

Ingham ISD staff will assist in designing an evaluation plan for the Gardner Transformation Plan, which will focus on implementation and impact of each component of the Transformation Plan.

**TRANSFORMATION SCHOOLS WILL STOP HERE.  
MAKE SURE TO UPDATE APPENDIXES A-C**

**THE TURNAROUND MODEL STARTS HERE:**

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

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

**II. TURNAROUND MODEL COMPONENTS**

**PART A: DEVELOP SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS**

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

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, sample student schedule, and teacher collaboration schedule or executed addendum to support the implementation of the extended learning time model in Appendix C.

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

**TURNAROUND SCHOOLS WILL STOP HERE.  
MAKE SURE TO UPDATE APPENDIXES A, B AND C**

**THE RESTART MODEL STARTS HERE:**

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

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

**III. RESTART MODEL COMPONENTS**

**PART A: District Narrative**

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

**RESTART/Charter School Narrative Section**

**Part B: COMMUNITY ASSESSMENT**

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

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

### **Part C: STUDENT POPULATION**

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

### **Part D: EDUCATIONAL PROGRAM**

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

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

**Part E: STUDENT RECRUITMENT AND COMMUNITY INVOLVEMENT**

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

**RESTART SCHOOLS WILL STOP HERE.**

## **IV. CLOSURE MODEL COMPONENTS**

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

### **PART A: ESTABLISH POLICY**

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

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

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

### **PART C: OPERATE TRANSPARENTLY**

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

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

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

**CLOSURE SCHOOL MODELS WILL STOP HERE.**

**APPENDIX A**  
**COPY AND PASTE YOUR:**

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

**APPENDIX B**  
**COPY AND PASTE YOUR:**

Professional Development Calendar or Timeline

(unlimited characters)

August 2012 / 12 hours

Data Team training to train teachers about how to use student achievement data to drive instruction. This will include aligning instruction to common core standards, creating common formative classroom assessments, effective teaching strategies to reach at risk learners and differentiate instruction.

Introduction to consultant who will provide on going professional development to incorporate RtI strategies through numeracy, literacy and differentiated instruction throughout the school year.

Refresh on Responsible Thinking Process- PBIS  
Technology Integration

September 2012 / 3 hours

Training for easy access of student data and effective communication with parents through technology.

Refresh SIOP training from 2011-12 school year.  
Responsible Thinking Process

October 2012/3 hours

Professional Development provided by consultant to incorporate differentiated instruction, literacy and numeracy strategies across the curriculum.

November 2012/ 3 hours

Professional Development provided by consultant to incorporate differentiated instruction literacy and numeracy strategies across the curriculum.

Technology Integration.

December 2012/ 3 hours

Professional Development provided by consultant to incorporate differentiated instruction literacy and numeracy strategies across the curriculum.

Revisit SIOP strategies.

January 2013/ 3 hours

Professional Development provided by consultant to incorporate differentiated instruction literacy and numeracy strategies across the curriculum.

February 2013/ 3 hours

Professional Development provided by consultant to incorporate differentiated instruction literacy and numeracy strategies across the curriculum.

Technology Integration

March 2013/ 3 hours

Professional Development provided by consultant to incorporate differentiated instruction literacy and numeracy strategies across the curriculum.

Revisit STOP strategies.

April 2013/ 3 hours

Professional Development provided by consultant to incorporate differentiated instruction literacy and numeracy strategies across the curriculum.

May 2013/ 3

Professional Development provided by consultant to incorporate differentiated instruction literacy and numeracy strategies across the curriculum.

**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)

Extended School Day: Currently 8:26 am - 3:09 pm – students, 8:06 – 3:24 - teachers

- 8:00 am to 3:25 pm – students, 7:55 am – 3:30 pm teachers
- Or - 7:30 am to 3:00 pm – students, 7:25 am – 3:05 pm - teachers
- Or - 7:45 am to 3:15 pm – students, 7:40 am – 3:20 pm - teachers
  - 42-minute student increase per day
  - 99.8 hours increased for the year

Monday, Tuesday, Thursday Friday Schedule

- 7:55am Teachers Report Time
- 8:00am to 8:15am Advisory/Breakfast
- 8:19am to 9:09am - 1st hour- 50 minutes
- 9:13am to 10:03am - 2nd hour- 50 minutes
- 10:07am to 10:57am - 3rd hour- 50 minutes
- 10:57am to 11:20am - LUNCH
- 11:24am to 12:24 pm Apps (Remedial Math or Reading & Enrichment)
  - 12:28 pm to 1:18 pm - 4th hour- 50 minutes
  - 1:22 pm to 2:12 pm - 5th hour- 50 minutes
  - 2: 16pm to 3:06pm - 6th hour- 50 minutes

- 3:10pm to 3:25pm – Advisory & Snack
- Teachers leave at 3:30pm

#### Early Release Wednesdays

- 7:55am Teachers Report Time
- 8:00am to 8:15am Advisory/Breakfast
- 8:19am to 8:55am - 1st hour- 38 minutes
- 8:59am to 9:37am - 2nd hour- 38 minutes
- 9:41am to 10:18am - 3rd hour- 38 minutes
- 10:22am to 11:00am – 4th hour- 38 minutes
- 11:04am to 11:42am – 5th hour- 38 minutes
- 11:46am to 12:14pm – 6th hour- 38 minutes
- 12:14pm to 12:30pm – Advisory/Lunch
- 12:30pm to 1:00pm – STAFF LUNCH
- 1:00pm to 2:30pm – Data/Implementation Teams
  - Teachers leave at 2:30pm

## **Gardner Transformational Intervention Model Evaluation Tool**

The purpose of this addendum is to achieve compliance with the provisions of Section 1280c of the Revised School Code which requires the Lansing Public Schools Board of Education (the "Board") to submit to the State Reform/Redesign Officer a redesign plan for Gardner Middle School ("Gardner").

Pursuant to the above mentioned legal requirement, the Lansing School District administration ("District") and the Lansing Schools Education Association ("LSEA") will collaborate on an approach to address the requirements for teacher evaluation under the Transformational Intervention Model ("TIM"). Following is a proposal of the model that is expected to be agreed upon by both parties.

The teacher evaluation process is defined in the LSEA collective bargaining agreement ("CBA") for tenured and non-tenured teachers; effective 2011-2013 (Attachments A & B). The evaluation procedures in the CBA outline procedures for evaluating teachers based on the Charlotte Danielson model. Danielson's model focuses on the identification of areas of success and those needing improvement through observations, discussions, goal setting, self assessment and rating teachers based on their performance in the applied areas. The specific evaluation procedures are called "The Framework for Professional Practice and Teacher Evaluation Process" (attachments C, D, & E). This detailed process meets the criteria of rigorous, transparent and equitable evaluation. It also includes multiple observation-based assessments of performance.

Our existing evaluation process is administered to tenured teachers every three (3) years and to non-tenured teachers annually. In order to meet the requirement for the TIM, teachers will be evaluated annually.

To achieve the requirements of including student growth as a factor within the evaluation process at Gardner, an additional element will be added to domain three (3) on Instruction (component 3e) in the evaluation tool (attachment F). In order to provide student growth data for use in the evaluation, the District will use multiple measures that are mutually agreed upon by the District and LSEA.

A Professional Performance Team ("PPT") will be appointed no later than January 30, 2012, 2011, to address the details of the measures utilized in the student growth element of the enhanced teacher evaluation tool. The team will consist of 8 people; half of which will be appointed by the District Superintendent and half by the LSEA President. Upon a consensus of the PPT, the PPT will make a recommendation to the respective bargaining groups of the District and the LSEA who will add teacher evaluation as an issue to be negotiated at the bargaining table beginning March 1, 2012.

### **Additional Deviations/Clarifications**

Advisor period shall constitute a 0.5 preparation (planning) period. Administration shall work with the individual departments to avoid individuals exceeding 3 preparations, which may result in

adjusting class assignments for specific teachers within a department. This class shall be for 0.5 credits each semester and shall be a "Pass/Fail" criterion with a standardized measure across the school. Teachers who wish to keep 3 preps and advisory (3.5 preps total) will not be discouraged from doing so and will receive compensation at the extra hourly rate of pay per the CBA, unless the teacher waives his/her right in writing.

Staff split between Gardner and another school for their regular assignment (teaching assignment) and who are not at Gardner at the end of their school day shall not have an advisor period. Staff who are split between buildings and who end their regular teaching assignment at Gardner shall have an advisor period. This will need to be managed between buildings when considering the 3 preparation limit.

Merit pay – Staff who receive a "proficient" rating for Student Growth under Domain 3, Component 3 (e), of their annual evaluation will receive an additional off schedule payment of \$200. Staff who receive a "distinguished" rating for Student Growth under Domain 3, Component 3 (e), of their annual evaluation will receive an addition off schedule payment of \$ 300. Whether a staff member should have received a designation of "proficient" or "distinguished" so as to have earned merit pay shall be grievable.

### **Seniority and Work Rules**

Pursuant to the above mentioned legal requirement, the Lansing Schools Education Association ("LSEA") and the Board are expected to agree that various provisions of the Master Agreement, and work rules, may have to be modified to implement the Transformational Intervention Plan Redesign model at Gardner for the 2011-2013 school year. Any modification of contract provisions or work rules will be subject to the processes and procedures laid forth in the Master Agreement.

The parties also recognize that seniority is not the exclusive process by which teaching assignments are made. In addition to seniority, under Article 6.A.3 of the Master Agreement, a teacher must also be qualified; meaning state certified in the subject area and meets a minimum threshold of semester hours in the subject area or has taught in/performed the duties of the position for at least one year in the previous seven years to be qualified for a teaching assignment. Article 6.A.3 also defines qualified as meaning "highly qualified" in accordance with the No Child Left Behind Act.

The LSEA and the Board may agree that any contractual language or work rules which might be considered impediments to the full implementation of the reform plan will be dealt with through the process laid forth in Article 19 through the powers vested in the Professional Council or through the traditional bargaining process.

This entire Deviation shall:

1. Only apply to Gardner Middle School,
2. Not be precedent setting,
3. Be controlling if there shall be any conflicts between it and the Master Agreement,

4. Shall be null and void and Gardner shall be subject to the collective bargaining agreement effective on a designated date by the parties in 2013, or when Gardner Middle School is removed from the list of Persistently Low Achieving Schools or when a redesign plan is no longer required pursuant to state law, whichever comes first, and
5. Be modified and/or extended only by mutual consent.

It is in the spirit of cooperation that the parties have agreed to this contract deviation to help improve the educational achievement of students at Gardner Middle School.

Dr. T. C. Wallace, Jr.  
Superintendent of Schools

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519 W. Kalamazoo Street  
Lansing, MI 48933



Superintendent's  
Cabinet

November 28, 2011

Mr. James Davis  
Deputy Superintendent

Ms. Deborah Clemmons  
Michigan Department of Education  
School Reform/Redesign Office

Ms. Debra Jackson  
Executive Director of  
Human Resources

Dear Ms. Clemmons:

Ms. Ericka Harris  
Interim Chief Academic  
Officer

The Lansing School District is respectfully requesting an appeal to the Michigan Department of Education to retain Mr. Norman Gear as principal of Gardner Middle School. Mr. Gear has demonstrated excellent leadership skills and has been an exemplary administrator in the Lansing School District for eleven years. During this time, he has earned the admiration and respect of staff, students, families, and the community. In addition, Mr. Gear was recently recognized by the Michigan Association of Secondary School Principals (MASSP) and received the prestigious title of Michigan's Middle Level Principal of the Year for 2011. He and two principals from each of our 50 states convened in Washington, DC in late September. These 100 principals met with legislators from their respective states to advance MASSP's position on the disruptive nature of the four options for corrective action.

Mr. Brian Ralph  
Chief Operations Officer

Mr. Gear is committed to improving the culture at Gardner Middle School. Many parents trust Mr. Gear and bring their children to Gardner because he is the principal. Parents know that Mr. Gear will provide a safe and nurturing learning environment for their children as they prepare themselves for high school, college and careers in the 21<sup>st</sup> century.

Mr. Gear has the focused management style necessary to create a culture for achieving academic results. He has the experience and a proven record of task oriented actions that are required for success. Gardner Middle School has made Adequate Yearly Progress for six of the last eight years. In addition, since 2008, Gardner's full academic year (FAY) students have made significant growth in achievement in both English Language Arts and Math. English Language Arts proficiency scores increased from 81% in 2008 to 85% in 2010 for full academic year students. Math scores have also improved significantly with 74.8% of students performing at the proficient level in 2008 and increasing to 90.6% proficiency in 2011. The data demonstrates that Gardner has made progress in achieving school improvement plan goals and objectives. The school improvement plan will continue to be refined to address the needs of students not making AYP, especially the sub-groups of Special Education students and English Language Learners.

### *Accountability – Attitude – Achievement*

*It is the policy of the Lansing School District that no discriminatory practices based on gender, race, religion, color, age, national origin, disability, height, weight, or any other status covered by federal, state or local law be allowed in providing instructional opportunities, programs, services, job placement assistance, employment or in policies governing student conduct and attendance. Any person suspecting a discriminatory practice should contact the Department of Human Resources at the Lansing School District, 519 W. Kalamazoo Street, Lansing, Michigan 48933 or call (517) 755-2000.*

Ms. Deborah Clemmons  
Michigan Department of Education  
November 28, 2011  
Page two

Mr. Gear believes that all students can achieve high standards of learning and he has the ability to motivate others. Mr. Gear will make certain that staff uses data to make instructional decisions in their classrooms. Previously, staff primarily used data for planning purposes. The Transformation Plan professional development for staff will support teachers as they learn to use data for on-going progress monitoring and to make informed instructional decisions. Data dates have been identified throughout the school year for staff to collaboratively work together to analyze data and design tiered interventions for students who have not been successful in core instruction.

Strong problem solving skills are necessary for leadership. Mr. Gear understands the importance of listening and processing feedback from staff. However, when confronted with a decision to recommend changes in instructional focus for any staff member, Mr. Gear has the ability to assertively assist the member of the staff to make necessary adjustments to their teaching methodology (e.g., providing personal assistance, pairing a struggling teacher with a mentor, sending teachers to focused professional development sessions, completing the "goodness of fit" evaluation process if deemed necessary and evaluating the un-invested individual out of the system).

Mr. Gear is a life-long learner and continually works to improve personal and professional standards. He recently completed Mi-Life course work along with other Lansing School District administrators for administrative certification. He is currently completing his doctoral dissertation and plans to start his administrative certification program with Western Michigan University this summer 2012. Mr. Gear has implemented strategies from the Mi-Life experience to increase the use of technology, use communication programs, data interpretation (to place more focus on student achievement), and teacher leadership at Gardner. Mr. Gear does not like following the status quo when it comes to working with staff and students. He strongly believes that building positive relationships with students will increase student achievement.

The Lansing School District is confident in our decision to support Mr. Gear and his ability to continue as principal. The Gardner Middle School staff is committed to student achievement and to the implementation of the Transformation Plan under Mr. Gear's leadership. The Lansing School district also understands that the plan will be monitored by the State of Michigan to assure that the Transformation Plan is implemented with fidelity.

Sincerely,

A handwritten signature in black ink that reads "T.C. Wallace, Jr." with a stylized flourish at the end.

T.C. Wallace, Jr., Ed.D.  
Superintendent of Schools