



RICK SNYDER
GOVERNOR

STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
LANSING

MICHAEL P. FLANAGAN
SUPERINTENDENT OF
PUBLIC INSTRUCTION

December 28, 2011

Mr. Reedell Holmes
WayPoint Academy
2900 E. Apple Ave.
Muskegon, MI 49442

Dear Mr. Holmes:

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

Status of Redesign Plan: Changes Needed

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

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

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

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

Sincerely,

A handwritten signature in black ink that reads "Deborah Clemmons".

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

TURNAROUND	GETTING STARTED	PARTIALLY COMPLIANT	COMPLIANT	COMMENTS
<p>REQUIREMENT 1 Replace the principal.</p>	<p>Continuing with existing principal who does not meet the 2-year rule.</p> <p><input type="checkbox"/> YES</p>	<p>Continuing with existing principal. <input checked="" type="checkbox"/> No explanation given. <input checked="" type="checkbox"/> Explanation given, does not meet the 2 year rule. Principal vacancy has identified criteria for selection; however, it has not been implemented as evidenced by: <input checked="" type="checkbox"/> No recruitment indicated. <input checked="" type="checkbox"/> No advertisement in place. <input checked="" type="checkbox"/> No measurable or significant movement has been made to meet this criterion.</p> <p><input type="checkbox"/> YES</p>	<p>1. New principal in place with documentation for being a change agent or reformer. OR 2. Rationale provided for keeping principal that falls under the two-year rule. OR 3. New principal not yet identified, but the list of local competencies is developed and the interview process is in place to complete prior to the 2012 school year.</p> <p><input checked="" type="checkbox"/> YES (Any 1 of the 3 will meet the criteria for a "Yes".)</p>	<p>New principal has been hired. Mr. Reedell Holmes was hired in July 2011.</p>
<p>REQUIREMENT 2 Grant principal operational flexibility to implement comprehensive approach to substantially improve student achievement outcomes and increase graduation rates.</p>	<p>Plan includes no or minimal operational flexibility.</p> <p><input type="checkbox"/> YES</p>	<p>Plan includes some operational flexibility, but it does not appear to be sufficient.</p> <p><input type="checkbox"/> YES</p>	<p>Plan details the operational flexibility in budgeting: <input checked="" type="checkbox"/> Allocate resources (money, time, and people) to align with the school's instructional priorities. <input checked="" type="checkbox"/> Negotiate union waivers - if needed. <input checked="" type="checkbox"/> Consider establishing a turnaround office or zone. Plan details what the district will provide to the school in terms of operational flexibility. <input checked="" type="checkbox"/> Examination of current district policies and structures related to central control and make modifications to fully support turnaround. <input checked="" type="checkbox"/> Orient district culture to shared responsibility and accountability, and establish performance objectives for the school.</p> <p><input type="checkbox"/> YES <input checked="" type="checkbox"/> YES</p>	<p>The plan does not address budget flexibility to support instructional priorities. Plan describes the use of data and professional development. Plan does not provide a clear linkage between the two activities (PD & Data) and budget. Specific details or examples of operational flexibility are absent.</p>

TURNAROUND	GETTING STARTED	PARTIALLY COMPLIANT	COMPLIANT	COMMENTS
REQUIREMENT 3 Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet student needs.	<input type="checkbox"/> YES Plan does not describe how locally adopted competencies will be adopted or how staff effectiveness will be measured.	<input type="checkbox"/> YES The plan details how the competencies used to measure the ability of staff to work with students were adopted and how they will be used. <input type="checkbox"/> YES Competency or evaluation tool is not attached in Appendix A.	<input checked="" type="checkbox"/> YES <input checked="" type="checkbox"/> YES Competency or evaluation tool is attached in Appendix A.	The plan does not detail how the competencies were adopted. The evaluation tool references results but does not define what results are going to be used. No reference to growth % to meet 1249. The plan provides some detail of the general criteria but lacks detail regarding the actual vetting process used.
REQUIREMENT 4 Screen all existing staff and rehire no more than 50 percent.	<input type="checkbox"/> YES Plan does not describe the process for screening existing staff and rehiring not more than 50 percent of them.	<input type="checkbox"/> YES Plan gives a partial /or incomplete description of the process for screening existing staff and rehiring not more than 50 percent of them.	<input checked="" type="checkbox"/> YES Plan gives a complete description of the process for screening existing staff and rehiring not more than 50 percent of them. <input checked="" type="checkbox"/> Plan provides the interviewing and selection process used.	<input checked="" type="checkbox"/> YES The plan provides some detail of the general criteria but lacks detail regarding the actual vetting process used.
REQUIREMENT 5 Implement strategies to select new staff and retain them.	<input checked="" type="checkbox"/> YES Plan does not describe how strategies such as financial incentives, etc. will be used to recruit, place, and retain staff with the skills to work with students in the turnaround school.	<input type="checkbox"/> YES Plan describes how some strategies such as financial incentives, etc., will be used to recruit, place, and retain staff with the skills to work with students in the turnaround school.	<input type="checkbox"/> YES Plan has a comprehensive strategy for recruiting, placing, and retaining staff that have the skills to work with students in the turnaround school. <input checked="" type="checkbox"/> Plan details the interviewing process, questions and rubric.	<input type="checkbox"/> YES A description of the strategy is absent and criteria for the selection of those hired was not described, nor was a description of the criteria for the selection of new hires provided.
REQUIREMENT 6 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.	<input checked="" type="checkbox"/> YES The plan does not address strategies in these categories.	<input type="checkbox"/> YES <input type="checkbox"/> YES The plan addresses strategies for some of these categories. The plan includes providing a mentor and additional professional development activities to new teachers.	<input type="checkbox"/> YES <input checked="" type="checkbox"/> YES <input checked="" type="checkbox"/> YES The plan addresses strategies to recruit and retain staff to meet the needs of students. Promotion/career growth and flexible working conditions and hours to retain staff. <input checked="" type="checkbox"/> Recruitment and retention plan is in place that includes interview questions. <input checked="" type="checkbox"/> An individual professional development plan for new teachers and experienced teachers with new teaching assignments.	<input type="checkbox"/> YES <input checked="" type="checkbox"/> YES <input checked="" type="checkbox"/> YES A comprehensive plan beyond normal compensation and benefits is absent.

PART B: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES

TURNAROUND	GETTING STARTED	PARTIALLY COMPLIANT	COMPLIANT	COMMENTS
<p>REQUIREMENT 7 Provide staff with ongoing, high quality, job-embedded professional development that is aligned and designed to ensure that staff can facilitate effective teaching and learning.</p>	<p>No plans, or minimal plans, are in place to provide staff with job-embedded staff development.</p> <p><input type="checkbox"/> YES</p>	<p>A plan is in place, yet it is not job-embedded, focused, or lacks a timeline.</p> <p><input checked="" type="checkbox"/> YES</p> <p>Professional development consists of a series of workshop activities that are not directly connected to the student outcomes indicated in the plan.</p> <p><input checked="" type="checkbox"/> YES</p>	<p>A plan is in place (with timelines) that is well defined and occurs on a regular basis with follow-up and support aligned with instructional needs.</p> <ul style="list-style-type: none"> ✓ The plan differentiates for the varying needs of school personnel. ✓ The plan indicates that school staff was an integral part of designing the professional development. <p>Plan details how the district will ensure and measure how the PD training is translated into the classroom and designed with school staff.</p> <p><input type="checkbox"/> YES</p> <p>Professional Development calendar is attached in Appendix B.</p> <p><input checked="" type="checkbox"/> YES</p>	<p>The PD plan lacks a clear nexus between the goals and the current performance. The plan sets aside time for meetings but the scope and focus of those meetings does not appear to be sufficient to meet the intended outcomes. The subjects listed in the calendar are not the same as the stated priorities.</p>
<p>REQUIREMENT 8 Adopt new governance structure (may include turnaround office/turnaround leader who reports to the superintendent or CAO).</p>	<p>Plan does not indicate how a new governance structure will be put in place.</p> <p><input type="checkbox"/> YES</p>	<p>Plan states that a new governance structure will be put in place, but does not include details of how this will occur.</p> <p><input type="checkbox"/> YES</p>	<p>Plan details how a new governance structure will be put in place.</p> <ul style="list-style-type: none"> ✓ Plan details how this new governance structure will be a change agent for increased student achievement. <p><input checked="" type="checkbox"/> YES</p>	<p>New people are identified hired. Not clear how the same governance structure will lead to increased student achievement.</p>

TURNAROUND	GETTING STARTED	PARTIALLY COMPLIANT	COMPLIANT	COMMENTS
<p>Requirement 9</p> <p>School uses data to identify and implement an instructional program that is research-based and aligned from one grade to the next, as well as with state standards.</p>	<p><input type="checkbox"/> YES</p> <p>Plan does not describe how school has/is using data to identify and implement instructional programs.</p>	<p><input checked="" 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 describes how programs are aligned vertically and with state standards.</p>	<p><input type="checkbox"/> YES</p> <p>Plan describes how data have been used to identify and implement instructional programs.</p> <p><input type="checkbox"/> YES</p> <p>Plan describes how programs are aligned vertically and with state standards.</p> <p><input type="checkbox"/> YES</p> <p>Plan identifies a research-based, instructional plan.</p>	<p>The plan does not articulate it's alignment with state standards. Assessments are mentioned but greater detail is necessary to align results with state standards and student expectations. Very little detail is provided to show how data will be used to connect instructional performance with student outcomes.</p>
<p>REQUIREMENT 10</p> <p>The school promotes the continuous use of individual student data to inform and differentiate instruction.</p>	<p><input type="checkbox"/> YES</p> <p>Plan describes minimal use of student data to inform instruction. Data use is primarily from state assessment results.</p> <p><input type="checkbox"/> YES</p> <p>No mention is made of how data is used to differentiate instruction.</p>	<p><input type="checkbox"/> YES</p> <p>School has a plan for using student data to inform instruction.</p> <p><input type="checkbox"/> YES</p> <p>Some mention is made of data use that comes from formative and interim assessments to differentiate student instruction. More details are needed.</p>	<p><input checked="" type="checkbox"/> YES</p> <p>School has a plan for using student data to inform instruction.</p> <p><input checked="" type="checkbox"/> YES</p> <p>Details are provided on the use of data in addition to state assessments (formative, interim) and how it will be used to inform and differentiate instruction.</p> <p>✓ Plan details how teachers are trained on data usage and demonstrates that teachers have easy access to the data of students assigned to their class roster.</p>	<p>Details are provided that show the use of data in addition to state standardized assessments.</p>

PART C: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT

TURNAROUND	GETTING STARTED	PARTIALLY COMPLIANT	COMPLIANT	COMMENTS
<p>REQUIREMENT 11</p> <p>Increased time for core academic subjects, enrichment activities for students; collaboration time for teachers.</p>	<p>Plan either does not address, or only partially addresses, the three components of the requirement.</p> <p><input checked="" type="checkbox"/> YES</p>	<p>Plan addresses all three components of the requirements, but lacks:</p> <ul style="list-style-type: none"> ✓ Documentation evidence in Appendix C OR, ✓ Learning time is discussed, however does not give a specified amount of increased time. 	<p>Plan addresses all three components of the requirement.</p> <ol style="list-style-type: none"> a. Increased learning time is specified. b. Increased learning time for core academic subjects and it is for all students. c. Increased learning time includes enrichment for all students. d. Increased learning time includes collaboration time for teachers. e. Attachments in Appendix C <ol style="list-style-type: none"> 1. Daily school schedule. 2. Teacher collaboration schedule. 3. Student schedule that demonstrates increased learning time and/or executed addendum to support extended learning time. <p><input type="checkbox"/> YES</p>	<p>Teacher collaboration time is once monthly, but no schedule was provided. More detail in this area is necessary.</p> <p><input type="checkbox"/> YES</p>
<p>REQUIREMENT 12</p> <p>Provides ongoing mechanisms for family and community engagement.</p>	<p>Plan gives minimal information about how families and the community will be involved.</p> <p><input type="checkbox"/> YES</p>	<p>Plan gives some information about how families and/or the community will be engaged in the transformation efforts.</p> <p><input checked="" type="checkbox"/> YES</p>	<p>Plan contains detailed information about multiple strategies that will be used to integrate the family and the community into the improvement efforts.</p>	<p>Detailed support is absent. How will parents be educated about available support, how are parents informed about student achievement, performance, etc.</p> <p>How will the organizations listed provide on-going support to families and students?</p> <p><input type="checkbox"/> YES</p>

PART D: RUBRIC REVIEW OF OVERALL PLAN

TURNAROUND REQUIREMENT 13	GETTING STARTED	<input type="checkbox"/> YES	PARTIALLY COMPLETE	<input checked="" type="checkbox"/> YES	COMPLETE	<input type="checkbox"/> YES	COMMENTS
<p>Plan is clear and cohesive.</p>	<p>Plan shows little evidence of planning for a cohesive approach that will lead to significant gains in student achievement. Staff has not been put in place to oversee grant activities. No plans are in place to sustain improvements after the end of the plan.</p>		<p>Plan shows evidence of planning for a cohesive, three-year effort designed to lead to significant gains in student achievement. Planning appears to be complete for Year 1, but Years 2 & 3 are not well spelled out. Reference is made to staff that will oversee the grant. Minimal reference is made to the longer term plan to sustain improvements after the end of the plan.</p>		<p>Plan shows evidence of a well-thought-out approach to improving student achievement over a three-year period. Cohesive activities are planned that are designed to lead to significant gains in student achievement. Appropriate staff is in place to oversee the implementation activities. Plans are in place to sustain improvements.</p>		<p>The plan has a critical weakness in that it does not describe clearly and concisely what the instructional and learning goals are for students. Everything else within a coherent plan falls in line with those goals and the absence of those goals makes it difficult to determine if success is possible, either in the near term or three years from now.</p>

SCHOOL INFORMATION

District: WayPoint Academy
 School Name: WayPoint Academy
 Address: 2900 E. Apple Avenue
 School Code: 08800

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

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

-DIRECTIONS-

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

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

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

REVISION: 1 2

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

ALL COMPLETED REDESIGN PLANS MUST BE SUBMITTED ELECTRONICALLY TO:

MDE-SROplans@michigan.gov

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

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

THE TRANSFORMATION MODEL STARTS HERE:

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

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

I. TRANSFORMATION MODEL COMPONENTS

PART A: DEVELOP/INCREASE SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS

1. Describe how the building principal was replaced or how the existing principal meets the 2 year rule. Please include the leaders name and discuss how the leader meets the criteria for a turnaround principal. (Maximum 2500 characters)
2. Detail the collaborative (teacher and principal) process used to create a teacher and leadership evaluation plan and explain how the evaluation includes student growth as a significant factor. (Maximum 1250 characters)

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

3. Specify how the school will identify and reward school leaders, teachers, and other staff members who have increased student achievement. Additionally, describe how the school will remove leaders and staff members who have been given multiple opportunities to improve professional practice and have not increased student achievement outcomes. (Maximum 3750 characters)
4. Describe plans and timelines for ongoing, high quality; job embedded professional development (subject specific pedagogy, differentiated instruction or a deeper understanding of the community served). Show how professional development is aligned and designed to ensure that staff can facilitate effective teaching and learning and have the capacity to successfully implement the school reform strategies. (Maximum 6250 characters)

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

5. Detail how the school will implement strategies such as, increased opportunities for promotion and career growth, and/or flexible working conditions designed to recruit and retain staff to meet the needs of students in a transformational school. (Maximum 3750 characters)

PART B: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES

6. Specify how the school will use data to identify and implement an instructional program that is research based and aligned from one grade to the next as well as with state standards. (Maximum 6250 characters)
7. Describe how the school promotes the continuous use of individual student data (such as; formative, interim, and summative) to inform and differentiate instruction to meet individual student needs. (Maximum 6250 characters)

PART C: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT

8. Explain how the school will establish schedules and strategies that provide for increased time for all students to learn core academic content, by expanding the school day, week or year (Specify the amount of time added). Include enrichment activities for students and increased collaboration time for teachers. (Maximum 3750 characters)

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

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

PART D: PROVIDING OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT

- 10 Describe how the district will provide the school with operational flexibility (staffing, calendars, time, budgeting) to implement a comprehensive approach to substantially increase student achievement and increase graduation rate. (Maximum 3750 characters)
- 11 Describe how the district will ensure that the school receives ongoing, intensive Technical Assistance and related support from the district ISD, Michigan Department of Education, or other designated external partners or organizations. (Maximum 3750 characters.)

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

THE TURNAROUND MODEL STARTS HERE:

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

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

II. TURNAROUND MODEL COMPONENTS

PART A: DEVELOP SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS

1. Describe how the building principal was replaced or how the existing principal meets the 2 year rule. Please include the leaders name and discuss how the leader meets the criteria for a turnaround principal. (Maximum 2500 characters)
 In the past two years, WayPoint has had three different administrators. One who retired at the end of the 2009-2010 school year, one who resigned in the middle of the 2010-2011 school year, and one that resigned at the end of the 2010-2011 school year. Mr. Reedell Holmes, having an established background in successfully turning around schools, was employed in July of 2011. Mr. Holmes has a Masters' Degree from GVSU and eleven years experience in school administration. He was employed at Muskegon Heights School District from 2001-2008. While principal at Muskegon Heights Middle School, the school made AYP four consecutive years. From 2008-2010, he was principal at Aberdeen High School in Aberdeen, Mississippi. During Mr. Holmes' administration, the school was listed as the highest achieving school according to US News and World Report. During the 2010-2011 school year, Mr. Holmes as the administrator, was a key player at Alger Middle School, part of Grand Rapids Public, aiding in the school's removal from the PLA list.
 Describe how the district will provide the school with operational flexibility (staffing, calendars, time, budgeting) to implement a comprehensive approach to substantially increase student achievement or increase graduation rates. (Maximum 3750 characters)
 The district will provide the school operational flexibility to implement a comprehensive approach to substantially increase student achievement or increase graduation rates by allowing staff every opportunity to attend and/or create professional developments. During the 2011-2012 school year, staff will analyze student data, creating school-wide professional development centered around student needs. Individual professional development is researched by staff members and is approved based on student needs and staff development. The administration, curriculum director, and lead teachers will create professional development to prepare for the 2012-2013 school year that will be centered around curriculum pacing, Professional Learning Committees (PLC's), and assessment data including: MEAP Preparation, NWEA/MAP data, and formative and summative assessments.

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)

The administration will use locally adopted competencies created from the Muskegon Area Principal Leadership Framework and Evaluation Program as well as the INTASC Standards to evaluate teachers and staff. The teachers and staff will be formally evaluated in the Fall and Spring on five domains and 10 standards. The domains include: Results, Leadership, Programs, Processes, and Systems. The INTASC Standards include: Content Pedagogy, Student Development, Diverse Learning, Multiple Instructional Strategies, Motivation and Management, Communication and Technology, Planning, Assessment, Reflective Practice, and School and Community Involvement. Each teacher is provided a Professional Growth Plan and a Pre-Observation Plan at the beginning of the year to complete and return back to the superintendent. After submission of the documents, the superintendent creates an observation calendar to meet with each staff member. A post-evaluation between superintendent and teacher/staff member will be conducted for review and superintendent recommendations. Administration will be evaluated by One Plus Management and the Academy Board of Directors three times per year, using a similar competency. Informally, teachers will be evaluated on classroom procedures and management abilities on a quarterly basis.

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)

In June of 2011, all of the staff members were screened by their peers, board members, management company, and interim superintendent. Decisions to terminate or retain staff members were based on classroom management, student's classroom performance and assessments, failure rates, willingness to support students/families, teamwork, and attitude. The staff during the school year of 2010-2011 consisted of 25 staff members of which 13 were rehired. The 13 staff members consisted of 9 teachers, 2 administration, 1 technology coordinator, and 1 food service director. In addition to the retained staff members, WayPoint hired a new superintendent, transitional director, 2 special education teachers, high school biology/chemistry teacher, middle school life science teacher, middle school math teacher, band teacher, technology teacher, 3 bus drivers, kitchen aide, custodian, and registrar.

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)

The Academy Board of Director and One Plus Management offer each full time employee a benefit package that consists of medical, dental, and vision insurance, 10 sick days, 2 personal days, vacation after a year, 401K retirement plan, stipends for additional instruction time, pay increase based on student achievement and personal performance, paid professional development opportunities, and promotion

opportunities with in the staff. In addition, the authorizer provides staff with reduced tuition in some graduate programs and free professional development.

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)

WayPoint Academy affords the opportunity of professional development in the areas of: classroom management, diversity and culture in classrooms, classroom intervention strategies in ELA and Math, differentiated instruction in the classroom, formative assessments, data review and collaboration, technology advancement, school improvement, the Learning Network, curriculum crafter, and development of professional learning communities. Professional developments are based on student assessment data to improve teaching effectiveness, meeting the expectations of both the county ISD and the state, and implementing our school reform strategies. Student data from NWEA/MAP Testing, MEAP testing, and formative and summative assessments is collected and analyzed throughout the school year to aide in the decision and preparation process for monthly professional development. NWEA/MAP testing is conducted three times a year: Fall, Winter, and Spring. Data collected from these assessments is used to create small groups for differentiated instruction. Formative assessments are created from the core content areas and are administered weekly in the form of homework and quizzes, providing information needed to adjust teaching and learning on a weekly basis. Summative assessments are administered periodically to determine student's comprehension of what has been learned and what has not been learned. PLC's meet at least once a month to review the analyzed data from all of the assessments. These meetings allow teachers an opportunity to discuss student achievement and curriculum alignment. Agendas and minutes are kept from each PLC for review and reflection. Administration as well as the leadership team are responsible for ensuring sure that PLC's are meeting and are analyzing data from assessments, curriculum is being aligned, and interventions and differentiated instruction are taking place.

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)

During the spring of 2011, WayPoint Academy's School Board hired OnePlus Management to direct a new beginning for the Academy. Over the 2011 summer recess OnePlus Management hired a new administration including a superintendent and a transitional director. A leadership team has been created consisting of the superintendent, transistional director, dean of students, curriculum director, and 4

lead teachers (math, science, english and history chairs). The leadership team meets monthly to review PLC and school improvement minutes, ensuring teachers are implementing strategic goals in their instructions, that teachers are aligning their curriculum, and assessment data is used to drive instruction. Feedback from the meetings are conveyed to the entire staff through weekly staff meetings.

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)

WayPoint Academy staff will use the data from NWEA/ MAP testing, MEAP testing, MME, AIMSweb, Reading Workshop, and formative and summative assessments to identify those students who are struggling to achieve. All of the assessments have been researched by the Academy Board of Directors, OnePlus Management, Grand Valley State University and WayPoint's Leadership team to ensure that they are the most effective assessment tools needed for student achievement. NWEA/MAP Testing is administered three times a year; Fall, Winter, and Spring on core curriculum. This assessment tool is used nationally to track individual student growth, benchmark and track growth, and help define best practices to help student achievement. AIMSweb is used as part of our Response to Intervention program. The RtI Coordinator and instructional aides test students on Reading and Comprehension, collecting benchmark data for progress monitoring. Formative assessments are given weekly in the form of classwork, homework, and quizzes to gauge student learning. Summative assessments are given periodically to gauge the student's comprehension of the common core standards. Staff participate in professional learning communities once a month for collaboration, data analysis, and curriculum alignment. The analyzed data from the PLC's will help drive instruction and differentiate instruction in the classroom. Student data will be used each year to find deficiencies in curriculum.

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)

WayPoint Academy staff will use data collected from MAP testing, AIMSweb, Reading Workshops, formative and summative assessments, and pre/post testing to identify those students that are struggling to achieve. MAP testing is administered three times a year: Fall, Winter, and Spring, to assess student's academic levels and achievements. Data from MAP Testing is pulled and given to the curriculum director. The curriculum director in turn gives the assessment data to the teachers along with the recommendations needed to drive instruction for student achievement. Teachers are also able to assess where students are academically and group students according to their RIT range for differentiated instruction. AIMSweb, a program used in our RtI program, allows for teachers to create reading interventions for the students who are not reading on grade level. Initial assessments are completed in the beginning of the year, determining benchmarks for progress monitoring. Through the use of benchmarking in content areas, specifically in reading and math, teachers will further be able to differentiate instruction to meet the needs of individual students by placing them in the 4-tier model for intensive and strategic instruction from the Response to Intervention Model. Formative assessments are given and

graded by the teachers weekly. The data from these assessments are analyzed and teachers are able to differentiate instruction based on the results. Summative assessments are administered periodically to assess the student's comprehension on the common core standards. Reading workshops are done throughout the day to incorporate reading into every core subject.

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)

WayPoint will increase their school day from 6.42 hours to 7.42 hours per day by adding an additional hour to the end of each school day. A full day of instruction will be mandatory one Saturday a month for all students. This will add an additional 28-30 hours per month of instruction. Only the core content areas will be taught in the extended instructional time. Student data will be collected and analyzed every 6 weeks from MAP summary testing and formative assessments. The results of the analysis will determine what content area the individual student will be placed in during the extended learning time. Students that are excelling in each content area will be able to choose from one of the following electives: Band, Art, Economics, Physical Education, Technology, or their choice of an Online Elective Credit. Teachers will have common planning time to align curriculum and disaggregate data to increase student achievement. At least once a month teachers will collaborate through PLC's and Learning Networks on student achievement and assessment results.

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)

WayPoint offers a Social Issues course that teaches students to deal with race, social economic status, and gender. There is a social worker that offers emotional and social support for the students. Administration provides resources of emotional, academic, and social support. Collaboration with community organizations such as Muskegon Catholic Charities, Muskegon Opportunity, Muskegon Oceana CAAP, Department of Social Services, Webster House, Child and Family Services, Muskegon County Family Court, and Muskegon County Drug Task Force are available to help fit the needs of our students.

TURNAROUND SCHOOLS WILL STOP HERE.



MAKE SURE TO UPDATE APPENDIXES A, B AND C

THE RESTART MODEL STARTS HERE:

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

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

III. RESTART MODEL COMPONENTS

PART A: District Narrative

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

RESTART/Charter School Narrative Section

Part B: COMMUNITY ASSESSMENT

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

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

Part C: STUDENT POPULATION

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

Part D: EDUCATIONAL PROGRAM

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

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

Part E: STUDENT RECRUITMENT AND COMMUNITY INVLOVEMENT

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

RESTART SCHOOLS WILL STOP HERE.

IV. CLOSURE MODEL COMPONENTS

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

PART A: ESTABLISH POLICY

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

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

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

PART C: OPERATE TRANSPARENTLY

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

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

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

CLOSURE SCHOOL MODELS WILL STOP HERE.

APPENDIX A
COPY AND PASTE YOUR:

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

OUTLINE SAMPLE OF EVALUATION TOOL

Overview of the School Advance™ Characteristics for Effective
Principal Leadership
Developed by Michigan Association of School Administrators (MASA) and
Michigan Association for Supervision and Curriculum Development (ASCD)
Domain 1 - Results

1. Teacher, Student, and School Results Factors
 - a. Improved Teacher Performance Results
 - b. Improved Student Achievement Results
 - c. Achievement Gap Reduction/Elimination
 - d. Improved School Programs and Process

Domain 2 - Leadership Domain 3 - Programs

1. Vision for Learning and Achievement
Factors

- a. Personal Vision
- b. Shared Vision

2. Leadership Work and Behavior
Factors

- a. Informed
- b. Strategic and Systemic
- c. Fair, Legal, Honest, Ethical,
and Professional
- d. Resilient

1. High Quality, Fidelity, and Reliability
Instructional Program Factors

- a. Curriculum
- b. Instruction
- c. Assessment

2. Safe, Effective, Efficient School
Operations Factors

- a. Policies, Laws, and
Procedures
- b. Systems, Processes, and
Procedures
- c. Allocation and Management
of Resources

Domain 4 - Processes Domain 5 - Systems

1. Community Building Factors
 - a. Relationships
 - b. Inclusion
 - c. Communications

2. Evidenced Based and Data Informed
Decision Making Factors

- a. Collaborative Inquiry Process
- b. Systematic Use of Multiple Data Sources
- c. Data Systems
1. Technology Integration and Competence Factors
 - a. Personal Use of Technology
 - b. Learning and Teaching with Technology
 - c. Leadership for Technology
2. Human Capacity Factors
 - a. Professional Development
 - b. Leadership Development
 - c. Performance Evaluation
 - d. Productivity

STANDARD 1: CONTENT PEDAGOGY.

The teacher understands the central concepts, tools of inquiry, and structures of the discipline he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

KEY INDICATORS

The Candidate:

- demonstrates an understanding of the central concepts of his or her discipline.
- uses explanations and representations that link curriculum to prior learning.
- evaluates resources and curriculum materials for appropriateness to the curriculum and instructional delivery.
 - engages students in interpreting ideas from a variety of perspectives.
 - uses interdisciplinary approaches to teaching and learning.
 - uses methods of inquiry that are central to the discipline.

STANDARD 2: STUDENT DEVELOPMENT.

The teacher understands how children learn and develop, and can provide learning opportunities that support a child's intellectual, social, and personal development.

KEY INDICATORS

The Candidate:

- evaluates student performance to design instruction appropriate for social, cognitive, and emotional development.
 - creates relevance for students by linking with their prior experiences.
- provides opportunities for students to assume responsibility for and be actively engaged in their learning.
- encourages student reflection on prior knowledge and its connection to new information.
 - accesses student thinking as a basis for instructional activities through group/individual interaction and written work (listening, encouraging discussion, eliciting samples of student thinking orally and in writing).

STANDARD 3: DIVERSE LEARNERS.

The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

KEY INDICATORS

The Candidate:

- designs instruction appropriate to students' stages of development, learning styles, strengths and needs.

- selects approaches that provide opportunities for different performance modes.
- accesses appropriate services or resources to meet exceptional learning needs when needed.
- adjusts instruction to accommodate the learning differences or needs of students (time and circumstance of work, tasks assigned, communication and response modes).
- uses knowledge of different cultural contexts within the community (socio-economic, ethnic, cultural) and connects with the learner through types of interaction and assignments.
 - creates a learning community that respects individual differences.

STANDARD 4: MULTIPLE INSTRUCTIONAL STRATEGIES.

The teacher understands and uses a variety of instructional strategies to encourage student development of critical thinking, problem solving,

KEY INDICATORS

The Candidate:

- selects and uses multiple teaching and learning strategies (a variety of presentations/explanations) to encourage students in critical thinking and problem solving.
 - encourages students to assume responsibility for identifying and using learning resources.
 - assures different roles in the instructional process (instructor, facilitator, coach, audience) to accommodate content, purpose, and learner needs.

STANDARD 5: MOTIVATION AND MANAGEMENT.

The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

KEY INDICATORS

The Candidate:

- encourages clear procedures and expectations that ensure students assume responsibility for themselves and others, work collaboratively and independently, and engages in purposeful learning activities.
- engages students by relating lessons to students' personal interests, allowing students to have choices in their learning, and leading students to ask questions and solve problems that are meaningful to them.
- organizes, allocates, and manages time, space and activities in a way that is conducive to learning.
- organizes, prepares students for, and monitors independent and group work that allows for full and varied participation of all individuals.
- analyzes classroom environment and interactions and makes adjustments to enhance social relationships, student motivation/engagement and productive work.

STANDARD 6: COMMUNICATION & TECHNOLOGY.

The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

KEY INDICATORS

The Candidate:

- models effective communication strategies in conveying ideas and information and when asking questions (e.g., monitoring the effects of messages, restating ideas and drawing connection, using visual, aural, and kinesthetic cues, being sensitive to nonverbal cues both given and received).
- provides support for learner expression in speaking, writing, and other media.

- demonstrates that communication is sensitive to gender and cultural differences (e.g., appropriate use of eye contact, interpretation of body language and verbal statements, acknowledgment of and responsiveness to different modes of communication and participation.
- uses a variety of media communication tools to enrich learning opportunities.

STANDARD 7: PLANNING.

The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

KEY INDICATORS

The Candidate:

- plans lessons and activities to address variation in learning styles and performance modes, multiple development levels of diverse learners, and problem solving and exploration.
- develops plans that are appropriate for curriculum goals and are based on effective instruction.
- adjusts plans to respond to unanticipated sources of input and/or student needs.
 - develops short and long-range plans.

STANDARD 8: ASSESSMENT.

The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

KEY INDICATORS

The Candidate:

- selects, constructs, and uses assessment strategies appropriate to the learning outcomes.
- uses a variety of informal and formal strategies to inform choices about student progress and to adjust instruction (e.g., standardized test data, peer and student self-assessment, informal assessments such as observation, surveys, interviews, student work, performance tasks, portfolio, and teacher made tests).
- uses assessment strategies to involve learners in self-assessment activities to help them become aware of their strengths and needs, and to encourage them to set personal goals for learning.
 - evaluates the effects of class activities on individuals and on groups through observation of classroom interaction, questioning and analysis of student work.
 - maintains useful records of student work and performance and can communicate student progress knowledgeably and responsibly.
 - solicits information about students' experiences, learning behavior, needs, and progress from parents, other colleagues, and students.

STANDARD 9: REFLECTIVE PRACTICE: PROFESSIONAL DEVELOPMENT.

The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others and who actively seeks out opportunities to grow professionally.

KEY INDICATORS

The Candidate:

- uses classroom observation, information about students and research as sources for evaluating the outcomes of teaching and learning and as a basis for experimenting with, reflecting on and revising practice.
 - uses professional literature, colleagues and other resources to support self-development as a learner and as a teacher.

- consults with professional colleagues within the school and other professional arenas as support for reflection, problem-solving and new ideas, actively sharing experiences and seeking and giving feedback.

STANDARD 10: SCHOOL AND COMMUNITY INVOLVEMENT.

The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

KEY INDICATORS

The Candidate:

- participates in collegial activities designed to make the entire school a productive learning environment.
- links with counselors, teachers of other classes and activities within the school, professionals in community agencies, and others in the community to support students' learning and well-being.
- seeks to establish cooperative partnerships with parents/guardians to support student learning.
 - advocates for students.

APPENDIX B
COPY AND PASTE YOUR:

Professional Development Calendar or Timeline

(unlimited characters)

SAMPLE OF STAFF PROFESSIONAL DEVELOPMENT

NAME	TITLE OF PD	DATE	COMMENT
Venita Coffin	Understanding the Individual with Asperger Syndrome	8:30 – 4:00	
Josi Canales	Understanding the Individual with Asperger Syndrome Career Cruising Disney-Keys to Success	8:30 – 4:00	
Susie Hovey	M3IP Summer Institute	8:45 – 3:15	
Trisha Ohlendorf	M3IP Summer Institute MAISD/GVSU Learn & Serve Partnership Grant	8:45 – 3:15	
		ongoing?	
Dan Moore	Digital Camera Workshop MAISD/GVSU Learn & Serve Partnership Grant	8:30 – 3:00	
		ongoing?	
Aaron Eling	Beginning Teacher’s Orientation Science Fairs Made Easy MAISD/GVSU Learn & Serve Partnership Grant		
	Middle School Amusement Park Physics Michigan Aerospace Challenge	8/18 – 19	
		8:30 – 3:30	
		8:00 – 3:30	
		ongoing?	
		8:00 – 3:00	
		8:00 – 3:00	
Chris Tulgestke	Genre, Meap and the GLCE’s Writing Essentials Book Club Economics Workshop		

4:00 – 7:30

4:00 – 6:00

4:00 – 7:30

Shay Kraley Genre, Meap and the GLCE's

MAISE/GVSU Learn & Serve

Partnership Grant

9/26

4:00 – 7:30

ongoing?

Deanne Stebelton Economics Workshop 2/7 + 3/21 +

4/18

4:00 – 7:30

Erica Johnson Science Fairs Made Easy

Successful Intervention with the

Chronically Disruptive Student

Closing the Achievement Gap

(Grand Rapids)

12/2

8:00 – 3:00

11/30

full day

12/15

8:00 – 3:15

Nick Asmus Analyzing & Using DIBEL's 2/27/06

12:00 – 3:00

Mark Downing Social Studies Update K-12 10/3/05

4:00 – 6:00

Rob Henry Social Studies Update K-12

Democracy Comes Alive with

American Promise

10/3

4:00 – 6:00

12/6

4:00 – 6:30

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)

Daily Schedule:

Monday - Friday 7:30 am - 3:30 pm

Every Second Saturday of the Month 7:30 am - 3:30 pm

Student Schedule:

1st hour: 7:30 - 8:30

2nd Hour: 8:35 - 9:35

3rd hour: 9:40 - 10:40

4th hour: 10:45 - 11:45



Lunch: 11:45 - 12:15

5th hour: 12:20 - 1:20

6th hour: 1:25 - 2:25

7th hour: 2:30 - 3:30

Teacher Collaboration Schedule:

Common planning time will be implemented in the schedule for the 2012-2013 school year.
An update to Appendix C will be done as soon as the schedule is finalized.

Redesign Plan Signature Page



SCHOOL INFORMATION	CONTACT PERSON FOR REDESIGN PLAN
District: WayPoint Academy School Name: WayPoint Address: 2900 E. Apple Ave., Muskegon, MI 49442 School Code: 0800	Name: Reedell Holmes Position and Office: Superintendent Telephone: 231-777-4972 Fax: 231/767/8488 Email: rholmes@4waypoint.com
LEA SCHOOL SUPERINTENDENT/DIRECTOR Printed Name: Reedell Holmes Signature: X _____ Date: 11/28/2011	Telephone: 231/777/4972 Fax: 231/767/8488 Email: rholmes24waypoint.com
LEA SCHOOL PRINCIPAL/DIRECTOR Printed Name: Karen Buie-Jenkins Signature: X _____ Date: 11/28/2011	Telephone: 231/777/4972 Fax: 231/767/8488 Email: kbuie@4waypoint.com
LEA SCHOOL BOARD PRESIDENT	
Signature: X _____ Date: 11/28/2011 Jim Fisher, President	
LOCAL TEACHER BARGAINING UNIT	
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>	