



RICK SNYDER  
GOVERNOR

STATE OF MICHIGAN  
DEPARTMENT OF EDUCATION  
LANSING

MICHAEL P. FLANAGAN  
SUPERINTENDENT OF  
PUBLIC INSTRUCTION

December 16, 2011

Mr. Stephen Paliewicz  
Superintendent of Schools  
Stephenson Area Public Schools  
W526 Division Street  
Stephenson, MI 49887

Dear Mr. Paliewicz:

Thank you for submitting the required documents to implement the redesign plan for Stephenson High School. 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: Approved**

Next Steps:

- Preparation for full implementation of redesign plan
- Implementation must begin at the start of the 2012-13 school year
- Submission of monitoring reports as requested on a quarterly basis

Please extend my thanks to your team for the hard work they did to develop the redesign plan. I look forward to seeing evidence of steady improvements in student learning and achievement in your school.

Sincerely,

Deborah Clemmons  
State School Reform/Redesign Officer

cc: Principal  
Board President  
State Superintendent of Public Instruction

STATE BOARD OF EDUCATION

JOHN C. AUSTIN – PRESIDENT • CASANDRA E. ULBRICH – VICE PRESIDENT  
NANCY DANHOF – SECRETARY • MARIANNE YARED MCGUIRE – TREASURER  
RICHARD ZEILE – NASBE DELEGATE • KATHLEEN N. STRAUS  
DANIEL VARNER • EILEEN LAPPIN WEISER

608 WEST ALLEGAN STREET • P.O. BOX 30008 • LANSING, MICHIGAN 48909  
www.michigan.gov/mde • (517) 373-3324

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

TRANSFORMATION		GETTING STARTED		PARTIALLY COMPLIANT		COMPLIANT		COMMENTS
<b>REQUIREMENT 1</b> Replace the principal.	Continuing with existing principal who does <b>not</b> meet the two year rule.	<input type="checkbox"/> YES	Continuing with existing principal. An incomplete or incorrect description given as to how the principal meets the two year rule.	<input type="checkbox"/> YES	New principal in place or complete rationale given for keeping principal that fails under the two year rule. <input checked="" type="checkbox"/> Advertise, screen, interview, select, and hire new principal based on using turnaround competencies or criteria. <input checked="" type="checkbox"/> Establish a pipeline of potential turnaround leaders.	<input checked="" type="checkbox"/> YES		
<b>REQUIREMENT 2</b> Collaborative process used to create a teacher/leader evaluation plan that includes student growth as a significant factor.	Plan states that a collaborative process was used, but no details given.	<input type="checkbox"/> YES	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.	<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. <input checked="" type="checkbox"/> Percentage of student growth used in the evaluation. (MCL 380.1249 Section 2 (a) (i) states 25% by 2013-2014.)	<input checked="" type="checkbox"/> YES		The use of student achievement is above the required expectations.  The evaluation plan includes both teachers and leaders, and is comprehensive in nature.

**Leader and Teacher Evaluation tool is attached in Appendix A.**

TRANSFORMATION REQUIREMENT 3	GETTING STARTED	PARTIALLY COMPLIANT	COMPLIANT	COMMENTS
<p>Identify and reward school leaders/teachers/staff who have increased student achievement and remove those who have been given multiple opportunities to improve professional practice and have not increased student achievement outcomes.</p>	<p>No plan or minimal plans are indicated in either the reward or remove categories.</p> <p><input type="checkbox"/> YES</p>	<p>A partial plan is in place that identifies how staff members can be rewarded and/or removed.</p> <p>No mention is made of opportunities that staff will have to improve practice.</p> <p><input type="checkbox"/> YES</p>	<p>A plan has been completed to identify and reward school leaders, teachers, and staff that have increased student achievement.</p> <ul style="list-style-type: none"> <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><input checked="" type="checkbox"/> YES</p>	<p>The staff was polled to ensure that rewards were truly motivating.</p> <p>The GoObserve software seems like an appropriate strategy for data collection for evaluation.</p>



TRANSFORMATION	GETTING STARTED	PARTIALLY COMPLIANT	COMPLIANT	COMMENTS
<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><input type="checkbox"/> YES</p> <p>The plan does not address strategies in these categories.</p>	<p><input type="checkbox"/> YES</p> <p>The plan addresses strategies for some of these categories.</p> <p><input type="checkbox"/> YES</p> <p>The plan includes providing a mentor and additional professional development activities to new teachers.</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><input checked="" type="checkbox"/> Promotion/career growth and flexible working conditions and hours to retain staff.</li> <li><input checked="" type="checkbox"/> Recruitment and retention plan is in place that includes interview questions.</li> <li><input checked="" type="checkbox"/> An individual professional development plan for new teachers and experienced teachers with new teaching assignments.</li> </ul> <p><b>Professional Development calendar is attached in Appendix B.</b></p>	<p><input checked="" type="checkbox"/> YES</p> <p>There seems to be a number of strategies to support teachers (not just replace teachers) to improve practice. This is helpful in rural locations where recruitment can be an issue.</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><input type="checkbox"/> YES</p> <p>Plan does not describe how school has or is using data to identify and implement instructional programs.</p>	<p><input type="checkbox"/> YES</p> <p>Plan describes how school has/is using data to identify and implement instructional programs.</p> <p><input type="checkbox"/> YES</p> <p>Plan does not describe how programs are aligned vertically and with state standards.</p>	<p><input checked="" type="checkbox"/> YES</p> <p>Plan describes how data have been used to identify and implement researched based instructional programs.</p> <p><input checked="" type="checkbox"/> YES</p> <p>Plan discusses how programs are aligned with state standards.</p>	<p><input checked="" type="checkbox"/> YES</p> <p>The inclusion of using the IES practice guides ensures that instructional programs are research based.</p> <p><input checked="" type="checkbox"/> YES</p> <p>The use of data teams to monitor and evaluate results is very appropriate.</p>

<b>TRANSFORMATION REQUIREMENT 7</b>	<b>GETTING STARTED</b>	<b>PARTIALLY COMPLIANT</b>	<b>COMPLIANT</b>	<b>COMMENTS</b>
<p>The school promotes the continuous use of individual student data to inform and differentiate instruction.</p>	<p>Plan describes minimal use of student data to inform instruction. Data use is primarily from state assessment results.</p> <p>No mention is made of how data is used to differentiate instruction.</p> <p><input type="checkbox"/> YES <input type="checkbox"/> YES</p>	<p>School has a plan for using student data to inform instruction.</p> <p>Some mention is made of data use that comes from formative and interim assessments to differentiate student instruction.</p> <p><input type="checkbox"/> YES <input type="checkbox"/> YES</p>	<p>School has a plan for using student data to inform instruction.</p> <ul style="list-style-type: none"> <li>✓ Plan details PD on data use and describes how teachers have easy access to data on their students.</li> <li>✓ 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.</li> <li>✓ Teachers are trained on data usage and can access assigned student's data with ease.</li> <li>✓ Teachers prepare standards-aligned lessons and differentiated activities.</li> <li>✓ Student learning assessed frequently using standards-based classroom assessments.</li> <li>✓ Parent communications are frequent and include useful information about homework practices.</li> <li>✓ Plan includes varied modes of instruction (teacher-directed whole-class; teacher-directed small group; student-directed small group, etc.).</li> <li>✓ Teachers employ effective classroom management.</li> </ul>	<p>Training of teachers in the use of Data Director to relate to the HSCE's, and regular meetings to address these efforts is commendable.</p>
<b>PART C: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT</b>				
<p><b>REQUIREMENT 8</b></p> <p>Increased time for core academic subjects; enrichment activities for students; collaboration time for teachers.</p>	<p>Plan does not address the three components of the requirement.</p> <p><input type="checkbox"/> YES</p>	<p>Plan only partially addresses all three components of the requirement.</p> <p><input type="checkbox"/> YES</p>	<p>Plan addresses all of the components of increased time:</p> <ul style="list-style-type: none"> <li>✓ Use creative strategies to allocate funds or flex schedules to support extended learning time.</li> </ul>	<p>We appreciate the recognition that added time alone is not enough, but added quality and substance of instruction will enhance program efforts.</p>

TRANSFORMATION	GETTING STARTED	PARTIALLY COMPLIANT	COMPLIANT	COMMENTS	
			<p>All Core academic subjects included.</p> <ul style="list-style-type: none"> <li>✓ Monitor progress of the extended learning time programs and strategies being implemented, using data to inform modifications.</li> </ul> <p>Enrichment activities for all students.</p> <ul style="list-style-type: none"> <li>✓ Assess areas of need, select programs, and strategies to be used and identify community partners. Create and sustain partnerships to support extended learning.</li> <li>✓ 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.</li> </ul> <p>Collaboration time for all teachers.</p> <ul style="list-style-type: none"> <li>✓ Ensure that teachers use extra time effectively when extended learning is implemented within the school program by providing targeted PD.</li> </ul> <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 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>	

TRANSFORMATION REQUIREMENT 9	GETTING STARTED	PARTIALLY COMPLIANT	COMPLIANT	COMMENTS
<p>Provide ongoing mechanisms for family and community engagement.</p>	<p>Plan gives minimal information regarding how families and the community will be involved.</p>	<p>Plan gives some information about how families and/or the community will be engaged in the transformation efforts.</p>	<p>Plan contains detailed information about multiple strategies that will be used to integrate the family and the community into the improvement efforts.</p>	<p>This seems like a very appropriate selection of efforts. The Core Content learning night is an interesting effort.</p>
<b>PART D: PROVIDING OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT</b>				
<p><b>REQUIREMENT 10</b></p> <p>Provide operational flexibility to the school (staffing, calendars, time, and budgeting) to implement a comprehensive approach to increase student achievement and graduation rate.</p>	<p>Plan gives minimal information about the flexibility the district will provide to the school.</p>	<p>Plan describes some details pertaining to the operational flexibility that the district will provide to the school.</p>	<p>Plan details the operational flexibility in staffing, calendars, time, and budgeting.</p> <ul style="list-style-type: none"> <li>✓ Align resource allocation (money, time, human resources) with the school's instructional priorities.</li> <li>✓ Negotiate union waivers if necessary.</li> <li>✓ Consider establishing a turnaround office or zone to also include transformation and other models.</li> <li>✓ Examination of current district policies and structures related to central control and make modifications to fully support transformation.</li> <li>✓ Re-orient district culture toward shared responsibility and accountability, and establish performance objectives for the school.</li> </ul>	<p>Plan details how district will support the school's reform efforts.</p> <p>Plan describes technical assistance that will be sought from outside sources to assist the school that should include at least one from the list below:</p> <ul style="list-style-type: none"> <li>• ISD</li> <li>• MDE</li> <li>• External Provider</li> </ul>
<p><b>REQUIREMENT 11</b></p> <p>The district will ensure that the school receives ongoing, intensive technical assistance and related support from the district, the ISD, MDE, or other external partners.</p>	<p>Plan gives minimal details about how the district will support the school's efforts.</p>	<p>Plan describes how the district will support the school's efforts, but does not mention any assistance from other partners.</p>	<p>Plan details how district will support the school's reform efforts.</p>	<p>Plan details how district will support the school's reform efforts.</p>

**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>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 align="center"><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 align="center"><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 align="center"><input checked="" type="checkbox"/> YES</p>	<p>Overall, this plan seems very comprehensive and well written. It is also commendable to see the focus on the monitoring of the transformation plan.</p>

**SCHOOL INFORMATION**

District: Stephenson Area Public Schools  
 School Name: Stephenson High School  
 Address: W526 Division Street, Stephenson, MI 49887  
 School Code: 55120

**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:

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

**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](mailto:MDE-SROplans@michigan.gov)

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

<b>SCHOOL INFORMATION</b>	<b>CONTACT PERSON FOR REDESIGN PLAN</b>
District: Stephenson Area Public Schools School Name: Stephenson High School Address: W526 Division Street, Stephenson, MI 49887 School Code: 55120	Name: Mr. Jerome Sardina Position and Office: Principal Telephone: 906-753-2222 Ext. 123 Fax: 906-753-2326 Email: jsardina@stephenson.k12.mi.us
<b>LEA SCHOOL SUPERINTENDENT/DIRECTOR</b> Printed Name: Mr. Stephen Paliewicz Signature: X _____ Date: _____	Telephone: 906-753-2221 Fax: 906-753-4676 Email: spallie@stephenson.k12.mi.us
<b>LEA SCHOOL PRINCIPAL/DIRECTOR</b> Printed Name: Mr. Jerome Sardina Signature: X _____ Date: _____	Telephone: 906-753-2222 Ext. 123 Fax: 906-753-2326 Email: jsardina@stephenson.k12.mi.us
<b>LEA SCHOOL BOARD PRESIDENT</b>	
Signature: X _____ Date: _____	
<b>LOCAL TEACHER BARGAINING UNIT</b>	
Signature: X _____ 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>	

**-TABLE OF CONTENTS-**

**A. TRANSFORMATION MODEL COMPONENTS**

- DEVELOP SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS Page 04
- COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES Page
- INCREASED LEARNING TIME AND COMMUNITY ORIENTED SCHOOLS Page
- PROVIDING OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT Page

**B. TURNAROUND MODEL COMPONENTS**

- DEVELOP INCREASE SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS Page 06
- COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES Page
- PROVIDING OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT Page

**C. RESTART MODEL COMPONENTS**

- DISTRICT LEVEL PRE WORK NARRATIVE Page 08
- COMMUNITY ASSESSMENT Page
- STUDENT POPULATION Page
- EDUCATIONAL PROGRAM Page
- STUDENT RECRUITMENT AND COMMUNITY INVOLVEMENT Page

**D. SCHOOL CLOSURE**

- ESTABLISH POLICY Page 11
- PROCEDURES AND DECISION CRITERIA Page
- OPERATE TRANSPARENTLY Page
- ORDERLY TRANSITION OF STUDENTS AND STAFF Page

**E. APPENDIX**

- Appendix A: LEADER AND TEACHER EVALUATION Page
- Appendix B: PROFESSIONAL DEVELOPMENT CALENDAR Page
- Appendix C: EXECUTED ADDENDUM THAT SUPPORTS IMPLEMENTATION OF THE SCHOOL REFORM MODEL Page

**THE TRANSFORMATION MODEL STARTS HERE:**

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

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

**I. TRANSFORMATION MODEL COMPONENTS**

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

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

(Please read attached "Preface.")

Stephenson High School will not be replacing the existing principal because he meets the two year rule. Jerome Sardina, current high school principal, was appointed principal in July 2010. The previous principal was placed on paid administrative leave in November 2009 as the result of school safety concerns and alleged insubordination. Upon negotiations between the previous principal’s lawyer and the Stephenson Area Public Schools Board of Education, he resigned effective June 2010. The final approved separation agreement was completed in closed session so copies are not available.

Mr. Sardina assumed the high school principalship on July 1, 2010. He was selected for this position for three major reasons. First, as the assistant high school principal, he was familiar with the school culture and student achievement challenges facing the high school. Second, he was currently completing his education administration masters degree at Northern Michigan University. Mr. Sardina’s graduate administration classes addressed emerging state and federal issues in secondary education giving him cutting edge information. Third, Mr. Sardina had previously had a successful career in law enforcement which included administrative duties. That experience included his work as the school-liaison officer in which he built rapport with students, parents, faculty, and staff. This allowed him to better understand school climate and challenges facing today’s adolescents. While employed as a police department lead supervisor, he was responsible for developing lesson plans and training new and existing employees on a variety of skills. It was felt that Mr.

Sardina possessed the necessary interpersonal skills, sound work ethic, and effective communication skills needed to begin the turnaround process at Stephenson HS.

In his first year as principal, Mr. Sardina—along with the School Improvement Team—recognized the need for additional test data. The PLAN and EXPLORE tests were given to the students in the spring of 2011.

As assistant principal, Mr. Sardina worked with the Stephenson Middle School leadership team analyzing math and reading data, determining weaknesses, setting goals, selecting strategies, and monitoring progress. With these interventions, student achievement in the middle school has improved. As a result of these efforts, Stephenson Middle School was identified by the MDE in November 2011 as a Beating the Odds school.

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

During the 2010-11 school year the administrators and collective bargaining members agreed to evaluation tool changes. In August 2010 the Menominee County ISD coordinated a teacher evaluation planning session. Afterwards, the Stephenson administrators and collective bargaining committee worked collaboratively to develop the evaluation process. Materials from Charlotte Danielson were critical in that development. In 2010-11 the high school used the Teacher Performance Assessment that was implemented that year.

Although state law indicates that in 2013-14 student progress will be 25% of the teacher evaluation rating system, our district standard is 40% for the current year. In 2012-13, it will remain at 40%, and in 2013-14 it will be 50% of the teacher evaluation rating system. Teachers will use pre- and post-classroom assessments, ACT EXPLORE, ACT PLAN, MEAP, and MME results to demonstrate student progress. In 2011-12 teachers have begun using the online data and assessment management solution, Data Director, designed to monitor student progress and improve student performance.

Next year the district will be using the leader and teacher evaluation tool developed by the State of Michigan which will be available in April, 2012.

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)

Stephenson High School intends to use its evaluation process and professional development opportunities to improve learning and create a school of highly qualified and effective staff who promote high academic and behavioral expectations and success.

Using the state evaluation tool to be released April 2012, teacher effectiveness will be evaluated using classroom observations, walkthroughs and student growth data. Student growth data will come from pre- and post-testing along with test scores on the MME, PLAN, and EXPLORE assessments. Classroom observations will include pupil engagement, the five non-negotiables from Marzano, and a review of the teacher's lesson plan which contains a state curriculum standard. The performance evaluation system is based on an effectiveness rating to each teacher of highly effective, effective, minimally effective, or ineffective based on his/her score on the annual year-end evaluation.

Stephenson's high school principal will use Go Observe software for teacher observations. Go Observe will allow the principal to add categories that include the Classroom Instruction That Works' strategies to be used in the classroom.

The ISD trainer will use McRel's Power Walkthroughs software to check the progression of the implementation of Classroom Instruction That Works' strategies.

Teachers or leaders will be rewarded and recognized for showing continuous improvement of student achievement. Monetary compensation for both leaders and teachers has been proposed and is subject to negotiations.

Teachers were polled to determine meaningful types of recognition and rewards. Teachers and staff schoolwide will be rewarded through staff recognition dinners and full page ads in the local newspapers. Teacher of the Month designation will be awarded to a teacher who exhibits increased student achievement while following the adopted strategies listed in the PLA plan. Other rewards could include a free lunch for a day/week, theater tickets, thank you notes, and assigned preferred parking spot.

Leaders will be rewarded through verbal or written praise to inform the community, the Board of Education, staff and students.

The district is currently engaged in contract negotiations with the Stephenson Education Association to add side letters of agreement in regards to compensation for teachers for performing duties such as serving as a data analysis team leader and any other special programs needed such as summer school class, credit recovery classes, etc.

Leaders and staff will be provided ample opportunities to advance their performance. Teachers who are minimally effective and non-effective in the area of student

achievement will be placed on an Individual Development Plan (IDP) and evaluated mid-year and end-of-year. Those on IDPs will meet regularly with the principal to monitor progress towards goals. Mentors will be assigned to those who are not able to correlate their teaching to increase student achievement standards. In addition, the school district will identify professional development opportunities for individuals needing intervention.

After multiple attempts at fostering personal growth and much support, teachers considered ineffective or minimally effective will be removed through dismissal from employment following the newly enacted state teacher evaluation law.

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)

Stephenson High School’s plan for high quality, job embedded professional development includes the following.

- Stephenson HS is adopting the research-based Classroom Instruction That Works (CITW) strategies. During the 2011-12 school year, all staff will receive training and practice implementing with fidelity the five non-negotiable CITW strategies: setting learning objectives, providing feedback, reinforcing effort, providing recognition, and cooperative learning. Staff will receive training and practice implementing the remaining strategies during the two-year PLA plan.

The Menominee County ISD (MCISD) will provide a CITW trainer who will monitor implementation of the strategies using the McREL Power Walkthrough system. Exemplary implementation examples will be shared and modeled for staff. The high school principal will use the Go Observe evaluation tool from the Michigan Association of Secondary School Administrators and incorporate the CITW strategies into teacher evaluation.

- Another schoolwide initiative will be implementing Building Academic Background Knowledge. This initiative will focus on building vocabulary and background understanding of core content subjects using Robert Marzano’s research-based strategies. These strategies support Recommendations 1 and 3 in the IES Practice Guide, *Improving Adolescent Literacy: Effective Classroom and Intervention Practices*. ([www.ies.ed.gov/ncee/wwc/practiceguide.aspx?sid=8](http://www.ies.ed.gov/ncee/wwc/practiceguide.aspx?sid=8)) Recommendation 1 is “Provide direct and explicit comprehension strategy instruction” and Recommendation 3 is “Provide opportunities for extended discussion of text meaning and interpretation.”

The MCISD will provide or assist the school to obtain a trainer for this initiative. Staff will receive training and refine their implementation with fidelity during the two-year PLA plan. Strategies will become part of the teacher evaluation criteria during the 2013-14 school year.

- A third schoolwide initiative will be implementing reading and writing strategies across the curriculum while also creating a reading intervention program. This initiative supports Recommendations 2, 3, and 5 from the IES Practice Guide, *Improving Adolescent Literacy: Effective Classroom and Intervention Practices*. Recommendation 2 is "Provide direct and explicit comprehension strategy instruction" and #3 is "Provide opportunities for extended discussion of text meaning and interpretation." Recommendation 5 is "Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists." MCISD will assist Stephenson High School in training its staff on reading and writing strategies across the curriculum. The ISD will also assist the reading intervention teacher in identifying effective interventions and monitoring progress. The reading intervention program will begin during the 2011-12 school year. Staff will receive training in content area reading strategies during the same year. Follow-up training will be provided during the two years of the PLA plan.
- Stephenson HS math teachers will receive content specific instructional strategies training. Current MME data and the new cut scores released by the MDE show student achievement in mathematics is quite low. The Dickinson-Iron-Menominee Math, Science, and Technology Center (DIMMSTC) has agreed to partner with Stephenson HS to identify content deficiencies and address low student achievement. Lake Superior State University (LSSU) math department professors will also be part of this content specific initiative. The lead professor will complete classroom observations and data analysis with the math teachers, and will then identify the specific instructional strategies to increase student achievement. LSSU and DIMMSTC will provide training and follow up on those specific instructional strategies. This initiative will begin during the 2011-12 school year and continue during the two years of the PLA plan.

In order to complete these trainings and for staff to implement them with fidelity, Stephenson HS includes the following.

- All teachers will participate in Professional Learning Communities (PLC). The PLCs will address issues such as vertical and horizontal curriculum alignment, implementation of schoolwide instructional strategies, and data analysis. In the summer of 2012, teacher-leaders will participate in facilitator training and then will meet monthly to help determine schoolwide issues on which to collaborate. Monthly staff and department meetings will be discontinued to provide time for the PLCs to meet bi-weekly.
- The annual PD schedule is being re-designed during the 2011-12 school year and will continue through the two years of the PLA plan. Currently there are two full

days and nine early release days (32 hours) of professional development (PD). In 2012-13, four full and nine early release PD days (2.5 hours each) will be used exclusively for training related to the schoolwide initiatives. With an additional 18 hours of PLCs, teachers will participate in 60 hours of professional development.

- To encourage and support the use of data to inform instruction, a high school data team will be trained to identify, gather, and analyze pertinent data related to student achievement. The team will disseminate and discuss their analyzes during the scheduled PD days and PLC meetings. In addition, the high school team will meet with the middle and elementary data teams to analyze district-wide student achievement trends and areas of concern.
- Teachers will continue to be trained in using Data Director. During the 2011-12 school year, all staff will learn to disaggregate classroom data reports for the ACT EXPLORE, ACT PLAN, and MME. Some teachers will pilot the use of teacher-created online assessments which assess student progress and achievement on the high school content expectations, career and college readiness, and the common core standards. As part of the training, teachers will learn to use formative, interim, and summative assessments. In 2012-13, all teachers will be trained in the use of teacher-created online assessments with the expectation they will use these to measure student achievement.

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)

Stephenson High School will implement the following strategies to recruit and retain staff to meet the needs of the students in this transformational school.

#### RETENTION

- Continue the use of the new teacher-mentor program which was started by the principal this year.
- Monitor that highly qualified teachers are being highly effective in their teaching assignments. Use the teacher evaluation process to determine strengths and weaknesses and potentially reassign them to a better fit.
- Provide/identify targeted professional development training for specific teachers as needed.
- Restructure At-Risk funds in order to pay salaries of two paraprofessionals who will be working with high school intervention classes in math and reading.
- Continue technological improvements such as SMART Boards and assessment clickers to help recruit and retain staff

#### PROMOTION AND CAREER GROWTH

- Create and mentor teacher leaders including training in data analysis and facilitation skills.
- Reallocate funds currently used for department head compensation and direct them towards teacher leader compensation. An application process and training will be part of the tasks on the way to becoming a teacher leader. Teacher leaders will facilitate professional learning communities (PLCs).
- Establish partnerships with higher educational institutions to provide continuing education for staff
- Provide quality professional development opportunities on research-based instructional strategies to increase student progress and achievement.
- Add additional early release days to allow staff collaboration

#### OTHER SCHOOLWIDE STRATEGIES

- Recruit community members to enhance student learning through tutoring/other services. Continue volunteer programs established this year such as Big Brothers, parent volunteers to tutor, supervisors for open library, supervisor lunch areas, etc.
- Organize community forums to improve school-community relations and to support teachers.

### **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)

During the 2010-11 school year Stephenson High School's School Improvement Team reviewed data and completed the school data profile. Based upon that, they completed the School Improvement Plan (SIP). In addition Stephenson High School has been involved in the MI Regional Data Initiative (RDI) which resulted in using Data Director as a district-wide data system.

After being named on the Persistently Low Achieving list and staff attending the 2-day data workshop presented by the Leadership and Learning Center, it became painfully evident that Stephenson High School needed to reevaluate its approach to data analysis and use. Based upon The Leadership and Learning Center model and the Institute of Education Sciences (IES) Practice Guide, Using Student Achievement Data to Support Instructional Decision Making, Stephenson High School will do the following.

In 2011-12 a data team will be established. They will become experts in making instructional decisions based upon the use of data. They will assist in developing a clear vision for schoolwide data use. They will meet with content specific teachers to discuss and analyze formative, interim and summative data. This supports Recommendations 3 and 4 from the IES Practice Guide which is to create a vision and to foster a data-driven culture within the school.

With the assistance of data team members, the SHS staff will identify the available data sources. Then, the Stephenson data team will follow The Leadership and Learning Center model ([www.LeadandLearn.com](http://www.LeadandLearn.com)). Using this process, the team will:

1. Collect and chart data from a variety of sources such as, but not limited to, annual state assessments, district and school assessments, curriculum-based assessments, chapter tests, and classroom projects. This supports Recommendation #1 in the IES Practice Guide.
  2. Analyze data and prioritize needs. This analysis will be shared with the PLCs for their input and recommendations on accomplishing #4 of this process. This supports Recommendation #1 in the IES Practice Guide.
  3. Set, review, and revise incremental Specific, Measurable, Attainable, Relevant, and Timely (SMART) goals.
  4. Select common instructional strategies. With the assistance of the data team, the staff will identify research-based, evidence-based strategies to address deficiencies.
  5. Determine results indicators.
  6. Monitor and evaluate results.
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)

Stephenson High School will promote the continuous use of individual student data in a variety of ways. Currently, the staff uses PowerSchool Teacher to record individual student data on formative, interim, and summative classroom assessments. In addition, Data Director (DD) is used to collect and analyze individual student summative data such as MEAP, MME, ACT, ACT PLAN, and ACT EXPLORE. Teachers are learning to use DD to create online classroom assessments linked to the HSCEs and CCSS. A few teachers also use Scantron for scoring and item analysis of various assessments. Assessment results allow teachers to determine groups of students who need additional support on specific HSCEs and to identify mastery by other students of specific HSCEs.

During the 2012-13 year, all teachers will be trained in the use and implementation of Data Director reports and online assessments linked to the HSCEs and CCSS. As part of the biweekly meetings, they will be given training and time to analyze individual student formative, interim, and summative results which are part of Data Director. Teachers will also compare Data Director data with PowerSchool Teacher grades to note any discrepancies in student progress and achievement. During the bi-weekly meetings (PLCs), teachers will have the opportunity to work together to analyze individual student work samples and receive instructional recommendations from their colleagues related to student progress and achievement.

Teachers concerned about an individual student's progress will also have the opportunity to refer the student to a Student Assistance Team (SAT). The SAT will be comprised of the student's current teachers and support services personnel. The

SAT will review the available formative, interim, and summative data for the student and will make recommendations to the general education teacher about possible modifications to the curriculum or research-based interventions. The general education teacher will be given assistance, as needed, in implementing those recommendations. Monthly follow up meetings will occur to determine if the student is now progressing or if other interventions need to be made. Individual teachers will keep instructional logs to document what interventions and modifications were used and what were the student responses. This data will be reviewed during the follow-up SAT meetings. If needed, a personal curriculum will be developed and implemented for the student as allowable under state law.

Formative, interim, and summative data also will be used to determine the individual needs of special education students. Upon an appropriate referral, a personal curriculum will be developed to meet the educational needs of that student.

In addition to the teachers monitoring student data, the guidance counselor and principal will monitor student progress and achievement as documented on PowerSchool Teacher. At risk students will be identified based upon this data and bi-weekly monitoring of their progress will be noted and adjustments to their program made.

Teachers will be evaluated on their use of data to differentiate instruction for individual students. As part of a teacher's evaluation, the principal will note the differentiated instructional strategies occurring in the classroom as well as those identified in teacher lesson plans. The principal will also note during the observations how recommendations from Student Assistance Teams for particular students are being implemented in the classroom.

### **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)

As Stephenson HS moves forward with deeper analysis of data and use of research-based strategies, the school is faced with the need for increased learning time for all students and increased teacher collaboration time. The district is currently engaged in contract negotiations with the Stephenson Education Association to add side letters of agreement in regards to conditions of employment including teaching loads, assignments, and conditions for high school teachers.

It is the goal of Stephenson HS to offer innovative means of extending learning time for the students, while recognizing that adding minutes will not generate positive results unless the practices within the programs change. Stephenson HS must be

more effective during regular school hours and offer additional opportunities of benefit to the students. The following measures will be taken to increase learning time with the purpose of increasing student achievement.

#### INCREASED LEARNING TIME FOR ALL STUDENTS

In the 2012-13 school year, the plan is to

- Increase number of student contact days from 168 to 182 days (pre-Labor Day waiver pending).
- Lengthen high school day (30 minutes) by starting school at 7:55 a.m. and end at 3:30 p.m.
- Add a 33-min. period for extended learning time to daily schedule. Student data will be used to create homogeneous ELT groups for study ranging from remedial to advanced.
- Add a 4-week summer school session—open to all students—from 8 a.m. to noon.
- Add two intervention classes at the high school—one for reading below grade level and another for math performance below grade level
- Eliminate interruptions such as announcements whenever possible

During the 2012-13 school year, the school calendar includes the following for Stephenson HS students and teachers.

- 52.5 hours of professional development for teaching staff
- 192 student contact days (181 full, 2 half, and 9 partial)
- Student school day lasts 7 hours and 05 minutes (or 7.08 hours)
- 395 minutes per day = 7.08 hours per day (does not include lunch)
- Total of 1,307.83 hours with PD included
- The number of school days was increased by 12 contact days and the length of the school day was also increased.
- The regular school year calendar was increased 194.91 hours.
- The addition of a 4-week summer school open to all students adds an additional 64 hours.
- The total increased learning time is 258.9 hours.

The 2013-14 school year will follow a schedule and calendar similar to the first year of the plan.

(Michigan schools have a minimum 1098 hours per year of instructional time.)

#### ENRICHMENT ACTIVITIES FOR STUDENTS

- Provide intervention support during school day
- Provide enrichment activities using technology during summer session
- Provide school credit recovery during summer

#### COLLABORATION TIME FOR TEACHERS

Stephenson HS will provide multiple opportunities for collaboration to work on building formative assessments, analyzing data and curriculum alignment. These include, but are not limited to, the following.

The in-service schedule in 2012-13 will include

- All teachers—Wednesdays 1:30-4:00 p.m.
- All teachers—Full day on August 20 and 21, October 5, and March 8
- All teachers—Bi-weekly half hour meetings
  
- Classroom walkthroughs to allow teachers to observe highly effective teachers will be encouraged
- Highly proficient teachers with high student success rate are encouraged to share instructional ideas and to present at professional development sessions.
- High school staff will work closely with outside experts (MCISD and Math Learning Center) to improve content knowledge and the effectiveness of instruction.
- Teacher pullout collaboration days may be approved on individual basis.

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)

Stephenson High School will continue to provide or expand opportunities to engage families and the community. The Handbook on Family and Community Engagement, published by the Academic Development Institute/Center on Innovation and Improvement, was used as a guide for some of these strategies.

#### SHARED LEADERSHIP

The PLA leadership team will include parents of current students (but not school employees), community members, and school leaders. The parents and community members will provide the team with feedback from other parents and community members, will identify emerging academic concerns, and will assist with the quarterly community forums. The leadership team will meet a minimum of eight times during the year: four times to address project implementation and four times to conduct the community forums. The leadership team will conduct an annual parent survey regarding the strengths, issues, and concerns at Stephenson High School. The team will also consider parent workshops on topics such as

- “core content” parent learning nights to update parents on the content their students are learning, and the tools used to teach the content and strategies they can use at home to support the learning.
- a Freshman Orientation Night held each August in the week prior to school starting. This will assist with the transition from middle to high school.
- workshops which look beyond high school for higher education including financial aid, completing college applications, and participating in dual enrollment.
- high academic expectations for students, classroom discipline policies, classroom expectations, and other areas which impact student achievement.

It is anticipated the leadership team will continue beyond the conclusion of the PLA plan.

COMMUNICATIONS

Web pages for all high school teachers will be created during the 2011-12 and 2012-13 year and linked to the district’s website. The webpages will include parent resources and information about current units of study. Classroom teachers may also communicate with parents via letters or newsletters.

TWO-WAY COMMUNICATION

Currently, parents of Stephenson High School students can communicate with teachers by voice mail, e-mail, and face-to-face. On the school website, parents can send comments and inquiries to the principal for response. In addition, they can access PowerSchool from the school website to check on their child’s assignments and grades. This year, the school is accommodating parents who do not have access to home computers by placing computers in a common area for parents to use. The technology coordinator provides periodic parent trainings on the use of PowerSchool. The teachers will provide timely records of students’ progress in PowerSchool. This will be monitored by the school principal.

In response to the PLA, the school leaders organized and conducted a community forum in October with plans to do forums quarterly. The forum is designed to provide parents and community with PLA updates and to seek input and feedback from them for further refinement of the PLA plan and implementation.

STUDENT ACADEMIC ACHIEVEMENT

To encourage parent and community support for high student academic achievement, the Stephenson High School will

- sponsor a community evening which honors outstanding academic achievement
- seek community members to serve as mentors for struggling students
- develop flexible parent-teacher conference schedules to accommodate parents’ work schedules
- develop mentor programs for same career interests using community businesses and industry.

**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 Stephenson Area Public Schools district has three schools in two buildings. Both buildings are on the same block in Stephenson. The Stephenson district office is housed within the middle/high school building.

The superintendent is also the elementary principal. The high school principal is also middle school principal and athletic director for both buildings.

The district is supportive of the educational plan for redesign of Stephenson High School. In an effort to improve student learning, the district has already provided the staff with time to brainstorm and discuss ways to effect change. Included in the discussions have been reassignments of staff, lengthening the school year, providing more time to learn, and how to make these changes with a severely limited budget. Key points of this part of the plan are listed below.

#### STAFFING

- The district has reassigned a teacher to allow that person to head a reading intervention class beginning November 2011 continuing through the two years of the plan. A math intervention teacher will also be added for the two years of the plan.
- One math paraprofessional will be reassigned or hired for the second semester of the 2011-2012 school year.
- The district will hire or reassign two paraprofessionals in 2012-13 to help struggling learners in the high school.
- The district will reduce the current principal's administrative duties (dropping AD duties) so that he can observe, walk through classes, analyze data, and work towards the improvement of the curriculum and student learning.

#### CALENDARS/TIME

- As noted in our background information, Stephenson Area Public Schools covers the second largest geographical area in the state of Michigan. As a result, 95% of our students qualify for district-provided transportation. Because of that, all district schools operate on the same schedule. This impedes providing flexible staff and student schedules at the high school. However, the district has committed to increasing the number of school days and length of the day for all students in all district schools for both years of the PLA plan.

#### BUDGETING

- In this tight economic time, Stephenson High School will shoulder some costs related to implementing this plan. In fact, the district has already taken steps to begin change during the current school year.
- The district has reallocated funds beginning November 2011 and continuing through the two years of the plan to provide intervention services for struggling students.
- The community has recently shown support by approving the Headlee override after numerous failed attempts.
- The district reallocated funds during the 2011-12 school year for increased technology equipment and training as an immediate response to being placed on the PLA list.
- The district reallocated funds to hire two paraprofessionals in 2012-13 to help struggling learners.

- The district will recognize and award successful grant writing teachers a 10% bonus based on the amount of the grant. This endeavor has been started during this school year, and three grants were awarded.

#### GENERAL

- The district and Board of Education will support the high school's efforts to raise the academic expectations of students participating in high school athletics and organizations. Although Stephenson High School has an exemplary graduation rate, this effort is intended to improve student achievement and foster a stronger academic emphasis in the community.
- The district and Board of Education will support the middle school's efforts to also raise the academic expectations of students participating in middle school athletics and organizations to better prepare them for the transition to high school.

- 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.)

The superintendent, on behalf of the Stephenson Area Public Schools district, works closely with the high school principal. The district has and will continue to provide release time for administrators and teacher leaders to attend technical assistance meetings, data training, and professional development opportunities provided by the Menominee County ISD and the Michigan Department of Education.

The district and ISD superintendent are communicating frequently about the needed technical assistance the ISD will provide. The ISD has committed financial and human resources to the Stephenson High School reform initiative. Intermediate School District funds will assist in providing professional development opportunities by external consultants, supplying appropriate PD materials, and when appropriate, providing substitute teacher costs related to professional development. The ISD will also provide a specific staff person one day a week to exclusively work with the Stephenson High School administration and teachers in implementing the various instructional strategies identified in Item #4. That person's responsibilities will include, but not be limited to, assisting the high school administration with informal classroom observations, helping to monitor fidelity of implementation of schoolwide initiatives, data analysis, professional development planning, and working with data teams and the PLCs. The ISD will also assist the school in identifying quality professional development presenters, as needed.

The district will work with the ISD in securing professional development support from the Dickinson-Iron-Menominee Math/Science and Technology Center (DIMMSAT) and with Viterbo University. The DIMMSAT will focus on specific math and science professional development. Viterbo University, a teacher-centered university, will provide graduate level courses supporting the schoolwide initiatives.

**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 leader's 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**

09-6-2011

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

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

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

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

8. Describe the vision, mission and educational goals of the proposed charter school. The description of educational goals should be complete, measurable, ambitious, tailored to the expected student population, and coordinated with the mission and vision. (Maximum 2500 characters)
  
9. Describe the evaluation process and the criteria used by the development team to compare curricular and instructional approaches. Describe the approaches considered and explain why the approach chosen fits the Public School Academy (PSA) target

market and its educational goals. Explain why other specifically identified approaches considered were not chosen. (Maximum 3750 characters)

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

#### **Part E: STUDENT RECRUITMENT AND COMMUNITY INVLOVEMENT**

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

involvement in the design and development process to date. (Maximum 3750 characters)

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

#### **IV. CLOSURE MODEL COMPONENTS**

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

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

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

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

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

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

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

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

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

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

**APPENDIX A  
COPY AND PASTE YOUR:**

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

Stephenson High School will be using the State of Michigan evaluation tool  
available in April of 2012.

**APPENDIX B  
COPY AND PASTE YOUR:**

Professional Development Calendar or Timeline

(unlimited characters)

Stephenson High School  
2012-2013 TEACHER PROFESSIONAL DEVELOPMENT AND COLLABORATION SCHEDULE  
Tentative—Pending Negotiations

Note: Pre-Labor Day Waiver Application Pending

August 20	Full day of Professional Development
August 21	Full day of Professional Development
August 29	½ (.5) hour Collaboration Time
September 5	½ (.5) hour Collaboration Time
September 12	2.5 hrs. Professional Development
September 26	½ (.5) hour Collaboration Time
October 3	½ (.5) hour Collaboration Time
October 5	Full day of Professional Development
October 10	2.5 hrs. Professional Development
October 17	½ (.5) hour Collaboration Time
November 7	½ (.5) hour Collaboration Time
November 14	2.5 hrs. Professional Development
November 28	½ (.5) hour Collaboration Time
December 5	½ (.5) hour Collaboration Time

December 12	2.5 hrs. Professional Development
December 19	½ (.5) hour Collaboration Time
January 9	½ (.5) hour Collaboration Time
January 16	2.5 hrs. Professional Development
January 23	½ (.5) hour Collaboration Time
February 6	½ (.5) hour Collaboration Time
February 13	2.5 hrs. Professional Development
February 20	½ (.5) hour Collaboration Time
March 6	½ (.5) hour Collaboration Time
March 8	Full day of Professional Development
March 13	2.5 hrs. Professional Development
March 20	½ (.5) hour Collaboration Time
April 10	½ (.5) hour Collaboration Time
April 17	2.5 hrs. Professional Development
April 24	½ (.5) hour Collaboration Time
May 1	½ (.5) hour Collaboration Time
May 8	2.5 hrs. Professional Development
May 15	½ (.5) hour Collaboration Time

**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)

Stephenson Middle / High School

2012-2013 DAILY BELL SCHEDULE

School Starts (first bell)	7:50 AM	7:55 AM
First Period	7:55 AM	8:58 AM
Second Period	9:02 AM	10:03 AM
Third Period	10:07 AM	11:08 AM
Extended Learning Time (ELT)	11:12 AM	11:45 AM
Middle School Lunch	11:45 AM	12:15 PM

Fourth Period High School	11:49 AM	12:50 PM
High School Lunch	12:50 PM	1:20 PM
Fourth Period Middle School	12:19 PM	1:20 PM
Fifth Period	1:24 PM	2:25 PM
Sixth Period	2:29 PM	3:30 PM

Stephenson High School

2012-2013 SAMPLE ACCELERATED STUDENT SCHEDULE

School Starts (first bell)	7:50 AM	7:55 AM
1st Hour—Algebra II	7:55 AM	8:58 AM
2nd Hour—Chemistry	9:02 AM	10:03 AM
3rd Hour—English 11	10:07 AM	11:08 AM
ELT—This student would be in an accelerated group.	11:12 AM	11:45 AM
4th Hour—Photography and Graphic Design	11:49 AM	12:50 PM
High School Lunch	12:50 PM	1:20 PM
5th Hour—World History	1:24 PM	2:25 PM
6th Hour—Student Leadership	2:29 PM	3:30 PM

Stephenson High School

2012-2013 SAMPLE STUDENT SCHEDULE WITH REMEDIATION CLASS

School Starts (first bell)	7:50 AM	7:55 AM
1st Hour—Resource Room	7:55 AM	8:58 AM
2nd Hour—English 9	9:02 AM	10:03 AM
3rd Hour—P.E.	10:07 AM	11:08 AM
ELT—This student would be in a remedial reading group.	11:12 AM	11:45 AM

4th Hour—Science 9	11:49 AM	12:50 PM
High School Lunch	12:50 PM	1:20 PM
5th Hour—Algebra	1:24 PM	2:25 PM
6th Hour—Woods	2:29 PM	3:30 PM

Stephenson High School

2012-2013 TEACHER PROFESSIONAL DEVELOPMENT AND COLLABORATION SCHEDULE

Tentative—Pending Negotiations

Note: Pre-Labor Day Waiver Application Pending

August 20	Full day of Professional Development
August 21	Full day of Professional Development
August 29	½ (.5) hour Collaboration Time
September 5	½ (.5) hour Collaboration Time
September 12	2.5 hrs. Professional Development
September 26	½ (.5) hour Collaboration Time
October 3	½ (.5) hour Collaboration Time
October 5	Full day of Professional Development
October 10	2.5 hrs. Professional Development
October 17	½ (.5) hour Collaboration Time
November 7	½ (.5) hour Collaboration Time
November 14	2.5 hrs. Professional Development
November 28	½ (.5) hour Collaboration Time
December 5	½ (.5) hour Collaboration Time
December 12	2.5 hrs. Professional Development
December 19	½ (.5) hour Collaboration Time
January 9	½ (.5) hour Collaboration Time

January 16	2.5 hrs. Professional Development
January 23	½ (.5) hour Collaboration Time
February 6	½ (.5) hour Collaboration Time
February 13	2.5 hrs. Professional Development
February 20	½ (.5) hour Collaboration Time
March 6	½ (.5) hour Collaboration Time
March 8	Full day of Professional Development
March 13	2.5 hrs. Professional Development
March 20	½ (.5) hour Collaboration Time
April 10	½ (.5) hour Collaboration Time
April 17	2.5 hrs. Professional Development
April 24	½ (.5) hour Collaboration Time
May 1	½ (.5) hour Collaboration Time
May 8	2.5 hrs. Professional Development
May 15	½ (.5) hour Collaboration Time

The Stephenson Area Public Schools district consists of three schools housed in two buildings. The schools are Stephenson High School, Stephenson Middle School and Stephenson Elementary School.

The district encompasses a large geographic area. In fact, the district has the second largest number of square miles of any district in the state. Stephenson is located in the center of rural Menominee County in the Upper Peninsula. Students in the district live in the communities of Stephenson, Daggett, Wallace, Ingalls, and Cedar River. The district is economically disadvantaged with 53% of the students eligible for free and reduced lunch.

Employment opportunities within the district are limited, which results in a majority of the people seeking employment in the neighboring communities of Menominee, MI, and Marinette, WI.

Low student achievement in reading and mathematics has been identified as the reason the Stephenson High School has been placed on the Persistently Low Achieving List. Significant gaps in achievement in both of those academic areas have been identified.

Although it is difficult to pinpoint the cause of this low achievement, it is felt that learning was greatly impacted by several factors:

- An elementary school curriculum misalignment
- Two years with a 4-day school week schedule
- The negative educational culture unintentionally created by the shortened school week
- Lack of administrative guidance, evaluation and leadership
- Frequent turnover of administration combined with inexperience in their administrative positions
- The lack of data and data teams
- The lack of teacher collaboration time
- Intensive, on-going data analysis was not taking place

Between 2005-2009, two district elementary schools were closed and consolidated into one K-5 school. The 6<sup>th</sup> grade was moved to the high school building and a middle school was created as a school within a school. Much administrative focus was directed toward the consolidation effort during that time period. This effort resulted in a reduction and reassignment of some teaching staff. The consolidation may have resulted in a short-term effect on student achievement.

The district's financial resources have been severely limited in recent years by cutbacks in funding. The district tried repeatedly to pass the Headlee override with no success—losing approximately \$520,000 over the past 5 years. In the 2004-2005 school year, the district had a 185-day calendar. In an attempt to save money, the district adopted a 4-day school week which was operational from the fall of 2005 through the spring of 2007, resulting in a 150-day school year. For numerous reasons—including the concern that academic achievement was decreasing—the district returned to a 5-day school week in the fall of 2007, resulting in a 166-day school year. In addition, for three consecutive years the high school switched between six and seven period days with class periods of various lengths.

The elementary school's principal was replaced midway through the 2006-2007 school year. The incoming principal evaluated the elementary curriculum and made the startling discovery that the curriculum was not aligned with the State of Michigan Grade Level Content Expectations. The principal noted that students leaving the elementary and advancing to the middle school were approximately 1.0 to 1.5 years behind in certain curriculum studies. In 2007 a community grant was awarded to the school and new Core textbooks and support materials were purchased and teachers received professional

development, specifically in Math and English Language Arts. In addition to the regular classroom materials the district purchased the differentiated support materials for Special Education and Title I. The elementary school leadership team developed an articulate School-Wide Reading Protocol. Stephenson's PLA data reflects scores for students who went through the elementary when the curriculum was not aligned.

Before last year, the freshman and sophomores did not take standardized assessment tests. The principal and school improvement team recognized the need for test data for those students. The 2010-2011 school year was the first year the PLAN (freshmen) and EXPLORE (sophomores) tests were administered.

In the fall of 2011 the Stephenson Area Public Schools district had two schools named to MDE lists--the high school on the PLA list and the middle school on the Beating the Odds list.

As one can see by reading the following plan, many changes will be made at the high school to stimulate student learning and achievement. Key changes will be increasing the learning time, examining the data, providing time for teacher collaboration, implementing researched-based teaching strategies, evaluating effectiveness of teachers and leaders on an ongoing basis, and providing professional development for teachers.