

SCHOOL INFORMATION

District: Allen Academy

School Name: Allen Academy

Address: 8666 Quincy
Detroit, MI 48204

School Code: 9319

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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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)

*Ms. Georgia Burrell was selected to lead the academy in late January 2010 and commenced leadership February 1, 2010. The unanticipated resignation of the school leader mid-year compelled the management leadership team -- with board input and support -- to appoint an internal candidate in order to ensure a smooth transition for students and staff. Two individuals were identified and considered. Both had been serving in instructional coaching capacities and both had been employed at the academy for approximately eight years. After interviews and candid discussion among all vested parties as well as consultation that considered individual performance, stakeholder relationships, academic leadership skills, desire to assume the leadership responsibility and more, Ms. Burrell was the clear choice. This has been evidence by increases in Reading by 11.2%, Math by 6.9%, and Language Arts by 11%. (Please see Scantron Comparison Results in Appendix A), As stated in an independent school wide audit conducted by Pedagogical Solutions in the 2010-2011 school-year, "The overwhelming majority of the staff at Allen Academy like the forward movement of the school and have a high degree of collegiality. Staff morale appeared to be monolithically high. We anticipate a low rate of turnover given that the overwhelming majority of staff is quite pleased with the direction of the school". **90% of staff report satisfaction with Culture and Climate according to staff survey's since Ms. Burrell took leadership.** Ms. Burrell has served Allen Academy since 2003, serving as a 4th grade teacher, instructional coach, K-12/dean, and now a school leader. Her education and training as a certified teacher, as well as her*

Masters in Curriculum and Instruction from the University of Detroit Mercy contribute to her talent in shaping the unique potential of the academy.

Ms. Burrell is supported in her leadership by Mrs. Monique Woodland-Phillips, Allen Academy's Assistant School Leader. Ms. Woodland-Phillips began teaching at Allen 2003 as a kindergarten teacher and she has since taught grades K-6 at Allen Academy. She has also served as instructional coach/dean for grades K-6. Ms. Woodland-Phillips earned her Bachelor's degree from Hampton University and is certified in elementary education. She is currently pursuing a Master's in Curriculum from Eastern Michigan University.

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)

Due to the passage of Michigan H.B. 4627, very limited time was available to allow for collaboration with teachers to develop the tool. Allen Academy elected to adopt the management company-developed Teacher evaluation document rather than wait to implement a format that would later be mandated by the Governor's Council. The Administrative and Coaching staff at Allen Academy met with teachers to review the proposed new rubric for performance evaluation in curriculum meetings, where staff were led through a thorough review of its components. Teachers, along with administration, collaborated to decide what data will be used for accountability. The data includes MEAP, MME/ACT, Scantron, and local assessment data. ***Student academic achievement counts for 50% of the overall evaluation tool.*** Highlights of the tool are its increased support and focus on significant achievement through the ability to track and display data openly and transparently. This characteristic allows teaching staff to adjust instruction through the review of integral data points. Used appropriately, it allows for shared accountability and common participation in school-wide goals. ***The School Leader evaluation tool and the Teacher evaluation tool are attached in appendix A.***

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)

Each year, faculty and staff are eligible for performance-based pay increases and lump sum bonuses. Merit pay is based on teacher performance and student data. Through the budget revisions MDE has approved Merit Pay guidelines using IIA funds. ***(Merit Pay guidelines are attached in Appendix A) Performance indicators include increased achievement on assessments (i.e. MEAP, Scantron, 9 week assessments, etc...), Instruction, and Compliance with student achievement weighted more heavily.*** If a teacher's students demonstrate improvement as outlined in the guidelines they are eligible for merit

based bonuses. Teachers whose students in grades K-8 demonstrate increased academic achievement by 1.5 years on aforementioned assessments will be eligible. Teachers in grades 9-12 whose students demonstrate growth in one year's time will be considered eligible as well. ***The teacher evaluation tool is used to determine the merit bonus pay and lump sum bonuses and is completed by the school leader and assistant school leader with input from the instructional coaches.*** The school leader and assistant school leader receives training on conducting evaluations from the Leona Group at leader meetings. Funding for merit pay is allocated in the budget every year. Further, for the remainder of the year, the administration and the school improvement team will look into possible community donations to supplement the incentive-based pay program. Additionally, opportunities for growth will continue to be made available to valued staff including the cluster leader position, reading specialist, instructional coach, content or grade-level co-chairs. ***In addition, staff will also have access to flex time during the course of their daily schedules to compensate for extended work days or Saturday Enrichment.***

The administration and coaches at Allen Academy are also prepared to act when and if individual teacher's student achievement data is not showing improvement (see Corrective Action Plan flowchart in the Appendix A). Before any termination decisions are made, administration will implement a Corrective Action Plan with appropriate supports; success criteria is then assigned. The teacher improvement plan includes, but is not limited to: more frequent observations, feedback and modeling from instructional coaches, teacher observations in other classrooms, more frequent mentor observation with feedback and modeling, professional development opportunities outside of Allen Academy, New Teacher Academy, and increased progress monitoring. The frequency of the interventions and the type of modeling vary depending on the need of the individual teacher. Three possible outcomes could occur based on the Corrective Action Plan: teachers will be taken off of the plan, the plan will be revised based on need, or disciplinary action up to and including termination if no improvement is demonstrated. Professional development is also targeted based on need. Cluster leaders and coaches provide support through coaching and modeling, and a mentor teacher plan. These actions take place within a transparent, universal monitoring process which also includes a rubric and practice for leader evaluation, including evaluation by the Leona Group Regional Vice-President assigned to Allen Academy. Included in the rubric are enrollment and academic achievement outcomes, and financial viability. In addition, the authorizer, Ferris State, supports success through the monitoring of AYP status and contractual goals (operational and achievement.) Oversight is delivered by the project coordinator and includes five required leadership meetings per year.

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)

Staff reviewed data in response to AYP; Response to Intervention (RtI) was the reform model chosen and implemented. Training has been provided to our entire staff on the RtI process. This training has taken place in the form of in house professional development and professional development opportunities outside of Allen Academy. In addition, teachers take a self-assessment that allows the administration to provide need-based professional development for all teachers on an individual basis. Student data is also used in order to plan and implement professional development. A calendar that works to support the reform model was created that included grade-level meetings, bi-weekly school-wide staff meetings, curriculum meetings, RtI and School Improvement Team (SIT) meetings. Within the context of these meetings, test data is analyzed, instructional strategies and pacing are monitored and adjusted. An agenda will continue to be provided by instructional coaches as well as the modeling of meeting expectations. Grade level meetings allow for the creation of common assessments aligned to GLCEs and HSCEs taught. These meetings also have an agenda created and overseen by the instructional coaches. Instructional coaches model and evaluate strategies in the classroom and at curriculum meetings. Cluster leaders also play an important role in overseeing the curriculum and data meetings. They also act to ensure implementation of the agenda and plans/assessments created based on data.

According to the school-wide RtI reform strategy, if it is determined that quality core instruction is occurring at the tier 1 level and the classroom-level data (MEAP, Scantron, AIMSweb, 9 week assessments, etc...) indicates that an individual student is not meeting grade-level expectations, then further diagnostic screening is conducted. Based on the results, a Tier II or Tier III intervention is designed and implemented. Progress monitoring data is collected to determine the growth to standard. If needed, adjustments are made to the intervention in order to meet the student's needs.

A mentoring program for teachers with three years or less experience (or as needed) is in place that pairs them with lead or master teachers. For development, master teachers conduct observations, provide support, and model best practices in the classrooms. Allen Academy also provides funding for teachers to participate in research-based professional development outside the building aligned with our instructional program and reform model. SIT team department representatives review school improvement strategies with teams and survey staff about their PD needs to support effective implementation. ***Staff also complete an individualized self-assessment used to guide improvement and development. As a result, professional development is individualized based on need and desire.***

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)

In addition to opportunities for growth that will continue to be made available to valued staff including the grade-level leader position (cluster leader), reading specialist, math specialist, mentor teachers, instructional coach, content or grade-level co-chairs, working conditions at Allen Academy are enhanced by the atmosphere created by the sense of community created when stakeholders share a common objective to educate children in a dynamic and progressive way. Positions such as cluster leaders, co-chair (SIT, RtI, etc...) and mentor teachers offers our teachers an opportunity for promotion and growth as a professional, yet also allows them to remain in the classroom. As we go through the transformation model we will also continue to allow our highly qualified teachers the opportunity to work part time in specialist positions. When we extend the amount of instructional hours we will include flex time for our teachers and educational assistants.

Though expectations for performance and commitment are high, multi-faceted supports are consistently delivered to staff. Instructional coaches, curriculum specialists, educational assistants, and the collaborative education and social work teams all offset the daily demands of classrooms by full immersion in the educational process. Truly, no teacher is alone in his or her endeavor to produce the kind of outcomes expected by the Academy, particularly as a transformational school. In an effort to recruit highly qualified teachers we will continue to seek out new talent at teacher fairs. As a part of our efforts to retain our highly qualified staff members teachers are asked to create a Power Point presentation in grade level of content level teams at the end of the year. They are asked to report on their goals, points of pride, and what we can do to improve as a school. The leadership team (school leader, assistant school leader, and instructional coaches) then uses this information to help make informed decisions that are in the best interest of Allen Academy.

A mentoring program for teachers with three years or less experience (or as needed) is in place that pairs them with lead or master teachers. Mentor teachers are selected based on experience, evaluations, professionalism and ability to work well with others. Each mentor teacher has two to three mentees with whom they meet with at least once a week with observations and in class modeling occurring monthly. Mentor teachers are paired with their mentees based on grade level/content level, experience and compatibility. For development, master teachers conduct observations, provide support, and model best practices in the classrooms. We believe we will be able to continue to successfully retain and recruit equally talented and passionate staff that will thrive within the context of this positive and supportive environment

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)

Allen Academy's curriculum is aligned to the Michigan State standards through the KC4 framework, adjusted for the academic needs of its students, based on data through yearly curriculum overview maps, quarterly pacing guides, and weekly

lesson plans. These documents are created through collaborative efforts of grade-level teachers and instructional coaches and are closely monitored for effectiveness and fidelity to state learning objectives throughout the academic year. Instructional coaches collect and review lesson plans weekly, and compare them to pacing guides and curriculum overview maps to ensure that GLCE's and HSCE's are being taught according to curriculum pacing. In addition, the curriculum management plans are cumulative documents that demonstrate cross-curricular and vertical alignment for K-12. These plans are created by the administrative team, instructional coaches, and instructional staff in partnership with the Leona Group Department of Academic Support. They are monitored and adjusted as needed annually in response to student data (MEAP, Scantron, AIMSweb, 9 week assessments, unit assessments). For example if the data shows that second grade students are struggling with addition then the curriculum overview maps and pacing guides are adjusted to include more time for addition. Our in-house assessments are created using the GLCE's and HSCE's in grade level/content level clusters for math, reading, writing, social studies, and science. They are then submitted for approval to instructional coaches.

The Academy's performance on 2009-2010 and 2010-2011 State standardized tests (AYP) demonstrated a need for improved instructional practices for the special education subgroup ***in reading - specifically in comprehension. Out of approximately 600 students who were tested, 7 students from the special education subgroup did not make the necessary gains.*** Adjustments consist of increased progress monitoring, as well as improved collaboration and co-teaching between general education and special education teachers.

Our school-wide data (MEAP, Scantron, AIMSweb, 9 week assessments) showed that our students were struggling in reading. In an effort to close the gap evidenced in our data the leadership team met with our reading specialists and grade level cluster leaders to discuss possible programs to implement. The leadership team then took suggestions (including The Daily 5, Basils, Guided Reading, etc...) did further research and decided to implement Success for All (SFA), a research-based literacy program, with the following objectives: to match students with instruction just slightly above their independent reading level, to equip them with literacy skills that will bring them to grade level or above, and to equip them with reading skills that will ensure their success in other content areas. ***In addition to the reading resources SFA also supports the improvement of writing skills across performance levels.***

Also, in grades K-8 students are assessed in Reading through the Scholastic Reading Inventory five times per year and Scantron three times per year for placement in appropriate reading levels and monitored for growth. Students are also assessed in Math using AIMS web and Scantron three times per year for skill placement and growth progress.

In grades 9-11, students will take the Explore/PLAN/ACT and will be provided academic intervention based on results. In addition, the first hour for grades 9-12 was extended to allow for instructional-based interventions. Teachers will monitor for alignment to College and Career Readiness Standards.

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)

Allen Academy has created a school-wide data-driven culture that begins at the classroom level with the creation of formative assessments and data analysis. As we continue to go through the transformation process this model will continue to occur in conjunction with grade-level collaboration. Formative assessments take place throughout a lesson and drive instruction based on students' needs. Based on results of formative and summative assessment, teachers and instructional coaches make decisions to reteach, adjust strategies, or move forward with the pacing of the curriculum. These assessments are given in math, science, reading, writing and social studies.

According to the school-wide RtI reform strategy, if classroom-level data indicates that an individual student is not meeting grade-level expectations, then further diagnostic screening is conducted. Based on the results, a Tier II or Tier III intervention is designed and implemented. Progress monitoring data is collected to determine the growth to standard. If needed, adjustments are made to the intervention in order to meet the student's needs.

Programmatic evaluation and teacher evaluations are conducted using Scantron, MEAP, Scholastic Reading Inventory (SRI), MME/ACT, 9 week assessments, individual assessments and Explore/PLAN data by the administrative and school improvement teams. At K-1 level students are given individual assessments to determine if they have mastered letter recognition, letter sounds numbers, colors, shapes, etc. AIMSweb is used as a diagnostic and progress monitoring tool for math in grades 1-8. Decisions are heretofore made regarding curriculum alignment, resources, and assessments. Outcomes may also impact staffing, scheduling, and services provided to students as reflected in the school improvement and professional development plans.

The assessment data is all stored on the local network. Charts are created for each classroom for beginning of the year data, and each quarter throughout the year. They are color-coded based on the student's tier and used to drive instruction, tier students, evaluate teachers, and evaluate programs and curriculum. Instructional coaches report the data to the leadership team, and report back to grade level clusters and individual teachers. Scantron data is stored on-line. Teachers all have passwords to the Scantron website, and access to their students' data and individual instructional plans. Instructional coaches have begun to check the frequency in which teachers access this data.

Staff will continue to receive on-going training regarding progress monitoring, RtI, data analysis, AIMSweb, Scantron, and formative and summative assessments. These training opportunities take place when the teachers return in August, at cluster meetings, on professional development days, on progress monitoring half days and throughout the year at outside professional development opportunities. The staff at Allen Academy continues to strengthen ties with our parents and the community. Parents are sent communication via classroom newsletters and school newsletters on a weekly basis. Parent teacher conferences are held at both progress

report time and report card time and teachers use this opportunity to give parents information on homework as well as other topics. Our social work counseling department in conjunction with our school based behavior advocates also hold weekly parent on board workshops and mentor programs for our struggling students. Classroom management is supported by our school-wide program, Positive Behavior Support (PBS). Included in the program are incentives for good behavior such as green parties for our younger students and a PBS breakfast for our older students. Our social work counseling department in conjunction with our school based behavior advocates also attend cluster meetings to discuss and help with students who are consistently making bad choices. They also run a mentor program and various support groups for our students.

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)

A tentative measure to extend instructional time is scheduled to be reviewed by the administration and the board. The proposal includes adding three additional weeks to the end of the academic school year, while having teachers return 2 weeks later in August. Also, administration will remove half days that have been allocated for parent teacher conferences for progress reports and report cards. In lieu of those conferences parents will conference with teachers via Skype. The academy will also arrange for after school conference hours if necessary. In addition to the extended year the leadership team is also considering adding 30 days of Saturday tutoring in the schedule. These Saturday sessions would consist of instruction based on students' individual needs for intervention or enrichment according to their current RtI tier. Each day would consist of 4 hours of instructional time. We plan to use title 1 funds to staff these Saturdays as well as solicit parent volunteers. This will add 276.5 additional hours of instructional time (a schedule of increased hours is included in the Appendix).

The Academy will provide for ongoing community partnerships with Variety Foods, St. Margaret's of Scotland Catholic Church, Carousel Cleaners, Cranbrook Science Center, New Light Nursing Home, SVS Vision, and Communities in Schools by inviting them to participate in, support, and/or promote meaningful activities for the well-being of all students. Our goal is to maintain these partnerships in an effort to positively impact our students' academic and emotional growth. These partnerships are coordinated through our social work and counseling department as well our leadership team. The success of these partnerships is monitored by the leadership team (school leader, assistant school leader, and instructional coaches) through surveys, SWISS (School-Wide Information System) data and test scores.

We also plan to offer our teachers and educational assistants flex time two days a week to maintain the positive school climate.

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)

Allen Academy will remain committed to our families and the community by prioritizing funds to ensure the continuous engagement of families through the implementation of events, programs, and activities including curriculum nights; weekly Parent on Board workshops provided by the Social Work/Counseling Department; Parent-Teacher conferences; Parent Teacher Organization meetings and volunteer opportunities; Honors Society Induction and Honors ceremonies; Positive Behavior Support quarterly breakfasts; Sunshine Club, Kindergarten Thankful Breakfast, Constitution Day, Field Day, and Fire Department Smoke House. In order to increase our parent involvement we plan to offer dinner to our parents that attend our after school functions and also offer incentives and give-a-ways to our families. A school-wide Allen Academy update is sent home weekly to our families highlighting upcoming events, academic accomplishments, and information about parent events through the Parent Corner. Teachers and grade-level clusters also send home communication through a weekly newsletter that informs parents of student learning objectives and upcoming events and special recognitions.

Parents are also involved in school based decision making. We currently have a parent as a member of our School Improvement Meeting. As we move forward we are going to make a recommendation for a parent to be a member of our Board of Directors.

Allen Academy will continue to support families through the free summer lunch program open to children in the community up to 17 years of age, The School Dentist, SVS Vision, Hearing, Vision, and Lead testing through Herman Keifer, The Allen Academy Community Thanksgiving Dinner and Basket Giveaway for all families in the surrounding community, and The Allen Academy Adopt-a-Family Christmas Program.

The Academy will provide for ongoing community partnerships with Variety Foods, St. Margaret's of Scotland Catholic Church, Carousel Cleaners, Cranbrook Science Center, New Light Nursing Home, SVS Vision, and Communities in Schools by inviting them to participate in, support, and/or promote meaningful activities for the well-being of all students. Our goal is to maintain these partnerships in an effort to positively impact our students' academic and emotional growth. These partnerships are coordinated through our social work and counseling department as well our leadership team. The success of these partnerships is monitored by the leadership team (school leader, assistant school leader, and instructional coaches) through surveys, SWISS (School-Wide Information System) data and test scores.

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 Leadership team at Allen Academy meets to determine the school calendar and how to allocate funds based on the needs of the students as highlighted in the data. The team then meets with the Allen Academy Board of Directors and presents the proposed calendar, budget and findings from the data to support decisions that were made. The Board of Directors then votes to approve all proposed items based on the needs of the school. The leadership team and staff also inform the board of findings based the data and report out each month at the board meeting on academic achievement of the students.

In addition, to ensure the full implementation and sustainability of the model over three years, the academy will revise the collaborative meeting agendas to include ongoing monitoring of the progress of the Transformation Redesign Plan using perception and achievement data. Staff will use this time to analyze data to support their progress toward the annual proficiency targets for Meap, MME/ ACT, and Scantron specified in the attached 2011-2015 trajectory. Please see the attached collaborative meeting agenda and proficiency target trajectory in Appendix C.

- 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.)

As the management company for Allen Academy, The Leona Group, LLC, will continue to provide valuable technical assistance and support to the school through the use of administrative and grant funds for budget planning, professional development, technology support, grants management, and school improvement planning. Funds will also be allocated to sustain our school improvement coordinator through the Leona Group to support ongoing efforts with technical assistance. The funds for this support come from our Title 1 funds. Additional support will be delivered by Wayne-RESA through the assignment of a School Improvement facilitator who will develop and monitor Allen Academy's School Support team. The Academy will also benefit from the Statewide System of Support, delivered to schools in Year One, Improvement, in the way of data workshops and school improvement planning assistance as well as supports for Allen Academy as an identified PLA. The aforementioned support is new to Allen Academy as of this year and is monitored by the leadership team and the academic support department of the Leona Group. The leadership team reports findings to the Board or Directors.

Allen Academy will also form a Transformation Implementation and Support Team to monitor the school's ability to give operational flexibility to implement the plan effectively with the appropriate resources from the district. The team will consist

of a district representative, Regional Vice President, RESA representative, School level Staff Member and an Administrator. The Team will meet quarterly to collect data, monitor implementation, support strategies, and monitor perception data to ensure that staff morale will remain high with the implementation of programmatic changes.

**TRANSFORMATION SCHOOLS WILL STOP HERE.
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THE TURNAROUND MODEL STARTS HERE:

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

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

II. TURNAROUND MODEL COMPONENTS

PART A: DEVELOP SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS

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

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

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

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

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

and retain staff to meet the needs of students in a transformational school.
(Maximum 3750 characters)

PART B: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES

5. Describe plans and timelines for ongoing, high quality; job embedded professional development (subject specific pedagogy, differentiated instruction or a deeper understanding of the community served). Show how professional development is aligned and designed to ensure that staff can facilitate effective teaching and learning and have the capacity to successfully implement the school reform strategies. (Maximum 6250 characters)

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

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

PART C: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT

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

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

Or

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

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

**TURNAROUND SCHOOLS WILL STOP HERE.
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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.
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)



Allen Academy

8666 Quincy • Detroit, MI • 48204
Georgia K. Burrell, School Leader
(313) 898-6444 Fax (313) 898-6555

Scantron Comparison Results

	Spring 2010	Spring 2011	Fall 2012	Total Increase
Reading	43.8%	55%	64%	+20.2%
Math	32.1%	39%	51%	+18.9%
Language Arts	43.7%	54%	60%	+16.3

The Scantron test is administered twice a year to students in grades 2-8 and is a requirement from our authorizer, Ferris State University. Students take the assessment once in the fall and once in the spring. The test is computer based and the difficulty level changes based on student performance. Students take three tests; Reading, Math, and Language Arts. Once tested the students fall into three categories; At Risk, Interquartile, and Advanced. Students are considered proficient if they score in the Interquartile or Advanced range. These results compare the percentage of students that were proficient on the Scantron test since Mrs. Burrell took leadership.

Leader Name: _____

2011-2012 School Leader Evaluation

Scale	CEO	EVP	RVP	QSI	HR	FIN
-------	-----	-----	-----	-----	----	-----

Teaching and Learning
Curriculum Management
Relevance and Engagement
Inclusive
Data
Continuous Improvement
Climate and Culture

0 - 15
0 - 10
0 - 10
0 - 20
0 - 10
0 - 10
0 - 75

Quantitative Metrics
AYP/AMO
State Rating/Ranking
Enrollment/Retention
Attendance

0 - 20
0 - 10
0 - 5
0 - 5
0 - 40

Management
Financial
Grants
Compliance
Office Procedures
Stakeholders
Staff
Environment
Community Relations

0 - 15
0 - 10
0 - 5
0 - 5
0 - 10
0 - 10
0 - 5
0 - 5
0 - 65

Leadership
Initiative
Communication
Development
Decision Making
Team Player

0 - 10
0 - 10
0 - 10
0 - 10
0 - 10
0 - 50

Individual Goals
Goal 1
Goal 2
Goal 3
Goal 4

n/r

Total Points Possible
 Total Points Earned
 Percentage earned

230	230	230	230	230	230	230
0	0	0	0	0	0	0
0%	0%	0%	0%	0%	0%	0%

If necessary or desired, attach narrative discussion of feedback/ratings given, areas in need of improvement, and/o accomplishment of individual goals.

2011-2012 School Leader Evaluation Rubric

Academics	
The school leader ensures that the instructional content that is taught is aligned with state academic content standards, the school improvement plan, curriculum maps and school pacing guides.	Two points each for evidence of: alignment of curriculum with academic content standards, an active school improvement plan, curriculum maps and pacing guides; up to 2 additional points for demonstrating these tools positively impact instruction.
The school leader ensures instructional practices are effective and meet the needs of students through ensuring an alignment between curriculum, instruction and assessment for all students.	Up to 15 points for demonstrating how curriculum, instruction and assessment are aligned and positively impact student achievement.
The school leader provides opportunities for high levels of instruction to students of all abilities through multiple research based strategies that effectively differentiate instruction.	Up to 15 points for the use of multiple, research-based strategies designed (and resulting in) improved achievement through differentiated instruction (PBS, RTI, SST, etc.).
The school leader monitors and implement effective continuous school improvement.	Up to 20 points for demonstrated, active school improvement team that positively impacts student achievement and school standing.
The school leader encourages, monitors and facilitates the effective use of data by staff.	Up to 15 points for demonstrated use of data by staff and its positive impact on student achievement and school standing.
The school leader supports staff in planning and implementing research-based professional development which is aligned with SIP needs, goals and strategies.	Up to 10 points for demonstrated use of professional development aligned to SIP and resulting in improved student achievement and school standing.
0 - 75	
Quantitative Metrics	
The Academy met all Annual Measurable Objectives.	Five points each for attainment of AMO standards in : reading, math, attendance/graduation, all sub-groups, participation rate.
The Academy attained a ranking of at least "C" (Continuous Improvement) or better on the state report card.	Fifteen points for "C" or "Continuous Improvement; 20 points for "B" or "Effective; 25 points for "A" or Excellent; (5 bonus points possible in Ohio for "Excellent with Distinction" . Ten points for demonstrated improvement in ranking from previous year (if below "C" or "Continuous Improvement").
The Academy maintained budgeted enrollment throughout the school year.	Fifteen points for maintaining 90% of budgeted enrollment; 17 points for maintaining 95% of budgeted enrollment; 20 points for meeting or exceeding budgeted enrollment.
The Academy retained all eligible students from the previous school year.	Eight points for retaining 80% of eligible students; 12 points for retaining 90% of eligible students; 15 points for retaining 100% of eligible students.
0 - 75	
Management	
The Academy ends the year with a positive (annual) fund balance.	Ten points if the Academy ends the year with a positive fund balance.
The Academy met or exceeded management fee revenue projections.	Three points if the Academy met 90% of budgeted management fee projections; 5 points if the academy met management fee projections; 10 bonus points if the academy exceeded management fee projections by at least 10%.
The Academy completed all grant compliance and spent all funds appropriately.	Five points if the academy completed all grant compliance and spent grant funds appropriately.
The Academy is in good standing regarding all compliance matters.	Up to five points if the academy is in good compliance standing.
The Academy has effective office procedures.	Up to five points if the academy has effective office procedures.
The Academy has demonstrated buy-in from community stakeholders.	Up to five points for demonstrating buy-in from stakeholders.
The Academy demonstrates at least 90% parent "satisfaction" with the Academy.	Three points if the Academy demonstrates at least 75% parent satisfaction; 5 points demonstrating 90% parent satisfaction.
One hundred percent of employees meet federal highly qualified designations.	Five points if the academy demonstrates 100% of eligible employees meet federal highly qualified standards.
The school leader promotes a collaborative learning culture.	Up to 5 points if the school leader promotes an effective collaborative learning culture.

Management Cont.	
The school leader shares leadership with staff, students, parents and board members.	
The school leader institutes procedures and practices to support staff and students and establish an environment that is conducive to learning.	
The school leader understands, upholds and models professional ethics, policies, and legal codes of professional conduct.	

0 - 5	Up to 5 points for demonstrating effective shared leadership.
0 - 10	Up to 10 points for demonstrating an effective learning and work environment.
0 - 5	Up to 5 points for demonstrating the upholding of professional ethics, policies and legal codes of professional conduct.
0 - 75	

Leadership	
The school leader implements the school improvement plan and monitors the strategies for achieving the goals.	
The school leader clearly communicates the school's mission, vision, expectations and demonstrates effective interpersonal skills.	
The school leader works well with all school stakeholders and effectively promotes the school and company.	
The school leader demonstrates effective problem solving and decision making skills.	
The school leader demonstrates effective organizational and overall leadership skills.	

0 - 15	Ten points for demonstrated use of the SIP and regular SIP meetings; 15 points for demonstrating the effectiveness of this process at the school level.
0 - 15	Up to 15 points for demonstrating the effective communication of the school's mission, vision, expectations as well as interpersonal skills.
0 - 15	Up to 15 points for demonstrating effective stakeholder buy-in and promotion of the school and company.
0 - 15	Up to 15 points for demonstrating effective problem solving and decision making skills.
0 - 15	Up to 15 points for demonstrating effective organizational and overall leadership skills.
0 - 75	

Leader Specific Goals	
Goals set between the leader and state staff/RVP at the beginning of the year. These can be related to professional development, specific areas of growth or goals targeted at an area of development or operations.	

0 - 5	Did the leader achieve the goal?
0 - 5	What progress was made toward the achievement of the goal?
0 - 5	What were the outcomes of the process?
0 - 5	How did the attainment of the goals (or not) help the organization?
0 - 20	

Teacher Evaluation - Michigan

TEACHER'S NAME		SCHOOL	SUBJECT(S)
DATE of HIRE	TIME in POSITION _____ years _____ months	APPRAISAL PERIOD fall _____ spring YEAR: _____	NEXT APPRAISAL fall _____ spring YEAR: _____
APPRAISER'S NAME		APPRAISER'S TITLE	DATE of THIS APPRAISAL _____/_____/_____

Rating Overview

3	HIGHLY EFFECTIVE	Always exceeds performance standards, demonstrates a level of mastery appropriate to mentor others.
2	EFFECTIVE	Consistently meets performance standards and meets expectations.
1	INEFFECTIVE	Fails to meet most performance standards. An improvement plan must be implemented.

High Leverage Factors for All Students

%	Area of Evaluation	1	2	3
50%	MEASURABLE INDIVIDUAL ACHIEVEMENT GROWTH			
40%	Individual classroom growth Pre and post assessments for all courses taught show growth for all students who begin and finish their courses. artifacts: pre and post tests, course retention rates, MEAP, MME/ACT, Plan/Explore, DIBELS, Scantron, NWEA, ITBS, AIMSweb, DRA, etc. Include data for the teacher's most recent consecutive 3 years or, if 3 years of data are not available, as many years as available. comments:	70% or less	70%-90%	90%-100%
	MEASURABLE COLLECTIVE ACHIEVEMENT GROWTH			
10%	Overall school growth The school reaches the goals outlined by its school improvement plan and demonstrates growth for all students. artifacts: AYP data, student growth data comments:	Not Fully Met	Achieved	Exceeded
50%	INSTRUCTION	Ineffective	Effective	Highly Effective
	Engages all students effectively The teacher uses deliberate engagement strategies that keep students tuned in to the class. Teachers may do this through CPS systems, strategic partnering, cooperative learning, 'do now' and closing activities, requiring 100% work before moving forward, 'popcorn', calling on students randomly, constant circulation through the classroom, call and response, and more. artifacts: engagement walkthrough tools, engagement portion of student survey, observations/EEP, classroom walkthrough tool, course pass rates comments:			
	Employs scaffolded, rigorous, and relevant lessons The teacher creates lessons that mesh with maps and pacing guides. Teacher provides necessary background building to make content comprehensible, then moves forward through Bloom's Taxonomy to provide activities and assessments rich in rigor. artifacts: lesson plan review, rigor & relevance portion of student survey, student pass rates, maps and pacing guides, observations/EEP, classroom walkthrough tool, integration of common core reading and writing standards, grade distribution report comments:			

Area of Evaluation	Ineffective	Effective	Highly Effective
Delivers effectively			
<p>The teacher utilizes strategies and techniques that grab students' attention and make content material as impactful as possible. Teachers may do this through innovative technology integration, multiple intelligence activities, dramatic activities, dynamic storytelling, hands-on activities, problem-based learning, projects that offer choice, connecting material to students lives and today's world, etc. Classroom procedures are in place that support student learning and instructional goals.</p>			
<p>artifacts: dynamic portion of student survey, observations/EEP, classroom walkthrough tool</p>			
<p>comments:</p>			
Monitors, adjusts, and differentiates using formal/summative assessment data			
<p>The teacher collects data from grade level appropriate quizzes, tests, and assignments . . . then uses the data to modify whole-class instruction AND differentiate on an individual level. Students receive regular communication about what they have and haven't mastered and are given appropriate support to achieve unmet objectives.</p>			
<p>artifacts: assessment portion of student survey, grade book data, course pass rates, lesson plan review, maps, pre-post test analysis, use of test data, grade distribution report</p>			
<p>comments:</p>			
Monitors, adjusts, and differentiates using informal/formative assessment data			
<p>The teacher has students explain concepts and assignments to each other. Students are required to provide live, grade level appropriate feedback (CPS systems, thumbs up/down, multiple choice cards, etc) to show understanding during instruction. Students may be asked to repeat instructions to the teacher or each other.</p>			
<p>artifacts: assessment portion of student survey, grade book data, course pass rates, lesson plan review, observations/EEP, classroom walkthrough tool, maps, pre-post test growth, remediation calendar of activities, ELL/SpecEd documentation, democratic understanding protocol, grade distribution report</p>			
<p>comments:</p>			
Collaborates openly and regularly			
<p>The teacher projects a true 'growth mindset' by always striving to improve and grow. He/she collaborates regularly with peers/coaches/administration about student learning, curriculum, and instruction, then responds in word and action to improve instructional skill. The teacher pursues individualized professional development that is meaningful to his/her practice and works cooperatively with others.</p>			
<p>artifacts: professional development certificates, transcripts, service on school improvement team or other teams, completion of goals on prior year's evaluation, observations, service record as a mentor teacher or coach</p>			
<p>comments:</p>			
Sets the physical stage for learning			
<p>The teacher designs and maintains a physical classroom that supports learning in both aesthetic and function. Seating arrangements maximize supervision and data collection. Minimal space is taken up by teacher desk and storage, as room for student learning and movement takes priority. The classroom walls hold rich instructional materials and a variety of student-created models for class assignments. The room is streamlined so that it is not visually distracting to students who struggle maintaining attention. The room is also organized, orderly, and clean so that the teacher communicates a subtext of professionalism, competence, and pride. Students are seated to best facilitate learning and technology is situated so that it can be easily used and seen by all.</p>			
<p>artifacts: physical classroom audit, seating chart, observations/EEP, classroom walkthrough tool</p>			
<p>comments:</p>			
Sets the emotional stage for learning and builds relationships			
<p>The teacher designs and supports an environment that is safe, nurturing, structured, and conducive to learning. The teacher is encouraging to all students and actively builds relationships with students that are productive and positive. The teacher leverages relationships to encourage pro-social behavior in contexts outside of the classroom (both on and off campus). The teacher actively uses innovative strategies to motivate unmotivated students and prevents or internally handles minor class management issues effectively.</p>			
<p>artifacts: relationships portion of student survey, adherence to PBS plan, SWIS data, retention rates, attendance rates, referrals to counselor/admin/social worker or other behavior interventionists (when necessary), observations/EEP, classroom walkthrough tool</p>			

comments:			
Focuses on learning more than teaching			
Although cognizant of instructional materials and strategies, the teacher's written plans and classroom management provide such a solid foundation for instruction that they are free to seriously focus on measuring how well students are grasping the material.			
artifacts: course pass rates, reconciliation between lesson plans/maps and grade book, MEAP/Scantron or other benchmark assessment scores, assessment & feedback portion of student survey, student engagement walkthrough tool, student engagement documented on lesson plans, observation/EEP			
comments:			

Area of Evaluation	Ineffective	Effective	Highly Effective
CORE EXPECTATIONS			
Special education compliance			
Teacher completes special education paperwork by deadlines. Teacher makes necessary modifications and accommodations for all special needs students in every class taught. Teacher communicates proactively with parents, students, and Special Ed coordinator			
artifacts: quarterly SpecEd review, parent feedback, observations/EEP, classroom walkthrough tool, SpecEd pass rates, SpecEd transfer requests, accommodations and modifications as documented in lesson plans, annual reporting findings, IEP documentation			
comments:			
ELL compliance (if applicable)			
Teacher makes content comprehensible for ELL students and provides modifications and support to foster their success. Teacher completes necessary ELL paperwork by given deadlines.			
artifacts: ELL review tool, parent feedback, observations/EP, classroom walkthrough tool, ELL pass rates, ELL transfer requests, lesson plans, SIOP			
comments:			
Professionalism and risk avoidance			
The teacher behaves, in word and action, in a professional manner at all times with both internal and external stakeholders. Healthy boundaries are drawn between teacher and student that foster positive, productive relationships. Teacher follows all school and company guidelines regarding transport, social media, and communication. Conduct during staff meetings, parent meetings, professional development sessions, and classroom instruction is polished, controlled, positive, and professional. The teacher protects confidentiality and interacts with all stakeholders in a respectful, productive manner.			
artifacts: observations/EEPs, classroom walkthrough tool, corrective actions, relationships portion of student survey, social media audit, peer evaluation rating for professionalism			
comments:			
Operational support			
Teacher provides wholehearted operational support to the front office. Attendance policies, grading deadlines, and other criteria are met.			
artifacts: office or support staff feedback, completion of assignments			
comments:			
Support of site mission, vision, and culture			
The teacher participates in and supports the overall mission, vision, and culture of the school. This is evident in interactions within and outside of his/her classroom. The teacher willingly reaches outside of the classroom to support enrichment programs, recruit teachers and students, and build strategic partnerships that benefit the students, school, and community. The teacher is able to create safe, positive classroom climates in line with the school's overall mission that offer an optimum learning environment for all students. The teacher strives to inspire and motivate all students.			
artifacts: observations/EEPs, classroom walkthrough tool, relationship portion of student survey			
comments:			

Employee Credentials

yes	no	credential	expiration date
		Michigan teaching certificate type: ___ provisional ___ professional ___ other (specify) _____ level: ___ K-5 ___ 6-8/6-9 ___ 9-12 ___ K-12 ___ other: _____ Specific endorsement(s) required: endorsement: endorsement:	____/____/____
		"Highly qualified" documentation on file	Update annually

Employee Comments

GOALS/OBJECTIVES

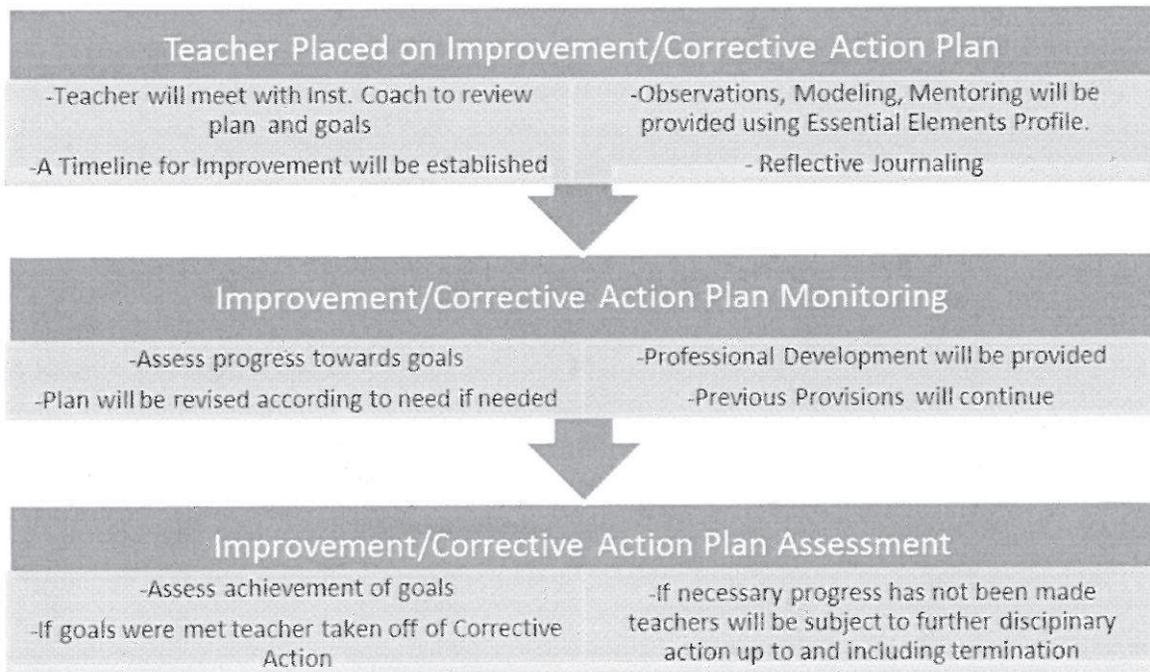
Use the space below to list your instructional improvement goals to focus on during the upcoming performance appraisal period. Please base your growth goals on the above areas of evaluation.

area of evaluation	personal goal	strategies for reaching goal

The signatures below indicate that a conference has been held and the appraisal has been reviewed between the employee and the appraiser. The employee's signature indicates that s/he has reviewed the appraisal. The employee may include his/her comments, which will become part of the employee's file. The school leader's signature indicates that if s/he was not the appraiser, s/he has reviewed the appraisal and supports the ratings and comments as indicated.

EMPLOYEE'S SIGNATURE	DATE
	____/____/____
APPRAISER'S SIGNATURE	DATE
	____/____/____
SCHOOL LEADER'S SIGNATURE	DATE
	____/____/____

Allen Academy's Teacher Improvement/Corrective Action Plan Flowchart



Note: The Improvement/Corrective Action Plan will be monitored in collaboration with the School Leader, Assistant School Leader, and the Instructional Coaches.

A teacher can and/or will be put on a Improvement/Corrective Action Plan if the following occurs:

- Students lack necessary curricular engagement.
- Curriculum Management Plan is not being adhered to.
- Curriculum Mapping/Pacing in not being followed.
- Severe classroom management issues are apparent.
- The majority of students in a given class are not making the necessary growth in achievement (growth-to –standard/1 year's growth in 1 year's time).
- Teacher classroom administrative duties are not being completed in a timely and efficient manner.
- Professional Conduct is lacking.

Note: This criterion is subject to change based on the needs of the academy as deemed by administration.

**ALLEN ACADEMY 2011-2012
MERIT PAY PROCEDURES AND GUIDELINES**

Merit Based Pay: defined as performance-related pay. It provides an extra financial incentive for instructional staff that have exemplary performance according to measurable criteria.

General Criteria: In order to qualify for merit based pay all teachers must meet the following criteria first:

- Receive a positive annual teacher evaluation.
- Cannot have excessive disciplinary documentation.
- Must teach in core subject area

Additional requirements include:

Grades K-1 Instructional Staff

K-1 teachers who demonstrate exemplary performance, as indicated by low-performing students who increase their academic achievement by at least 1.5 years on *Individual Assessments*, and/or *Success For All (SFA) Reading Assessments*, in one year's time will qualify for merit based pay. The measurements used as criteria for merit based pay will take into specific account a student's *growth-to-standard* based on the state curriculum and benchmarks in core academic areas.

Grades 2-6 Instructional Staff

2nd-6th Teachers who demonstrate exemplary performance, as indicated by low-performing students who increase their academic achievement at least 1.5 years on *MEAP*, and/or *Scantron*, in one year's time will qualify for merit based pay. The measurements used as criteria for merit based pay will take into specific account a student's *growth-to-standard* based on the state curriculum and benchmarks in core academic areas.

Grades 7-8 Instructional Staff

7th-8th Teachers who demonstrate exemplary performance, as indicated by low-performing students who increase their academic achievement at least 1.5 years on *MEAP*, *Scantron*, and/or *Explore*, in one year's time will qualify for merit based pay. The measurements used as criteria for merit based pay will take into specific account a student's *growth-to-standard* based on the state curriculum and benchmarks in core academic areas.

Grades 9-12 Instructional Staff

9th -12th Teachers who demonstrate exemplary performance, as indicated by low-performing students who increase their academic achievement on the *Explore*, *Plan*, and/or *ACT/MME*, in one year's time will qualify for merit based pay. The measurements used as criteria for merit based pay will take into specific account a student's *growth-to-standard* based on the state curriculum and benchmarks in core academic areas.

****The amount of merit based pay will be determined by the School Leader and the administrative staff in accordance with the amount per teacher as identified with the budget detail item.****

APPENDIX B
COPY AND PASTE YOUR:

Professional Development Calendar or Timeline
(unlimited characters)



Allen Academy

8666 Quincy • Detroit, MI • 48204
 Georgia K. Burrell, School Leader
 (313) 898-6444 Fax (313) 898-6555

Professional Development Plan 2011-2012

<p>August 15th-30th</p>	<ul style="list-style-type: none"> • Curriculum Management Plan • MEAP/MME Prep Plans • Higher Order Thinking • SFA • Progress Monitoring • Educational Assistant Training • Collaborative Education MEAP Plan • SOLO • Step Up to Writing (3-6) • Lucy Calkins Writing (K-2) • Grade Quick • School Improvement Team Meeting
<p>September</p>	<ul style="list-style-type: none"> • 1st: SFA Tutoring (Educational Assistants) • 1st: Scantron Webinar* • 12th: Leona Kick Off – Engaging Learners, Motivating Students • 13th: Curriculum Meeting • 19th: Wayne RESA Data Team Seminar* • 19th-23rd: SFA Facilitator Training Baltimore, MD* • 20th: Writing Process Binder* • 21st: RtI Progress Monitoring • 23rd: RtI Team Meeting • 23rd: School Improvement Team Meeting • 26th & 27th: McKinney-Vento Conference* • 27th: Curriculum Meeting
<p>October</p>	<ul style="list-style-type: none"> • 3rd: MDE Administrative Data Workshop • 7th: Enacted Curriculum Survey • 7th & 10th: MEAP Information • 7th & 10th: Collaborative Education MEAP Information • 7th: Data Analysis • 9th-12th: Drop Out Prevention Conference*

	<ul style="list-style-type: none"> • 11th: Curriculum Meeting • 13th: Leona Group Training (Leaders Meeting)* • 15th: Organizing for School Improvement for MI Excel Schools* • 20th: Leona Group RtI Training (Coaches Meeting)* • 20th & 22nd: MI Association of School Social Workers* • 21st: School Improvement Team Meeting • 21st: RtI Progress Monitoring • 21st: MI Council Teachers of English* • 25th: Curriculum Meeting • 26th: RtI Team Meeting • 27th: Leona Group (Leader Meeting)*
November	<ul style="list-style-type: none"> • 4th: RtI Progress Monitoring • 4th: Study Island • 4th: Grade Quick • 4th: AIMSweb • 8th & 9th: Explore/Plan Training with Ferris State* • 10th: Leona Group RtI Training (Leaders and Coaches Meeting)* • 15th: Curriculum Meeting • 15th & 16th: SFA • 18th: School Improvement Team Meeting • 19th: Organizing for School Improvement for MI Excel Schools* • 22nd: Step Up to Writing (3-6) • 22nd: RtI Team Meeting • 21st: Lucy Calkins Writing (K-2)
December	<ul style="list-style-type: none"> • 1st: Leona Group (Leader and Coach Meeting)* • 5th: Lucy Calkins Writing (K-2) • 6th: Step Up to Writing (3-6) • 6th: Curriculum Meeting • 9th: ACT/MME Kaplan Training • 9th: Collaborative Education Data Analysis • 9th: Data Analysis • 12th & 13th: SFA • 16th: School Improvement Team Meeting • 16th: RtI Progress Monitoring • 16th: RtI Team Meeting
January	<ul style="list-style-type: none"> • 10th: Curriculum Meeting • 11th & 12th: MDE Administrative Data Workshop • 12th: Leona Group (Leader Meeting)* • 19th: Leona Group (Coaches Meeting)* • 20th: School Improvement Team Meeting • 20th: RtI Progress Monitoring

	<ul style="list-style-type: none"> • 20th: RtI Team Meeting • 24th: Curriculum Meeting
February	<ul style="list-style-type: none"> • 7th: Curriculum Meeting • 7th & 14th: Step Up to Writing (3-6) • 6th & 13th: Lucy Calkins Writing (K-2) • 15th: RtI Team Meeting • 16th: Leona Group (Leader & Coach Meeting)* • 17th: School Improvement Team Meeting • 21st & 22nd: SFA
March	<ul style="list-style-type: none"> • 2nd: RtI Training • 6th: Curriculum Meeting • 9th & 23rd: Progress Monitoring • 9th: RtI Team Meeting • 15th: Leona Group (Leader Meeting)* • 20th: Curriculum Meeting • 20th-21st: SFA • 22nd: Leona Group (Coaches Meeting)* • 23rd: School Improvement Team Meeting
April	<ul style="list-style-type: none"> • 12th: Leona Group RtI Training (Leader and Coach Meeting)* • 17th: RtI Team Meeting • 20th: Common Core Standards • 23rd: Lucy Calkins Writing (K-2) • 24th: Step Up to Writing (3-6) • 24th: Curriculum Meeting • 27th: School Improvement Team Meeting • 30th: Lucy Calkins Writing (K-2)
May	<ul style="list-style-type: none"> • 1st: Step Up to Writing • 8th: Curriculum Meeting • 11th & 25th: Progress Monitoring • 11th: RtI Team Meeting • 17th: Leona Group (Leader Meeting)* • 21st & 22nd: SFA • 22nd: Curriculum Meeting • 24th: Leona Group (Coaches Meeting)* • 25th: School Improvement Team Meeting
June	<ul style="list-style-type: none"> • 14th: RtI Team Meeting • 15th: School Improvement Team Meeting

*Trainings that took place outside of Allen Academy. Individuals attending varied on the professional development topic.

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)



**Allen
Academy**

Proposed Increased Learning Time Outline

	2011-2012 School Year	Fall 2012+	Total Hours Added
Instructional Hours	1,211 Hours	1,338.5 Hours	127.5 Hours
Saturday School	0 Hours	120 Hours	120 Hours
Half Days *	68 Hours	36 Hours	28 Hours
Total	1,279 Hours	1,494.5 Hours	276.5 Hours

***We are going to remove the half days from our school year that are currently used for parent teacher conferences. Collaboration half days will remain in the calendar. Parent teacher conferences will take place after the school day and via Skype. Parents who need technological support will be provided by the school.**



**Allen
Academy**

Cluster Meeting Times K-6

2012-2013

Grade	Day	Time
Kindergarten	Thursday	9:00 am
First Grade	Thursday	12:00 pm
Second Grade	Tuesday	12:00 pm
Third Grade	Wednesday	12:00 pm
Fourth Grade	Tuesday	1:05 pm
Fifth Grade	Tuesday	10:35 am
Sixth Grade	Thursday	10:35 am



Cluster Meeting Agenda K-6

2012-2013

- Data Analysis
 - Re-Teaching Plans

- Lesson Plans
 - What was covered the week(s) prior
 - Power Standards
 - Pacing Guides

 - What needs to be covered the upcoming week (s)
 - Power Standards
 - Pacing Guides

- Collaborative Education
 - GLCE Alignment

 - Accommodations and Modifications

 - Re-Teaching Plan for Collaborative Education Students

- Monitor Implementation of Redesign Plan

- Projects and/or Field Trips

- Sharing of Ideas

- Other Topics



**Allen
Academy**

Teacher Collaboration Times K-12

Progress Monitoring

2012-2013

Day	Date	Time
Friday	September 21, 2012	1:00-3:45pm
Friday	October 26, 2012	1:00-3:45pm
Friday	November 16, 2012	1:00-3:45pm
Friday	December 14, 2012	1:00-3:45pm
Friday	January 18, 2013	1:00-3:45pm
Friday	February 15, 2013	1:00-3:45pm
Friday	March 22, 2031	1:00-3:45pm
Friday	April 19, 2013	1:00-3:45pm
Friday	May 10, 2013	1:00-3:45pm
Friday	May 24, 2013	1:00-3:45pm



Progress Monitoring Clusters

These clusters will meet on the Progress Monitoring days and complete the Progress Monitoring Worksheet using the Data Reports from Achievement Series. It is an expectation that each group follows the established agenda.

Math

Ms Maples
Dawn Nelson
Phillip Bargardi

Math

Trena Braswell
Mr. Vaughn
Amanda DeGain
Mrs. O
Mr. Nichols

Social Studies

Jessica Kreps
Mellissa Clark
Nicole Sulinski

Electives

Ms. Ward
Mr. Moore

ELA

Ms. Gandy
Rashonda Dawson
Tiffany Engleman
Yaisa Mitchell

ELA

John Cooper
Gillian Rabbitt
Jessica Haynes
Nicole Sulinski
Andrea Misuraca

Science

William Lambdin
Lisa Shirkey
Kimberly Ireland
Ms. Thedford

Spanish

Ms. Black
Ms. Bautista



**Allen
Academy**

**Grade Level Progress Monitoring Meeting (7th-12th)
AGENDA**

- ❖ Review Student Data
- ❖ Identify Classroom Mastery Levels
- ❖ Instructional Strategies and Practices
- ❖ Instructional Decisions
- ❖ Complete Progress Monitoring Worksheet
- ❖ Monitor Implementation of Redesign Plan
- ❖ Sign and Date Agenda

Notes: _____

Please remember to turn in a copy of the data reports and Progress Monitoring Worksheet to the Instructional Coach.



**Allen
Academy**

Progress Monitoring Process (7th-12th)

Procedures

(Phases: Instruction; Assessment; Tracking; Review; Adjustment; Action)

Step #1	Teach GLCE's over the course of 4 weeks (formative assessments)
Step #2	Teachers will create GLCE Tracking Assessments based on GLCEs taught.
Step #3	Students will take GLCE Tracking Assessment (see schedule)
Step #4	Teachers will score test and get immediate results
Step #5	Teachers will collect the data to be used in Grade Level Progress Monitoring Meetings (GLCE Tracking Chart & Data Reports due the Wednesday after testing)
Step #6	Attend Grade Level Progress Monitoring Meeting and discuss results of data and action plan (Turn in Progress Monitoring Worksheet to Instructional Coach)
Step #7	Implement Action Plan and/or Interventions (Adjust Pacing Guide as necessary)
Step #8	Continue Monitoring Progress

Grade Level Progress Monitoring Meeting Process (7th-12th)

Procedures

Step #1	Review the student data reports
Step #2	Identify classroom Mastery Levels
Step #3	Identify and discuss instructional strategies and practices
Step #4	Make quality instructional decisions based on data
Step #5	Complete Progress Monitoring Worksheet
Step #6	Turn in a copy of the Progress Monitoring Worksheet to the Instructional Coach
Step #7	Implement Plan and Continue to Monitor Progress



**Allen
Academy**

**Grade Level Progress Monitoring Meeting (7th-12th)
AGENDA**

- ❖ Review Student Data
- ❖ Identify Classroom Mastery Levels
- ❖ Instructional Strategies and Practices
- ❖ Instructional Decisions
- ❖ Complete Progress Monitoring Worksheet
- ❖ Monitor Implementation of Redesign Plan
- ❖ Sign and Date Agenda

Notes: _____

Please remember to turn in a copy of the data reports and Progress Monitoring Worksheet to the Instructional Coach.

MME
Proficiency Targets
Allen Academy
2011-2015

Goal 1: Allen Academy will increase student achievement in accordance with state and federal Adequate Yearly Progress (AYP) requirements in the core academic subjects of Reading, Mathematics and Science.

Baseline Percent Proficient	Expected Percent Point Increase Proficient	Margin of Performance
< 40%	10% Increase	4%
40-59%	8% Increase	3%
60-69%	5% Increase	2%
>70%	3% Increase	1%

Reading Trajectory					
Grade	2011*	2011-2012	2011-2013	2011-2014	2011-2015
11	13.5	23.5	33.5	43.5	51.5

Mathematics Trajectory					
Grade	2011*	2011-2012	2011-2013	2011-2014	2011-2015
11	2	12	22	32	42

Glossary of Terms

Baseline Data: Initial collection of student assessment data used to create a growth trajectory to improve student achievement.

Growth Trajectory: Student assessment targets for subsequent years following the baseline year.

Values highlighted in green are considered maintenance.

* Denotes Baseline Year

Please Note: MME scores are not based on Full Academic Year student achievement.

Scores reflect New 2011-2012 Cut Scores as adopted by the Michigan Department of Education

MEAP and Scantron
Proficiency Targets
Allen Academy
2009-2014

Goal 1: *Allen Academy will increase student achievement in accordance with state and federal Adequate Yearly Progress (AYP) requirements in the core academic subjects of Reading, Mathematics and Science.*

MEAP score improvement goals have been established around the following parameters:

Baseline Percent Proficient	Expected Percent Proficient
< 40%	10% Increase
40-59%	8% Increase
60-69%	5% Increase
>70%	3% Increase

Reading Trajectory						
Grade	2009*	Yr. 1	Yr. 2	Yr. 3	Yr. 4	Yr. 5
3	69	74	77	80	83	86
4	55.7	63.7	68.7	73.7	76.7	79.7
5	43.3	51.3	59.3	64.3	69.3	72.3
6	62	67	72	75	78	81
7	66.2	71.2	74.2	77.2	80.2	83.2
8	86	89	92	95	98	100

Mathematics Trajectory						
Grade	2009*	Yr. 1	Yr. 2	Yr. 3	Yr. 4	Yr. 5
3	80.2	83.2	86.2	89.2	92.2	95.2
4	74.3	77.3	80.3	83.3	86.3	89.3
5	38.8	48.8	56.8	64.8	69.8	72.8
6	46	54	62	67	72	75
7	61.5	66.5	71.5	74.5	77.5	80.5
8	62.8	67.8	72.8	75.8	78.8	81.8

Science Trajectory						
Grade	2009*	Yr. 1	Yr. 2	Yr. 3	Yr. 4	Yr. 5
3						
4						
5	35.8	45.8	53.8	61.8	66.8	71.8
6						
7						
8	48.8	56.8	64.8	69.8	72.8	75.8

* Denotes Baseline Year

Please Note: All goals are based on Full Academic Year student achievement.

Goal 2: *Allen Academy will improve student achievement in accordance with Ferris State University Charter Schools Office (CSO) 3-Year Cohort Value-Added Achievement Trajectory in the core subjects of Reading, Language Arts, and Mathematics as reported on the Scantron Performance Series norm-referenced assessment. The percent of cohort students at or above grade level will meet or exceed the CSO established trajectory.*

Scantron score improvement goals have been established around the following parameters:

Baseline Percent Proficient	Expected Percent Proficient	Margin of Performance
< 40%	10% Increase	4%
40-59%	8% Increase	3%
60-69%	5% Increase	2%
>70%	3% Increase	1%

Allen Academy Scantron Value-Added Achievement Trajectory						
	Baseline Data % of Cohort Students Achieving Within Grade Level Interquartile Range or Higher	2009- 2010	2010- 2011	2011- 2012	2012- 2013	2013- 2014
Reading	43.1	51.1	59.1	64.1	69.1	72.1
Math	31.6	41.6	49.6	57.6	65.6	70.6
Language Arts	45.9	53.9	61.9	66.9	71.9	74.9

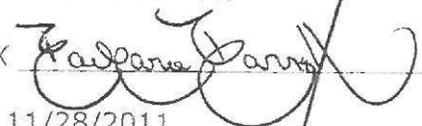
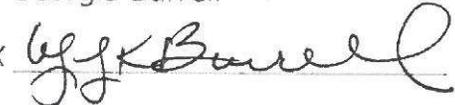
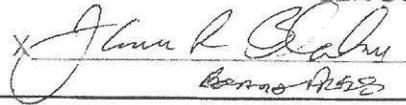
Glossary of Terms

Baseline Data: Initial collection of student assessment data used to create a growth trajectory to improve student achievement.

Growth Trajectory: Student assessment targets for subsequent years following the baseline year.

Interquartile Range: The range of grade level scores which are considered to be in line with achieving at grade level for a particular grade.

Cohort: A group of students attending the Academy for three or more consecutive years.

SCHOOL INFORMATION	CONTACT PERSON FOR REDESIGN PLAN
District: Allen Academy School Name: Allen Academy Address: 8666 Quincy School Code: 9319	Name: Georgia Burrell Position and Office: School Leader Telephone: 313.898.6444 Fax: 313.898.6555 Email: georgia.burrell@leonagroup.com
LEA SCHOOL SUPERINTENDENT/DIRECTOR Printed Name: Barbara Barrett Signature: X  Date: 11/28/2011	Telephone: 517.333.9030 Fax: Email: babara.barrett@leongroup.com
LEA SCHOOL PRINCIPAL/DIRECTOR Printed Name: Georgia Burrell Signature: X  Date: 11/28/2011	Telephone: 313.898.6444 Fax: 313.898.6555 Email: georgia.burrell@leobagroup.com
LEA SCHOOL BOARD PRESIDENT Signature: X  Date: 11/23/11	
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>	