



Turnaround Redesign Diagnostic

American International Academy

American International Academy

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Introduction

The Turnaround Model addresses four specific areas: 1) developing teacher and school leader effectiveness, 2) implementing comprehensive instructional reform strategies; and 3) extending learning time and community-engagement. 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. Overall, you will write a reform/redesign plan to address nine separate requirements. The reform/redesign plan should be developed for implementation through the 2015-16 school year.

PART A: REFORM TEAM PERSONNEL

Please list the individuals involved in the development of this reform/redesign plan. Use a separate line to list each individual, and include name, title or role, and email contact information.

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PART B: TEACHING AND LEARNING PRIORITIES

State two or three “big ideas” for your reform/redesign plan that are intended to change teaching and learning in ways that promote student growth in your school. (These should come from the data dialogue that initiates your planning efforts.)

The three "big ideas" are differentiated instruction, Professional Learning Communities, and positive climate and culture.

State what data were used to identify these ideas

BAA School Scorecard, MI School Data, PST Data, Teacher Surveys, and Data Dialogue with staff.

PART C: DEVELOP SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS

Requirement #1: Replace the principal and increase leadership capacity at the school.

Indicator 1A: In your response, describe how the district has taken on of the following actions: (a) a new principal has been hired that meets all five turnaround competencies, (b) the current principal meets all five turnaround competencies, and (c) a principal with turnaround competencies will be hired before the end of the planning year. *Note: (a) and (c) are the only options if you plan to apply for a School Improvement Grant.

Indicator 1B: In your response, describe how the district will increase leadership capacity. Ensure that this plan addresses at least one of the big ideas around which this plan is developed.

1A.1

The Academy has chosen a Turnaround model to develop its reform/redesign plan. Part of this process is to replace the principal and increase leadership capacity at the school. Mr. Thomas E. White was brought in as the new principal for this purpose. Thomas White is a respected, professional educational leader specializing in "Turn-Around" projects with low performing urban schools and districts. He has a demonstrated history of cultivating a positive school culture and successfully providing leadership to students, school faculty, and community partners. He is skilled in developing school-wide initiatives, implementing blended learning technological programs, and building highly motivated teams focused on achieving a school's mission. He is eager to provide quality innovative academic and social programs to help our young, gifted and talented children realize their full potential in challenging environments. Thomas White's list of accomplishment is as follows:

- 2002 Academy of Inkster (9-12)

As the Mathematics Department Head and lead teacher, Thomas White worked on the School Improvement team that redeveloped the educational program to transform the curriculum and increase student achievement. After successfully implementing the new educational program the school made AYP. This was accomplished with the "Big Idea" of differentiated instruction and by making Safe Harbor on the MEAP Test for first time in school history. Thomas White was also awarded teacher of the year for the 2002/03 school year.

- 2005 Academy of Michigan (9-12)

As the Assistant Principal, Thomas White redeveloped the educational program with the "Big Idea" of differentiated instruction. The new educational program helped the school meet State Standards on the ELA MEAP test and make Safe Harbor on the Math MEAP test for the 9th-12th grade high school for the first time in the school's history.

- 2007 Academy of Oak Park-Whitcomb (6-8)

As the new principal, Thomas White was able to open the middle school on its new campus and rewrite the school's educational program with the "Big Ideas" of differentiated instruction and a positive culture and climate for urban education. Thomas was able to successfully pull the school out of its phase 5 restructuring status and put the school in a phase zero AYP status for the 6-8th grade middle school.

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- 2008 Eaton Academy (K-12)

Thomas White took over as the new principal of Eaton Academy in 2008 and helped to redesign the educational program with the "Big Ideas" of differentiated instruction, a positive urban school climate and culture, and a Professional Learning Community (PLC) Framework. In the 4 years he served as the school's administrator Thomas:

Successfully made AYP for three consecutive years with MEAP scores above State Standards in math and reading.

Moved school from the bottom quartile of the MDE Top/Bottom list to approximately the 50% area of the list.

Helped school to obtain reauthorization from CMU twice.

Increased enrollment from 350 to approximately 450 students.

Added a 6-8 middle school to the K-5, 9-12 school

Increased fund balance from 800K to approximately 2 million.

- 2012 Detroit West Preparatory Academy (K-8)

Thomas White took over as the new principal of Detroit West Preparatory (DWP) Academy in 2012. The Academy had 18 years of poor performance, declining enrollment, negative school culture and a declining fund balance. Thomas helped to redesign the educational program with the "Big Ideas" of differentiated instruction; a positive urban school climate and culture; and a Professional Learning Community (PLC) Framework. In the 2 years he served as the school's administrator Thomas:

Initiated the "Big Idea" of the "LOVE, LAUGH, LEARN" philosophy for a positive school culture and climate at school

Initiated the "Big Idea" of differentiated instruction by creating a state-of-the-art blended technology learning program with school-wide classroom learning centers.

Increased student growth targets for students on the standardized Scantron Performance Series Test (PST).

Initiated the "Big Idea" of PLC's at the school to focus on standards based instruction with collaborative common planning.

Helped secure a 5.8 million dollar Bond to finance a new innovative building for the Academy.

Successfully moved from a 25,000 sq. ft. building into a 70,000 sq.ft. building during the 2013/14 school year.

Successfully balanced budget after school had operated from a 400K deficit for the past 2 years.

Enrolled 340 new students in a two-year period to increase enrollment to 440 after a four-year enrollment decline by initiating a successful, personalized marketing strategy.

Initiated a new GSRP (Great Start Readiness) pre-school program as a feeder program that increased the Academy's revenue by 232K.

Added a pre-K and seventh grade component to the Academy.

Initiated a new in-house transportation department with leased buses.

Implemented free school-wide breakfast, lunch, dinner, snack, fresh fruit and vegetable, and community summer breakfast and lunch program.

1A.2-3

Thomas E. White's turnaround competencies are:

1. Identifying and focusing on early wins and big payoffs. His experience demonstrates that in each of his leadership positions, Thomas focuses on his "Big Idea" of differentiated instruction. With his demonstrated big wins and payoffs Thomas has expanded his one "Big Idea" to include the additional "Big Ideas" of PLCs and positive climate and culture designed to increase MEAP and/or PST test scores in his first year of operation.

2. Breaking organizational norms. Thomas has a demonstrated history of creating a fluid leadership team that can transform an Academy quickly in a short period of time. He has been able to break organizational norms by effectively creating new and sustainable systems to

implement and execute his "Big Ideas."

3. Acting quickly in a fast cycle. Thomas' educational experience in leadership and as an administrator demonstrates that he is able to act quickly in a fast cycle. He has the ability to quickly gauge and access the strengths and weaknesses of any institution and put together a turnaround plan that revolves around his "Big Ideas."

4. Collecting and analyzing data. Thomas' specializes in analyzing and collecting data from the Performance Series Test, and MEAP test. He has demonstrated knowledge of evaluating district and local tests, school demographics and the desegregation of local tests. Thomas has demonstrated a history of utilizing the collection and analysis of this data to increase student achievement in a relatively short period of time.

5. Galvanizing staff around "Big Ideas." A "Big Idea" that Thomas has used to galvanize staff has been his Professional Learning Community. Another "Big Idea" that Thomas has used to galvanize staff has been his focus on a positive culture and climate at the school. By creating a comprehensive collaboration that focuses on teamwork, Thomas has been able to get major buy-in with his staff in a short period of time.

The district will increase leadership capacity in year 1 and 2 at the school by:

- Creating a leadership team within the staff that will be provided with curriculum training in standards and strands and differentiated instruction to assist all staff.
- Providing a school coach that will focus on differentiated instruction and increasing instructional leadership.
- Provide professional development for the staff that has embedded training in differentiated instruction.

1B.1

Our principal will increase leadership capacity within our building by providing ongoing and consistent support to and with the building leadership team (one grade-level lead teacher at K-2, one at 3-8, our assistant principal, our compliance officer, and our special education teacher). This support will include regular data discussion sessions (at least once each month the leadership team), and professional learning opportunities in the core content areas to support our Blended Learning initiative. Additionally, our leadership team will participate in PBIS (Positive Behavior Intervention Supports) to develop our awareness, understanding, and implementation of a culture that focuses on our vision of "Loving, Laughing and Learning."

1B.2-5

The expectation will be that our leadership team will then provide our classroom teachers with the same professional learning opportunities (utilizing our monthly PLC sessions) to support student learning. Some professional learning opportunities may take place during our after-school Staff meetings (each Monday at 3:45 until approximately 4:45 pm) and/or during Professional Development sessions offered by our ISD.

Requirement #2: The district uses locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environments to meet the needs of students.

Indicator 2A: In your response, detail the collaborative process used to create a teacher and leader evaluation plan and explain how the evaluation includes student growth as a significant factor (by 2015-16, at least 50% of teachers' evaluations must be based on student growth

Indicator 2B: Also, detail the process to screen existing staff and criteria used to rehire no more than 50% of staff and select new staff. Attach the teacher evaluation and administrator evaluation. (Narrative)

2A. Educator Evaluation

2A.1

At the beginning of this school year, our instructional staff participated in the process of adopting a teacher evaluation tool that would support student and teacher growth. We developed and utilized a survey that asked teachers to share their thoughts and expectations for an evaluation tool and what (if any), previous knowledge they may have regarding various tools. As a result of the survey and our discussion opportunities (both as a whole group and/or with individual teachers), we have determined that the Charlotte Danielson Teacher Evaluation

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process will be utilized as our teacher evaluation tool. The American International Academy's (AIA) administration will implement the Charlotte Danielson Educator Evaluation system to provide feedback and evaluate all teachers. This tool will be approved by the AIA Board of Directors and be presented to all teachers before implementation takes place during fall orientation. The tool will provide teachers with all of the criteria and expectations that will be utilized for evaluation purposes. Teachers will be formally evaluated (by administration and in writing) utilizing the Charlotte Danielson system during the winter and spring marking periods of each school year.

The Charlotte Danielson Evaluation System consists of four domains of teaching responsibility. Those domains include:

Domain 1: Planning and Preparation

Domain 2: The Classroom Environment

Domain 3: Instruction

Domain 4: Professional Responsibilities

2A.2

Each teacher will provide evidence as to a 50% increase in district test scores by the end of the 2015-16 school year. 50% of teacher evaluation is based on student performance by 2015-2016 school year. Each teacher will provide a completed Personal Growth Plan to administration overseeing their evaluation during the first card marking of the 2014-15 school year. The school's administration and teachers will review the plan together and make any needed and/or agreed upon adjustments. A Pre-observation Lesson Plan will be provided to administration (by the teacher), at least 24 hours before they are formally observed within the classroom setting. Administration will provide a "reflection form" to each teacher following each of their formal observations. Administration will provide an observation schedule for the school year (in writing) to all teachers during the first card marking period. In addition, teachers will be observed informally (at least two times a month, beginning in October of 2014), in the area of classroom management. Administrators will provide immediate feedback as to teacher progress in this area. All teachers will be provided with ongoing Instructional Coaching in the areas of math and reading.

The AIA Board of Directors will formally evaluate the school leader once a year, utilizing a similar format and competency criteria used for teachers. This formal evaluation may be conducted by the Board's ESP on behalf of the Board.

The Educator Evaluation Plan will have the following elements and timelines

- Teachers will be given the Charlotte Danielson evaluation rubric to review in the beginning of October of 2014 and by the end of September 2015.
- Teacher and Administration will work together to develop a Personal Growth Plan in October of 2014 and September of 2015.
- Teacher will be given a schedule for the winter and spring formal evaluation in October of 2014 and September of 2015.
- Teachers who receive a satisfactory in their winter formal evaluation will receive a minimum of one observation per month to ensure that teacher growth continues.
- Teachers who receive an unsatisfactory in their winter evaluation will rewrite their Personal Growth Plan with administration to focus on targeted areas where improvement is needed. These teachers will receive additional coaching hours and training to help them improve in the areas of deficiencies. Observations will increase to a minimum of three per month with immediate feedback to help monitor their progress.
- Teachers who receive a 20% increase in their students test scores and a satisfactory on their formal spring evaluation will be offered a contract renewal for the following school year.
- Teachers who receive an unsatisfactory for their spring formal evaluation and/or do not increase their students test scores by 20% will be placed on probation. Leadership will work with the teacher throughout the spring and summer with additional training to determine whether or not growth is sufficient enough to renew their contract for the following year.
- Teachers will all have exit interviews at the end of the school year to review their Personal Growth Plan with administration and their students' test scores.
- Ongoing training with the Charlotte Danielson evaluation system will occur throughout the year.

2B. Staff Screening, Rehire & Selection of New Staff

2B.1-2

In July of 2014, a new school principal and assistant principal were hired to lead American International Academy. Keeping with the plan for the Turn Around School and Redesign Plan, AIA changed leadership and 50% of staffing to increase the leadership capacity at the school.

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Leadership met with each remaining staff member and discussed the school's priority status and the new direction of the school. Those staff member were then given the opportunity to remain at the school. However, teacher relationships with the students, and familiarity with the school, families, and community were major deciding factors when taking these staff members into consideration to remain employed at the school. The remaining previous staff consists of: 6 teachers, 1 Special Education Teacher, 2 custodial staff members, 2 lunch aides, 1 paraprofessional, and 1 Office Manager. In addition to the retained staff, American International Academy also obtained 1 Director of Operations, 3 bus drivers, 1 Food Services Director, 1 Social Worker, 1 Compliance Officer, 1 Instructional Coach, 1 Dean of Students, 1 Secretary, 9 new teachers, and 6 paraprofessionals.

2B.3

New staff were interviewed by the Principal, Assistant Principal, and additional staff members depending on the area in which they would be working. All new staff were required to receive a clear background check and be certified or highly qualified where applicable. Staff were required to have experience in urban education or be willing to be trained. The staff must also be willing to learn and know about their students. The Academy determined that it is imperative to have positive relationships between the staff and the children to better reach and educate them. Teachers must also know how to use data to drive instruction for better results with the student as well as the school.

Requirement #3: The district will implement such strategies as financial incentives, increased opportunities for promotion and career growth and more flexible working conditions designed to recruit, place and retain staff to meet the needs of students in a transformational school.

Indicator 3A: In your response, identify the strategies that will be used to recruit staff based on student needs.

Indicator 3B: In your response, identify the strategies that will be used to assign staff based on student needs.

Indicator 3C: In your response, identify the strategies that will be used to retain staff.

3A.1-2

American International Academy has a process for recruiting teachers to this school based on students needs. Prior to recruiting new hires, student performance data was reviewed and indicated the need for teachers who have a firm understanding of effective math, reading and writing practices, and evidence of successful implementation of the Common Core State Standards in their instruction with fidelity. The student needs of the school have been identified by a comprehensive evaluation of the school's scorecard. The scorecard reveals school-wide patterns with consistently low scores in the content areas of writing, social studies and science. The school has targeted these areas in recruiting school staff. Hiring teachers who demonstrate confidence and comfort when collaborating with colleagues is important in the hiring process. Also, due to the population of students, teachers with a strong understanding of accommodations and modifications within the general education setting is important when considering and addressing all student needs. There is an effort to focus on individual teacher strengths, and to allow them to teach the subject in which they are most knowledgeable, resulting in highly effective instruction for students. Performance Series Testing and summative classroom assessments will be utilized to determine this.

Indicator 3B: ASSIGNMENT

3B.1

American International Academy's strategy for assigning teachers at this school is based on student needs. Data from Performance Series Testing (K-8) and MEAP is utilized to determine student placement in the most appropriate setting with a highly effective teacher. If the number of staff does not allow for specialized teacher placement, supports will be put in place to accommodate specific student needs. These supports include being assigned a mentor teacher, being provided with additional support in the classroom by a paraprofessional,

receiving instructional assistance from the school's instructional coach and receiving additional professional development in areas of weakness.

Indicator 3C: RETENTION

3C.1-2

American International Academy's strategy for retaining teachers at this school includes incentives. Efforts to retain staff include opportunities for professional development and career growth. Incentives for teachers who have positively increased student achievement, implemented the required procedures and aligned instruction to Common Core State Standards are available. In addition, teachers who demonstrate an increase in student achievement are eligible to receive gift certificates and/or money to spend for extra classroom resources. Teachers may also be offered an opportunity to plan and execute a class field trip of their choice. Support staff may also be assigned to the classroom for a portion of the day to provide additional assistance to the teacher (for individual or classroom projects). Teachers that are exhibiting strong leadership qualities will be given roles that support their instruction. Leadership position roles could include but not be limited to Lead Teacher, Mentor Teacher, Head of Department, etc. (as determined by the administration team). Lastly, teachers who have demonstrated interest and ability to produce quality instruction have the opportunity to attend Professional Development sessions in which they will be responsible for sharing their gained knowledge in a "train the trainer" fashion with the staff. Eligibility for incentives will be based upon 10% growth in student achievement following the winter testing period and will be determined by the building principal.

PART D: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES

Requirement #4: The district provides staff ongoing, high quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that staff can facilitate effective teaching and learning and have the capacity to successfully implement the school.

Indicator 4A: In your response, describe the school's plan for professional development. The plan must: (a) reflect the "Big Ideas" (see Part B), (b) offer repeated opportunities with a common focus, (c) be high quality, (d) be job-embedded (e.g. integrated into the work day), (e) align to the instructional program described in requirement #6, and (f) include a process for monitoring the impact of PD on instructional practices.

4A.1-4

American International Academy professional learning program is reflective of the Academy's Differentiated Instruction "Big Idea." The Differentiated Instruction system that the Academy has implemented is the following system:

- The teacher is given job-embedded ongoing curriculum training with a curriculum specialist to unlock standards and strands to implement an effective lesson in their whole group instructional period.
- The teacher is given job-embedded ongoing data training from the school's Assessment Specialist to utilize data from their students Performance Series Test (PST) to create individualized lessons from the students "Suggested Learning Objectives (SLO) to address student deficiencies in math and reading.
- The teacher will be given job-embedded ongoing training from the school's Assessment specialist with the PSTs Achievement Series to support standardized formative testing online.
- The teacher will receive job-embedded ongoing training with blended learning with the school's computer-adaptive programs and technology at the school to incorporate the intervention initiative at the school.

4A.5-9

Teachers are provided with job-embedded training from the Assessment Coordinator, the Instructional Coach and leadership that is ongoing in the areas of differentiated instruction, classroom management, and instructional methodology. Teachers are also provided with PD with the Charlotte Danielson evaluator system. A calendar of teacher training in the areas of data, classroom management, differentiated instruction and instructional methodology will be given to teachers in October of 2014 and September of 2015. Trainers will work with staff and then informally observe their utilization of the strategies of focus in the classroom. After each observation, teachers and trainers will complete a feedback sheet that is ongoing and job-embedded to monitor progression and mastery of said skill sets.

During the feedback sessions that will take place within 72 hours after the informal observation the teacher and trainer will analyze student learning and find immediate solutions to increase efficacy in the classroom. Initial training will occur in September and October of 2014 and September of 2015. After the initial training, the trainer, coach and mentor will create a calendar for ongoing training, observations and feedback sessions for the rest of the year.

More PD from the local ISDs and Institute for Educational Excellence, as well as the school's authorizer and MDE priority technical assistance training will also be available for various staff members at the school.

Requirement #5: The district has adopted a new governance structure, which may include, but is not limited to, requiring the school to report to a new "turnaround office" in the LEA or SEA, hire a "turnaround leader" who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability.

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Indicator 5A: In your response, detail how the NEW governance structure will assist in decision making, sharing of information between the district and building, and removal of barriers to reform plan implementation. that will assist with the building turnaround process. Describe a process for monitoring implementation progress to inform plan refinement and how regular reporting will occur to all key stakeholders

Indicator 5B: Describe how Operational Flexibility will be provided to the building in the following areas: staffing, use of time, professional learning, and budget. Also complete and attach the Assurance of Operational Flexibility for Priority Schools, signed by the Superintendent, School Board President and Union Representative, which certifies that the school has the autonomy required to implement the reform/redesign plan as written (Must complete the Assurance of Operational Flexibility and attach required evidence as stated in the Assurance Form). Include a statement that describes how the priority school improvement team and building leader will determine the school's Title I budget (subject to federal regulations).

5A.1

American International Academy is a Charter School that has the structure of the building and district having the same dual roles. The district/Academy has transitioned from a full-service management company to a self-managed entity. The structure for self management is a partial service Educational Service Provider (ESP) that focuses on HR, a Chief Executive Officer (CEO)/Chief Academic Officer (CAO), who functions as the School Leader, and a business office. The Board has empowered the CEO/CAO with the responsibility to develop the school's educational plan based on the school's authorizer's educational goals. The school leader has the added responsibility of acting as the superintendent and principal of the District/Academy.

5A.2

This new model of self management for the school reflects a new way for the district/academy to make decisions, share information, and remove barriers to reform implementation. The school leader works with a school leadership team and the "School Improvement Team" to develop the Reform/Redesign Turnaround plan for the school. These meetings are held twice a month throughout the school year to monitor the development and implementation of the plan. The school leader and the team will deliver the "Big Ideas" for differentiated instruction, Professional Learning Community, and the positive climate and culture at the school. These "Big Ideas" will be used for the "Big Wins" to have an immediate effect on student achievement. The Process for monitoring implementation progress to inform plan refinement is as follows:

5A.3

- The School Leaders with the assistance of the SIP and Leadership team will meet with Wayne RESA, The Institute for Educational Excellence and Michigan State University to develop and write the Reform/Redesign Turnaround Plan as required for being in priority status. The first draft of the plan will be submitted to the state in ASSIST, the school Board and LSSU on October 6th 2014.
- The State, the School Board and LSSU will review and return the draft to the school which will in turn resubmit to the state, the Board and LSSU during the month of November 2014 with corrections made to the plan. The plan will take the place of the School Improvement Plan for the next four years.
- The school leader along with the SIP and leadership team will meet twice a month to monitor the implementation of the plan and monitor student achievement through its data dialogue. A calendar will be put in place to ensure that time is set aside for this event to occur.
- The School leader will submit monthly updates about the implementation of the plan and outcomes of the plan on student achievement at the monthly Board meetings. The LSSU representative will be present at the Board meetings to review this material.

The stakeholders at the school include the Board, the authorizer (LSSU) and the staff, students and parents. While formal meetings with the Board and authorizer will occur monthly, the parents and students will be informed about aspects of the plan with the school's monthly newspaper. During the staff meetings, and PLC meetings the staff will be updated of the plan's progress.

Indicator 5B: Operational Flexibility

5A.4 - 5B.2

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The school leader, SIP and leadership team will determine the school's Title I budget based on the Reform/Redesign Turnaround Plan. After the data dialogue is conducted with MSU, the School Improvement Specialist from the Institute for Educational Excellence will assist the school leader and the SIP and leadership team with the school's Consolidated Application to utilize the school's Title I funds to help implement the school's "Big Ideas" of differentiated instruction and PLCs.

The new governing structure will give the school more flexibility in the following areas:

- Staffing-The school leader works hand in hand with the ESP to provide instructional staffing in the areas of student needs according to the plan
- Use of Time- The school leader has the flexibility to create and adjust the school schedule and calendar to meet student need and implement the reform/redesign turnaround plan.
- Professional Learning- The school leader has the flexibility to use the Title I budget to address student needs according to the reform/redesign plan.
- Budget- The school leader, along with the ESP and finance department, has the flexibility to adjust the school budget to address student needs according to the reform/redesign plan.

Requirement #6: The district uses data to identify and implement an instructional program(s) that is research-based and vertically aligned from one grade to the next, as well as aligned with State academic standards.

Indicator 6A: In your response, detail the process the school used to select an instructional program. The process must address how the school used a diagnostic process that (a) used multiple data sources, (b) disaggregated data by subject, grade level, and subgroups, (c) identified and prioritized underlying causes of low student performance.

Indicator 6B: In your response, describe your instructional program. The school's instructional program must: (a) reflect the "Big Ideas", (b) include specific teaching and learning strategies (Tier I Instruction) for school-wide implementation, (c) align with career & college ready standards, (d) be based on research, relevant data, and outcomes of data dialogue (if applicable), (e) provide an overview of the implementation timeline, resources, and staff responsible for implementation over three years, and (f) describe a plan to track adult implementation of instructional program identifies timelines, resources, and staff responsible for implementation of the instructional program.

Indicator #6A: Process for Selecting an Instructional Program

6A.1

American International Academy was placed on the MDE Priority list during the summer of 2014. The priority status was due to the school's low performance on the MEAP test. Data from the School's scorecard on the BAA revealed that the school's achievement was low enough to be placed in the state's bottom 5%. More specifically the school is listed in the 3% range. The school conducted a data dialogue with Michigan State University to study the MEAP data from the BAA school scorecard and Mi School Data portal. The data revealed that the school received reds in the areas of science, writing and social studies. The school also received reds in the school's bottom 30% in all subjects. The data from the Academy's scorecard and Mi School data has revealed that the following proficiency levels for the school.

Grade Reading Math Science Social Studies Writing

3rd 29.1% 5.5% NA NA NA

4th 28.9% 2.6% NA NA 21.6%

5th 37.9% 10.7% 0% NA NA

6th 25% 3% NA 0% NA

7th 14.3% 0% NA NA 4.8%

6A.2-5

The correlation and relationship between the disaggregated data, big ideas, and instructional program indicates that the systems and procedures in place previously did not work and needed to be changed. The data from previous years indicates there were issues with the instructional program. Differentiated instruction should assist in filling the gaps present from previous years while continuing to build a better foundation for the students. The big ideas were developed to promote a better culture and climate for the students, teachers, and staff along with ample opportunity to be developed, supported, and mentored.

The school conducted a reflective data dialogue to examine the students' scores to make predictions and assumptions as to why the test scores have been consistently low. Multiple data sources were used to understand the school's priority designation. These sources were Mi School data, the BAA's school's scorecard and a review of the Performance Series data. Through the data dialogue it was revealed that the underlying causes for the low performance in these areas were the following:

- The Academy did not have a sound school wide curriculum to ensure that grade-level common core and state standards were being taught consistently.
- The Academy's instruction in the classroom was not focused on standards and differentiated instruction to raise student performance and help close the achievement gap.
- The Academy did not have a schedule to ensure that science; social studies; and writing were subjects that students received instruction in daily.
- The Academy's bottom 30% were incorrectly identified and not given additional support and intervention.

Indicator #6B: Qualities of Instructional Program

6B.1-7

The Academy utilized multiple data sources (ex. Mi School Data, BAA scorecard) to understand the school's priority school designation. These sources were utilized by experts working with the school from Wayne RESA, Michigan State University and The Institute for Educational Excellence to disaggregate data by subject, grade and subgroups. After identifying and prioritizing underlying causes of low student performance the Academy developed the Educational plan to help raise student achievement. The Academy decided to focus on Lezotte's "Learning for All" correlates of effectiveness to assist in developing the educational program. The seven correlates of effectiveness are:

1. Safe and Orderly Environment: In the effective school, there is an orderly, purposeful, businesslike atmosphere which is free from the threat of physical harm. The school climate is not oppressive and is conducive to teaching and learning.
2. Climate of High Expectations for Success: In the effective school, there is a climate of expectation in which the staff believes and demonstrates that all students can attain mastery of the essential school skills, and the staff also believes that it has the capability to help all students achieve that mastery.
3. Instructional Leadership: In the effective school, the principal acts as an instructional leader, and effectively and persistently communicates the mission to staff, parents and students. The principal understands and applies the characteristics of instructional effectiveness in the management of the instructional program.
4. Clear and Focused Mission: In the effective school, there is a clearly articulated school mission through which the staff shares an understanding of and commitment to instructional goals, priorities, assessment procedures, and accountability. Staff accepts responsibility for the students' learning of the school's essential curricular goals.
5. Opportunity to Learn and Student Time on Task: In the effective school, teachers allocate a significant amount of classroom time to instruction of essential skills. For a high percentage of this time, students are engaged in teacher-directed, planned learning activities.
6. Frequent Monitoring of Student Progress: In the effective school, student academic progress is measured frequently through a variety of assessments procedures. The results of these assessments are used to improve individual student performance and also improve the instructional program.
7. Home-School Relations: In the effective school, parents understand and support the school's basic mission and are given the opportunity to

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play an important role in helping the school to achieve this mission.

The School's educational plan incorporated the educational goals of the school's authorizer (Lake Superior State University [LSSU]). The Educational goals of the school and its authorizer are the following:

Educational Goals

Pursuant to the Terms and Conditions of this Contract, the Academy shall demonstrate measureable progress toward the educational goals identified below in the table in this schedule and in accordance to applicable law. The Academy shall pursue the educational goal of preparing students for success in college, work and life. The achievement or measureable progress toward meeting these goals may constitute grounds for the University Board to continue the Contract, suspend the Contract, or revoke the Contract.

Upon request, the Academy Board shall provide the CSO with a written report, along with supporting data, assessing the Academy's progress toward achieving these goals. The Academy Board shall demonstrate improved pupil achievement for all groups of pupils. This report shall also include how the Academy is assessing student literacy and providing the special assistance necessary to help all students bring their reading skills to grade level. For students that fail to score satisfactorily on the Reading portion of the 4th or 7th grade MEAP (state assessment), this special assistance must also include a plan for helping these students bring their reading skills to grade level within 12 months.

It is expected that the academy will meet the state of Michigan's accreditation standards and any improvement targets required to be achieved pursuant to state and federal law. The Academy is also expected to remain off of the Priority and Focus school lists published by the Michigan Department of Education. If the Academy already has school buildings identified on these lists, it is expected to make the progress necessary for them to no longer be so identified.

Measure for Determining Educational Goal Achievement

To measure progress in preparing all students academically for success in college, work and life, the Academy's performance will be assessed using the measures of student growth and achievement specified below. The Academy will administer the specified tests in accordance with the testing windows identified in the Academy's Master Calendar of Reporting Requirements. Each year, within 30 days after receiving the students' test results from the fall testing window, the CSO, in consultation with the Academy, will establish the baseline and specify the academic growth students must realize to reach college readiness achievement targets.

Measure 1: Student Growth

Improved academic achievement for all groups of students in grades 2-8 will be assessed using the following metrics and growth targets.

Grades Metric Growth Target

Grades 2-8 Growth made by students from fall-to-spring in reading and math as measured by scaled scores on the Performance Series by Scantron. Students' fall-to-spring academic growth, on average, will demonstrate measureable progress toward the grade-level reading and math achievement targets identified in the schedule. (Measureable progress will close the gap by 70% between fall and spring)

Measure 2: Student Achievement

The academic achievement of all students in grades 2- 8, who have been enrolled for three or more consecutive years at the Academy, will be assessed using the following metrics and achievement targets. Academies that are in their first year of operation will not be evaluated using academic achievement data. After the Academy enters its second year of operation, academic achievement data for all groups of students will be used in the evaluation.

Grades Metric Achievement Target

Grades 2-8 The average college readiness level based on scaled scores from the Performance Series by Scantron reading and math tests administered in the Spring. Students enrolled for three* or more consecutive years will, on average, achieve scaled scores equal to or greater than the grade-level reading and math college readiness achievement targets identified in this schedule.

If the cohort of students enrolled for three or more consecutive years is not sufficient in size to conduct a valid analysis, the cohort of students enrolled for two or more consecutive years will be used.

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Performance Series (PS) College Readiness Targets

Grade PS Reading Spring Target PS Math Spring Target

2nd Grade 2265 2191

3rd Grade 2504 2380

4th Grade 2691 2497

5th Grade 2843 2615

6th Grade 2921 2733

7th Grade 2948 2800

8th Grade 3012 2890

Measure 3: Student Achievement, Relative Performance and State/Federal Accountability

The academic achievement of Full Academic Year Students will be assessed using the following metric and achievement targets. The Composite Resident District is a construct, not a real school district. The test scores of the Composite Resident District are calculated by taking a weighted average of the test scores of districts to which the Academy's students would otherwise be assigned if they were not enrolled in the Academy.

Grades Metric Growth Targets

Grades 3-9 State Assessment Michigan Educational Assessment Program (MEAP) or successor test. The Academy average score will equal or be greater than that of the Composite Resident District in reading and math.

Grades 3-9 State Accountability Scorecard/MEAP To meet the requirements of the state accreditation system, the Academy will achieve/sustain a 75% or higher (lime).

One of the "Big Ideas" of the Academy is to have a positive "Climate and Culture" at the school. In order to achieve this, the Academy has adopted a belief statement that is "LOVE, LAUGH and LEARN." Incorporated in the mission of the American International Academy (Academy) are the following beliefs that guide the Educational Program.

We believe:

- The student should be shown LOVE by experiencing great relationships with the school's staff in a safe, nurturing and needs-fulfilling environment
- In educating the whole child while addressing each student's intellectual, emotional, moral and sensory needs as we engage students in educational experiences
- In providing a positive, enjoyable and engaging educational experience that promotes LAUGHTER in the classroom
- In honoring the cultural heritage of students, families, staff and all members of the community and in celebrating differences and similarities throughout the program
- We can close the achievement gap
- In using identified best practices in education.
- Every student can LEARN and do not accept failure
- In empowered and dedicated teachers, staff and parents
- In the meaningful and purposeful involvement of all stakeholders in the education of students at the Academy

RESEARCH-BASED PHILOSOPHIES & INSTRUCTIONAL STRATEGIES

In order for a student to learn, social and emotional needs must be met. Students need to believe in themselves as competent learners and need to feel valued and cared for in the school community. In an urban school, student's social and emotional needs may not be met outside the school walls. Teachers assist students in acquiring the skills to become competent learners and to feel valued and cared for in the school community. In addition, teachers are aware of the "interdependence of good instructional practice and of caring and trustful relationships among students and teachers." With this in mind, the Academy's practices are mindful of the individual needs of students as reflected in the second "Big Idea" of "differentiating classroom instruction" and honoring students' backgrounds by practicing culturally

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relevant pedagogy that avoids stereotypes, uses ability grouping sparingly and flexibly and prepares inclusive learning environments. The school currently has a Priority school designation due to low academic performances on its standardized state test (MEAP). By continued focus on the "Big Idea" of differentiated instruction the Academy will address the performance and start making gains in student achievement.

The Academy focuses on providing a developmentally-appropriate education that recognizes and honors the fact that all humans go through the same basic stages of development but progress at different paces. The Academy uses multiple assessments (e.g., Performance Series Test[PST]), at regularly-tested intervals to determine student progress on key mathematics and reading learning outcomes. The assessments, as well as classroom work and observations, contribute to the flexible placement of the student. Based on assessment results, appropriate placements provide extended learning opportunities and more challenging work for advanced students. Students who require remediation are given respectful tasks to address learning gaps. According to the school's scorecard the gaps are in reading, math, science, social studies and writing. The gap in literacy deficiency is a factor that affects all other subject areas at the Academy. To close learning gaps, instruction focuses on accommodating differences in learning styles, learning modalities or types of intelligences.

The Academy commits to "meeting the student where they are." According to Larry Lezotte, if the teacher plans a lesson, delivers the lesson, assesses learning and finds some students did not learn and still goes on to the next lesson, then the teacher did not expect the students to learn in the first place. The Academy is unwilling to accept that student learning is outside the control of the teacher. The school works with faculty to analyze achievement data and to address teacher behaviors that communicate low expectations. Teachers are often unaware of the "thin slices of behaviors" that signal expectations of students. However, with a focus on behaviors and working to promote high expectations of success, which goes hand-in-hand with valuing the whole child, continuous student improvement is expected.

Addressing the needs of the whole child, establishing a culture of high expectations and providing developmentally appropriate work are of particular importance in urban schools, where in order to be practiced successfully, cultural sensitivity is required. Developing a mutually-respectful relationship with students requires considerable knowledge of communication styles, both verbal and non-verbal. Recognizing the differences, responding as a listener, and designing instructional activities that reflect students' needs are critical to a productive classroom-learning environment. Teachers use strategies that involve students' communicating in comfortable ways but also studying and practicing other standards of communication and cultural expectations.

The Academy's philosophies bolster the student's internal motivation and reshape the student's and the family's perceptions of what "school" means and what school can do for individuals. Too often, particularly in urban settings, schools are viewed as punitive institutions of arbitrary rules within a system of rewards and punishments serving to further alienate the urban student from the dominant culture. The Academy develops positive relationships, applies the philosophies of a developmentally-appropriate education, differentiates instruction, and builds a needs-fulfilling environment for students to learn because it satisfies the need for self-efficacy.

Along with differentiating instruction and the integration of developmentally appropriate strategies, teachers also use the "KWLH" technique. "The K - Stands for helping students recall what they KNOW about the subject. W - Stands for helping students determine what they WANT to learn. L - Stands for helping students identify what they LEARN as they read. H - Stands for HOW we can learn more (other sources where additional information on the topic can be found)." Teachers use KWLH to activate prior knowledge, to support higher-order thinking and to reflect upon the best ways of individual learning. The faculty also differentiates instruction by creating learning centers and stations. Through differentiation, students interact with material, use different modalities and work through the different levels of Bloom's Taxonomy by stretching the intellect in a collaborative and constructivist manner. The Academy's instructional strategies provide a solid foundation of skills, knowledge, and understanding necessary for continued growth and future success.

The Instructional Program centers on student engagement and an active learning environment with maximum time on task. To engage students, the Academy focuses on the importance of routines, procedures, and provides a safe and orderly environment. Students learn social protocols, time management, and self-regulation which are skills needed to be successful in college, work and life. These are reflective of the school's college and career-readiness standards.

The pedagogy also focuses on reflection, self-evaluation, decision-making, problem-solving and goal setting. Students practice and become proficient at these skills through classroom meetings, journal responses, and individual progress monitoring. According to Robert Marzano, students who monitor progress and set specific academic goals have statistically significant academic gains compared to peers who do not

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reflect upon personal-learning targets and strategies for achieving personal goals.

The Educational program is implemented in the following steps:

- All students are assessed at the beginning of the year with the Scantron Performance Series test to establish baseline information for the instructor to use to drive instruction.
- The "Big Idea" of differentiated instruction is then utilized in an RTI school wide tier system for enhancement and intervention. Students are grouped from data dialogue with the CSIT team and receive scheduled time in small groups and with the computer adaptive program for daily differentiated instruction.
- Teachers implement the daily strategies of KWLH to check for understanding and are monitored, observed and evaluated according to the Charlotte Danielson tool.
- The PLC has common planning written into their schedule and professional dialogue with the coach, mentor, administrator and lead teachers around the topics of classroom management and instructional methodology.

CURRICULUM

The Academy will use a standards-based curriculum during the 2014-15 school year to ensure the curriculum is aligned to the Grade Level Content Expectations (GLCE) and Common Core State Standards (CCSS). Additionally, the teacher is given a curriculum binder that identifies:

1. what to teach (grade level standards)
2. when to teach (a pacing guide is provided in the binder)
3. what to teach with (teachers understand that the book is not the curriculum and can use various resources to teach the standard)

By the 2015-16 school year the school will incorporate the Kent County Curriculum in Curriculum crafter. Training and professional development will begin in the summer of 2015 and continued job-embedded support will continue throughout the school year.

How to teach (teachers are provided with mentors, coaches and professional development to increase efficacy in the classroom) assists teachers in pacing and in adjusting instruction. The Academy's balanced literacy approach incorporates reading, writing, listening and speaking into all parts of instruction. The Academy uses Wallace Howard's Making Great Readers program in kindergarten through second grades. The program uses guided reading to:

- provide students the opportunity to develop as individual readers while participating in a socially-supported activity
- give teachers the opportunity to observe individuals processing new texts
- provide individual readers the opportunity to develop reading strategies in order to read increasingly difficult texts independently
- present students with enjoyable, successful experiences in reading for meaning
- develop the abilities needed for independent reading
- assist students in learning how to use independent reading strategies successfully

In addition to Making Great Readers, kindergarten and first grade students engage in writing across the curriculum. The Academy designates a block of time every day that is devoted to engaging students to write for a variety of purposes. During the writing and ELA blocked time, students engage in utilizing the writing process of prewriting, drafting, revising, editing and publishing. Teachers use aspects of Writer's Workshop and/or the 6+1 Trait Writing Model to create rubrics and evaluate student writing. The models incorporate the traits into cross-curricular writing instruction and help students refine writing abilities by examining the traits of good writers. These traits include ideas, organization, word choice, sentence fluency, voice, conventions and presentation. Grammar and punctuation instruction are embedded and evaluated through these programs.

To maintain a successful, balanced literacy environment, teachers continuously assess and monitor student progress. Students are assessed frequently throughout the year using a variety of literacy assessments which enables teachers to plan appropriate literacy instruction for each student based on progress. The Academy utilizes a series of literacy assessments such as the Developmental Reading

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Assessment (DRA) and the PST to identify specific areas of strengths and weaknesses at the individual or classroom level.

The following tests and testing timelines are as follows:

- Scantron Performance Series testing (Grades K-8): 3 times a year (Fall, Winter, and Spring)
- MEAP testing (Grades 3-8): Once a year in the Spring
- DRA testing (K-2): Minimum of twice a year for fall and Spring

The writing program incorporates a series of rubrics teachers and students use as students' progress through the developmental stages of writing. Utilizing a balanced approach to literacy instruction enables teachers to reach and teach students based upon individual ability as a reader and writer as well as stretch students in a comfortable intensity zone to become fluent in reading and writing.

Mathematics instruction also uses a balanced approach. The Academy employs the Everyday Mathematics texts which are recognized by the U.S. Department of Education's What Works Clearinghouse (WWC) as having potentially positive effects on mathematics achievement for elementary students. The program incorporates the teaching of mathematical concepts, operations, computing, reasoning, problem-solving, strategic thinking, and engagement in mathematics through real-world connections. Mathematics instruction is delivered individually, in pairs, whole group or small guided groups.

Using Everyday Mathematics, elementary teachers find fun, practical ways to teach students the application of math concepts. According to the WWC report, "the distinguishing features of Everyday Mathematics are its focus on real-life problem solving, student communication of mathematical thinking, and appropriate use of technology. This curriculum resource also emphasizes balancing different types of instruction, using various methods for skills practice, and fostering parent involvement in student learning." Although Everyday Math is an exceptional tool utilized in the classroom, teachers understand that it is only a resource to be used to teach the standards.

Curriculum Flexibility: Interventions to Narrow the Achievement Gap

In addition to the CSIT and the PEP, the Academy utilizes computer-adaptive programs to provide support for core instruction and the school wide Response to Intervention (RTI) program. To support daily classroom instruction, these programs such as RAZKids, A-to-Z, IXL and Compass Learning Odyssey provides students with weekly practice on mathematics, science and reading standards. This strategy aligns with best practice identified in Classroom Instruction that Works (Marzano, 2001) which states "practice is essential to student learning to perform new skills and process quickly and accurately."

Additionally, the computer-adaptive intervention programs provide students with a high quality RTI program. With the RTI program, individual learning objectives are identified and teachers monitor progress toward the goals. The Academy's tiered system of support is structured around best practices in pedagogy. The first tier is the delivery of core instruction within the general education classroom which focuses on improving core instruction for all students. The second tier is targeted and focused instruction based on individual needs as identified through data analysis. Tier II instruction, supported by various instructional staff and computer-adaptive programs, focuses on remediating, reinforcing and enriching student learning. Tier III is individualized learning and reserved for students not demonstrating progress during the first two tiers of instruction. As students progress through the tiers, additional objectives are provided to meet the individual needs of the student. This approach is implemented to assure academic growth with all students.

EDUCATIONAL DEVELOPMENT PLAN (EDP)

The Academy will provide the opportunity for each student in the eighth grade to develop an EDP. The Academy ensures each student reviews the EDP during eighth grade and revises the EDP before entering high school. The EDP is designed to assist the student in identifying career development goals as related to academic requirements. The EDP is developed, reviewed and revised by the student under the supervision of a school counselor or designee.

The following are the Michigan Department of Career Development essential elements that are included in the student's EDP:

- Personal information

The EDP includes the student name, date of birth, grade level or a personal identification number. All information must be treated with confidentiality and given all the protections given to student records under Family Educational Rights and Privacy Act (FERPA).

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- Career goals

The student must identify career goals which will become more specific as the student progresses to high school.

- Educational/training goals

The student identifies the level of educational preparation/training necessary to meet career goals.

- Assessment results

The student summarizes various assessments taken relevant to making career decisions. These assessments may include, but are not limited to, interest surveys, academic achievement and aptitude testing.

- Plan of action

The plan includes high school course selections, projected completion dates, desired degree, timeline for college applications, financial assistance deadlines and employment opportunities.

- Parent consultation/endorsement

Parents/guardians have the opportunity to review and endorse the EDP.

The Academy establishes specific times to annually review the EDP and update the plans as students change career pathways and progress through school.

ASSESSMENTS

The Academy uses a variety of assessments to monitor student progress, to adjust instruction and to remain compliant with the State of Michigan. The Academy administers the Scantron Performance Series Test (PST) three times a year to monitor student progress and determine areas of need on both the individual level and the classroom level. Students' literacy progress is monitored through the use of DRA. The Academy also analyzes data from the Michigan Educational Assessment Program (MEAP) to inform instruction and guide the school improvement process.

In addition, teachers use formative assessments and monitor student progress through conversations, projects, journal writing, and correspondence with home and learning centers. The day-to-day assessments support the Academy's mission of empowering the learner by allowing choice and multiple measures of assessment that detail individual student strengths while preparing students for the type of standardized assessments encountered throughout the school career.

PROGRAM EVALUATION

Board of Directors

Each member of the Academy Board of Directors is appointed by the authorizing agency, Lake Superior State University. The five-member board includes representatives from the school community, the education community at large, and the business community. The Board of Directors is responsible for setting policy for school governance and providing appropriate directives to the CEO and its managing Education Service Provider (ESP) and evaluating CSP performance/operations.

School Improvement Leadership Team (SILT)

The administrative leaders bring important issues and matters requiring decisions to the SILT. The SILT serves in an advisory capacity to the administration and functions as the Academy's school improvement team. The team meets monthly and consists of school administration, school leaders, classroom teachers, and one parent representative. The school improvement process is guided by the Seven Correlates of Effective Schools by Lawrence W. Lezotte into the daily educational goals. The seven correlates the team reviews include:

1. Instructional leadership
2. Clear and focused mission
3. Safe and orderly environment
4. Climate of high Expectations
5. Frequent monitoring of student progress
6. Positive home-school relations
7. Opportunity to learn and student time on task

By monitoring the correlates, the academic success of the students is realized. The correlates are critical to the efforts of the Academy in

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becoming an effective school. The correlates act as the indicators that guide the initiatives to raise the level of achievement by guaranteeing each student a quality education and making equal the opportunity for all students to be successful.

3 Year Timeline

2014-15 School Year

September

- Determine teacher evaluation tool with staff
(Performed by Leadership during PD)
- Administer base-line assessments (Running Records & Scantron)
(Conducted by teachers and Verified by the Assessment Coordinator)
- Develop calendar for teacher observations, PLC's, Staff meetings, Professional Learning sessions, & Data Discussions
(Developed by Leadership)
- Hold base-line (beginning of the year) Data Discussions
(Administered by the Assessment Coordinator and Leadership)
- Hold weekly Staff meetings
(Performed by Leadership during PD)
- Hold at least one PLC
(For same grade level teachers, a minimum of once per week)

October

- Hold one Data Discussion with administration and teachers
(Relegated by the Assessment Coordinator)
- Hold at least one PLC
(For same grade level teachers, a minimum of once per week)
- Hold weekly Staff meetings
(Performed by Leadership during PD)

November

- Hold parent/teacher conferences
(Held quarterly & involving all staff members.)
- Hold one Data Discussion with administration and teachers
Relegated by the Assessment Coordinator)
- Hold at least one PLC
(For same grade level teachers, a minimum of once per week)
- Provide parents (and their student) with Student Progress Reports
- Hold weekly Staff meetings
(Performed by Leadership during PD)

December

- Hold one Data Discussion with administration and teachers
(Relegated by the Assessment Coordinator)
- Hold at least one PLC
(For same grade level teachers, a minimum of once per week)
- Hold weekly Staff meetings

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(Performed by Leadership during PD)

January

- Administer mid-year Scantron assessment to all students
(Coordinated and Managed by the Assessment Coordinator)
- Hold parent/teacher conferences
(Held quarterly, involving all staff members.)
- Hold weekly Staff meetings
(Performed by Leadership during PD)
- Hold at least one PLC
(For same grade level teachers, a minimum of once per week)
- Hold one Data Discussion with administration and teachers
(Relegated by the Assessment Coordinator)
- Administer mid-year classroom assessments
(Conducted and Verified by the Assessment Coordinator)
- Provide parents (and their student) with Student Progress Reports

February

- Hold one Data Discussion with administration and teachers
(Relegated by the Assessment Coordinator)
- Hold at least one PLC
(For same grade level teachers, a minimum of once per week)
- Hold weekly Staff meetings
(Performed by Leadership during PD)

March

- Hold one Data Discussion with administration and teachers
(Relegated by the Assessment Coordinator)
- Hold at least one PLC
(For same grade level teachers, a minimum of once per week)
- Hold weekly Staff meetings
(Performed by Leadership during PD)
- Review for MEAP-like tests
(Managed by the Assessment Coordinator)
- Provide parents (and their student) with Student Progress Reports

April

- Hold parent/teacher conferences
(Held quarterly, involving all staff members.)
- Administer mid-year Scantron assessment to all students

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(Coordinated and Managed by the Assessment Coordinator)

- Hold one Data Discussion with administration and teachers

(Relegated by the Assessment Coordinator)

- Hold at least one PLC

(For same grade level teachers, a minimum of once per week)

- Hold weekly Staff meetings

(Performed by Leadership during PD)

- Continue administration of MEAP-like tests and Administer year-end

Scantron assessments

(Relegated by the Assessment Coordinator)

May

- Hold one Data Discussion with administration and teachers

(Relegated by the Assessment Coordinator)

- Hold at least one PLC

(For same grade level teachers, a minimum of once per week)

- Hold weekly Staff meetings

(Performed by Leadership during PD)

- Continue administration of MEAP-like tests

Relegated by the Assessment Coordinator)

- Complete year-end assessments

(Conducted by teachers and Verified by the Assessment Coordinator)

- Complete all teacher evaluations

(Conducted by Leadership)

June

- Continue administration of MEAP-like tests

(Relegated by the Assessment Coordinator)

- Hold weekly Staff meetings

(Performed by Leadership during PD)

- Submit all MDE required documentation

(Addressed by the Compliance Officer)

- Provide parents (and their students) Report Cards

(Held quarterly, involving all staff members.)

July

Summer School

August

Pre-school Professional Learning and planning

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2015-16

September

- Determine teacher evaluation tool with staff
(Performed by Leadership during PD)
- Administer base-line assessments (Running Records & Scantron)
(Conducted by teachers and Verified by the Assessment Coordinator)
- Develop calendar for teacher observations, PLC's, Staff meetings, Professional Learning sessions, & Data Discussions
(Developed by Leadership)
- Hold base-line (beginning of the year) Data Discussions
(Administered by the Assessment Coordinator and Leadership)
- Hold weekly Staff meetings
(Performed by Leadership during PD)
- Hold at least one PLC
(For same grade level teachers, a minimum of once per week)

October

- Hold one Data Discussion with administration and teachers
(Relegated by the Assessment Coordinator)
- Hold at least one PLC
(For same grade level teachers, a minimum of once per week)
- Hold weekly Staff meetings
(Performed by Leadership during PD)

November

- Hold parent/teacher conferences
(Held quarterly & involving all staff members.)
- Hold one Data Discussion with administration and teachers
(Relegated by the Assessment Coordinator)
- Hold at least one PLC
(For same grade level teachers, a minimum of once per week)
- Provide parents (and their student) with Student Progress Reports
- Hold weekly Staff meetings
(Performed by Leadership during PD)

December

- Hold one Data Discussion with administration and teachers
(Relegated by the Assessment Coordinator)

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- Hold at least one PLC
(For same grade level teachers, a minimum of once per week)
- Hold weekly Staff meetings
(Performed by Leadership during PD)

January

- Administer mid-year Scantron assessment to all students
(Coordinated and Managed by the Assessment Coordinator)
- Hold parent/teacher conferences
(Held quarterly, involving all staff members.)
- Hold weekly Staff meetings
(Performed by Leadership during PD)
- Hold at least one PLC
(For same grade level teachers, a minimum of once per week)
- Hold one Data Discussion with administration and teachers
(Relegated by the Assessment Coordinator)
- Administer mid-year classroom assessments
(Conducted and Verified by the Assessment Coordinator)
- Provide parents (and their student) with Student Progress Reports

February

- Hold one Data Discussion with administration and teachers
(Relegated by the Assessment Coordinator)
- Hold at least one PLC
(For same grade level teachers, a minimum of once per week)
- Hold weekly Staff meetings
(Performed by Leadership during PD)

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- Hold one Data Discussion with administration and teachers
(Relegated by the Assessment Coordinator)
- Hold at least one PLC
(For same grade level teachers, a minimum of once per week)
- Hold weekly Staff meetings
(Performed by Leadership during PD)
- Review for MEAP-like tests
(Managed by the Assessment Coordinator)
- Provide parents (and their student) with Student Progress Reports

April

- Hold parent/teacher conferences

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(Held quarterly, involving all staff members.)

- Administer mid-year Scantron assessment to all students
(Coordinated and Managed by the Assessment Coordinator)
- Hold one Data Discussion with administration and teachers
(Relegated by the Assessment Coordinator)
- Hold at least one PLC
(For same grade level teachers, a minimum of once per week)
- Hold weekly Staff meetings
(Performed by Leadership during PD)
- Continue administration of MEAP-like tests and Administer year-end
(Relegated by the Assessment Coordinator)

Scantron assessments

May

- Hold one Data Discussion with administration and teachers
(Relegated by the Assessment Coordinator)
- Hold at least one PLC
(For same grade level teachers, a minimum of once per week)
- Hold weekly Staff meetings
(Performed by Leadership during PD)
- Continue administration of MEAP-like tests
(Relegated by the Assessment Coordinator)
- Complete year-end assessments
(Conducted by teachers and Verified by the Assessment Coordinator)
- Complete all teacher evaluations
(Conducted by Leadership)

June

- Continue administration of MEAP-like tests
(Relegated by the Assessment Coordinator)
- Hold weekly Staff meetings
(Performed by Leadership during PD)
- Submit all MDE required documentation
(Addressed by the Compliance Officer)
- Provide parents (and their students) Report Cards
(Held quarterly, involving all staff members.)

July

Summer School

August

Pre-school Professional Learning and planning

2016-17

September

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- Determine teacher evaluation tool with staff
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(Relegated by the Assessment Coordinator)
- Hold at least one PLC
(For same grade level teachers, a minimum of once per week)
- Hold weekly Staff meetings
(Performed by Leadership during PD)

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January

- Administer mid-year Scantron assessment to all students
(Coordinated and Managed by the Assessment Coordinator)
- Hold parent/teacher conferences
(Held quarterly, involving all staff members.)
- Hold weekly Staff meetings
(Performed by Leadership during PD)
- Hold at least one PLC
(For same grade level teachers, a minimum of once per week)
- Hold one Data Discussion with administration and teachers
(Relegated by the Assessment Coordinator)
- Administer mid-year classroom assessments
(Conducted and Verified by the Assessment Coordinator)
- Provide parents (and their student) with Student Progress Reports

February

- Hold one Data Discussion with administration and teachers
(Relegated by the Assessment Coordinator)
- Hold at least one PLC
(For same grade level teachers, a minimum of once per week)
- Hold weekly Staff meetings
(Performed by Leadership during PD)

March

- Hold one Data Discussion with administration and teachers
(Relegated by the Assessment Coordinator)
- Hold at least one PLC
(For same grade level teachers, a minimum of once per week)
- Hold weekly Staff meetings
(Performed by Leadership during PD)
- Review for MEAP-like tests
(Managed by the Assessment Coordinator)
- Provide parents (and their student) with Student Progress Reports

April

- Hold parent/teacher conferences
(Held quarterly, involving all staff members.)
- Administer mid-year Scantron assessment to all students
(Coordinated and Managed by the Assessment Coordinator)
- Hold one Data Discussion with administration and teachers
(Relegated by the Assessment Coordinator)
- Hold at least one PLC

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(For same grade level teachers, a minimum of once per week)

- Hold weekly Staff meetings

(Performed by Leadership during PD)

- Continue administration of MEAP-like tests and Administer year-end

Scantron assessments

(Relegated by the Assessment Coordinator)

May

- Hold one Data Discussion with administration and teachers

(Relegated by the Assessment Coordinator)

- Hold at least one PLC

(For same grade level teachers, a minimum of once per week)

- Hold weekly Staff meetings

(Performed by Leadership during PD)

- Continue administration of MEAP-like tests

Relegated by the Assessment Coordinator)

- Complete year-end assessments

(Conducted by teachers and Verified by the Assessment Coordinator)

- Complete all teacher evaluations

(Conducted by Leadership)

June

- Continue administration of MEAP-like tests

(Relegated by the Assessment Coordinator)

- Hold weekly Staff meetings

(Performed by Leadership during PD)

- Submit all MDE required documentation

(Addressed by the Compliance Officer)

- Provide parents (and their students) Report Cards

(Held quarterly, involving all staff members.)

July

Summer School

August

Pre-school Professional Learning and planning

Requirement #7: The district promotes the continuous use of student data (such as formative, interim, and summative assessment data and student work) to inform and differentiate instruction in order to meet the academic needs of individual student.

Indicator 7A: In your response, describe how the school promotes the continuous use of individual student data (such as; formative, interim, and summative). This plan must: (a) outline expectations for regular and on-going building-wide use of data (see key terms), (b) describe the structure and process for educators to collaborate to analyze data and plan for Tier II and Tier III instruction, (c) identify instructional program outcomes and a plan to assess for impact

Indicator 7A: Use of Student Data

American International Academy staff will use data collected from Performance Series Testing, Compass Learning formative and summative assessments, and pre/post testing to identify those students that are struggling to achieve. Performance Series Testing (PST) is administered three times a year: fall, winter, and spring, to assess students' academic levels and achievements. Data from PST Testing is analyzed and given to administration, the curriculum director, lead teachers, special education department, and staff. The curriculum director uses the analyzed data to recommend changes in the curriculum needed to drive instruction for student achievement. Teachers and paraprofessionals use the data to create individual student learning plans, develop strategies, and grouping students according to their range for differentiated instruction.

Compass Learning, a computer-adaptive intervention program used for the Academy's "Big Idea" of Differentiated Instruction, 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, with PST and Compass Learning. These tests are used to determine 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 3-tier model for intensive and strategic instruction from the Response to Intervention to assist in the backfill needed to bring a student up to grade level. This method will accompany a horizontal model providing students with daily support from the teachers, paraprofessionals, and compute-adaptive learning to further support, encourage, and motivate the students to move educationally from where they are to their appropriate grade level. Formative assessments will be 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 and writing blocks are provided every day to further enhance those skills and get the students to grade level in those areas.

The School's plan for regular and on-going building-wide use of data is as follows:

- All students will be administered the Performance Series test in September to gather baseline information for all students at the Academy in math and reading for the 2014-15 school year. The test will extend to and include science and writing for the 2015-16 school year.
- During the month of October, the Assessment coordinator will have bi-weekly scheduled data meetings with teachers to review the PST data. During these meetings, teachers will review how to analyze the data and create Suggested Learning Objectives (SLO) from the PST data for the students in their classrooms.
- The Achievement series will be utilized for the 2015-16 school year for the school wide formative assessments and reviewed during the data meetings.
- The students' information from their PST will be entered into the Compass Learning computer adaptive intervention program and the learning path created to address student needs by November.
- The CSIT schedule will be held at least quarterly and include a review of the formative, summative, schoolwork and computer-adaptive program data of students school wide.
- Teachers will be assessed by their understanding and utilization of the data to plan their lessons and drive classroom instruction.

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- Data from the CSIT meetings will determine how students are placed in the RTI tiers.
- The data teams will make suggestions for modifications to the instructional program during the data team meetings held twice a year (winter and spring).

PART E: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT

Requirement #8: The district establishes schedules and implements strategies that provide increased learning time.

Indicator 8A: In your response, describe the district's plan for increasing time for core academic subjects that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.

Indication 8B: In your response, describe the district's plan for increasing time for enrichment activities that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.

Indicator 8C: In your response, describe the district's plan for increasing time for professional collaboration that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.

8A.1-3

8A: Tie for Core Subjects: The district's plan for increasing the core academic subjects

The American International Academy is utilizing Lezotte's correlates of effectiveness found in the book "Learning for All." Number five of Lezotte's correlates of effectiveness identifies the opportunity to learn and student time on task. The Academy rationale for more time on task was developed around correlate number 5. The Academy has added an additional 30 minutes to the school day in order to help accomplish this objective. By adding the additional 30 minutes the school has added 90.5 hours of additional instruction. This has given the Academy more flexibility to redesign the school schedule to address student needs.

The data from the Academy's scorecard and Mi School data has revealed the following proficiency levels for the school.

Grade Reading Math Science Social Studies Writing

3rd 29.1% 5.5% NA NA NA

4th 28.9% 2.6% NA NA 21.6%

5th 37.9% 10.7% 0% NA NA

6th 25% 3% NA 0% NA

7th 14.3% 0% NA NA 4.8%

The above information was analyzed and through data dialogue it was revealed that there was no commitment to core subject's timeframes and schedules in previous years. The school schedule was changed to incorporate more time on task in the core areas of math and reading. The schedule gave the entire school two 40- minute reading blocks a day for these areas.

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The data dialogue also revealed that there was not a commitment to writing everyday and working with the core areas of science and social studies. The previous years schedule did not include have an accountability component to ensure that these core areas were the focus of daily instruction. The current schedule ensures that 40 minutes of writing occurs daily. The schedule also incorporates a 40 minute science and social studies block. During this time the teacher works through science or social studies units designed to address essential skills necessary to show academic achievement on the MEAP.

Lezotte states that "one of the characteristics of the most effective schools is their willingness to declare that some things are more important than others: they are willing to abandon some less important content to have enough time dedicated to those areas that are valued the most." The Academy has adopted this rationale and has increased the school day focused on longer blocks for core classes and decreased other less- essential classes.

8B: Time for Enrichment: The district's plan for increasing time for enrichment activities

8B.1-3

There will not be additional allocated time but rather a redesign of the current instructional schedule. The students schedule was totally redesigned and now includes foreign language as well as computers. In regard to the teachers schedule they are provided common planning time every day and are expected to meet at least once per week as a grade level in the Professional Learning Community setting. The rationale behind these two big changes being that they were nonexistent in previous years and would make a magnitude of difference for both the students and the teachers.

The Academy's "Big Idea" of differentiated instruction incorporates a horizontal alignment for the RTI program. At the Academy, students in grades 3-8 will receive the computer-adaptive program for enrichment and/or intervention daily in the 2014-15 school year. By the 2015-16 school year the entire K-8 program will receive this enrichment and/or intervention instruction. The school's daily schedule incorporates additional time for students to work on enrichment or intervention activities to address gaps in achievement or enhance student learning. This is accomplished by one of the two designs:

- Students will be taken outside of the classroom for a lab time to focus on math, reading, or science. The program that the students will work on while in the classroom will be Compass Learning which will be tied to their PST scores and a prescriptive learning path will be created for them.
- Students will be given laptops inside of the classroom to focus on math, reading, or science. The program that the students will work on while in lab will be Compass Learning which will be tied to their PST scores and a prescriptive learning path will be created for them.

The Academy's "Big Idea" of differentiated instruction horizontal alignment of the RTI program incorporates the use of small-group instruction. Time is built into the schedule for paraprofessionals to work with the bottom 30% of the student population for intervention and enrichment. The top 60% of the student population is broken into small groups for enrichment and intervention daily. Logs are kept by the paraprofessionals for the time they work with students. Paraprofessionals are assigned students based on the MEAP bottom 30% and utilize the PST's suggested learning objectives to focus on enrichment and intervention with their assigned students.

The Academy's "Big Idea" of differentiated instruction vertical alignment of the RTI program gives students the opportunity to move into a Tier II for enrichment and intervention in the form of the Academy's afterschool tutorial program. This program is designed to give students the opportunity to stay after school for enrichment and intervention in their core subject areas. The program offers afterschool snacks and runs from 3:30-5pm beginning in February. There are 2 6- week sessions of the after school program to help increase student achievement M-TH.

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The Academy's "Big Idea" of differentiate instruction gives additional school days for the enrichment and intervention during the summer. The summer school is run for 5 weeks of 4- hour half days Monday through Thursday. The additional summer school hours are designed to help increase student achievement.

8C: Time for Professional Collaboration: The district's plan for increasing time for professional collaboration

8C.1-3

One of the Academy's "Big Ideas" is for the school to have a Professional Learning Community (PLC). To obtain this, the school schedule was revamped to provide teachers with time to have common planning. The school has developed a common planning schedule and worksheet template that teachers will utilize to collaborate on classroom instruction and enhanced lesson plans.

All teachers are given a self- assessment guide for their Charlotte Danielson evaluation and with the assistance of administration develop a personal growth plan. A schedule is given to the teachers to meet with their coach, mentor, data specialist and administration for professional collaboration. During these sessions, inquiry and reflection on topics of instructional methodology and assessment and data driven dialogue are used to enhance instruction. The school wide PD is listed for staff on a calendar and time is given at each job-embedded PD for professional collaboration amongst instructional staff to increase the efficacy of the school.

Requirement #9: The district provides appropriate social, emotional, and community services that support students.

Indicator 9A: In your response, detail the mechanism the school will use for identifying student needs, outline the supports that will be provided at the school (including what specific needs will be addressed), and specify the supports that will be provided through community agencies (including what specific needs will be addressed)

9A.1

American International Academy will provide student support by providing training for the staff on implementing a school wide character enrichment program (Capturing Kids Hearts). The program is divided into two components and is grade level specific. Keystone (K-5 grades) instills and reinforces important principles that enhance character and decrease discipline. Teen Leadership (6-12) focuses on building personal responsibility and leadership skill through role-play, group activities speeches and projects. This school wide enrichment program will begin for the 2015-16 school year.

Students will also participate in the nationally- recognized bully prevention program (The Bully Project), where they will develop empathy and skills to recognize situations where bullying to occurring.

9A.2

Students who have experienced the death of a loved one will be able to receive counseling during school hours from trained grief counselors from Open Arms school-based program. The student will be asked to complete a brief questionnaire to assist in identifying those individuals who would benefit from the program. It will be an eight-week program that is an hour per session. Afterwards, the counselor will make follow recommendations and resources available to all participants and their families. In addition, the school has a full time social worker employed who is available to all students to address any of their emotional concerns through individual and/or group counseling. The social worker is one of the main links between the student/families, teachers and community agencies to support student's learning and emotional well-being.

9A.3

Many of the families at American International Academy struggles with meeting the daily basic needs of sufficient food, appropriate school clothing, school supplies and access to community resources to fulfill these needs. American International Academy will partner with Gleaners Food Bank to provide perishable and non-perishable food items to our families on a monthly basis. The school will develop a school closet that will supply supplemental school uniforms, personal hygiene supplies and school supplies to our families at no cost to them. Starfish Family Service has in the past been a reliable agency to the school and our families. Collaborative working relationship with this agency will continue to provide vital community resources to the families within the school.

Students at the academy will have the opportunity to be involved in numerous after-school and extra-curricular activities. These activities will keep the students engaged in the school's climate and culture of "Love, Laugh, and Learn" after school hours and help build great relationships between teacher, parent, and students. Students will be able to choose from sport activities (basketball and cheer leading), enrichment programs (tutoring, Sign Language, Mime, Dance and Linguistics.)

9A.4

Students' social and emotional needs will be accessed and determined by various mechanisms. Teachers and staff will be the first line of contact for referring students for services or addressing concerns and needs. Parents will also be an essential component of referral for their child(ren)'s specific needs. American International Academy utilizes the Child Find Process where students are identified, parents are contacted and a meeting is scheduled. The child will be monitored, filtered through the study process by a multi-disciplinary team to determine the level of need if any is required. The school also uses components of a tiered system. Level 1: School-wide programs will consist of character education program (Capturing Kid's Heart), school's philosophy of "Love, Laugh and, Learn" during morning class meeting, bully prevention (The Bully Project), School Social Work Services. Level 2: Students will participate in specific social/emotional groups (Open Arms), students may receive more intense 1:1 counseling, resources to outside community agencies for further assistance will be given to parents, referral to School Dean for behavior problems and parent contact will be made. Level 3: A more specific intervention plans will be made for students who continue to present with concerns in their behavior or emotional problems. Students with continual behavior problems will be placed on a behavior plan specific for them. A Child Find (Student Support Round Table) referral will be made and personalized interventions will be implemented and reviewed. Referrals for Special Education testing may also be made. A change of placement will be the last resort in address the specific needs of our students if all other interventions are not beneficial to them.

In addition to research-based instructional strategies, the Academy integrates character education throughout the curriculum. The use of character development strategies supports the effort of integrating the power of making personal decisions on what happens throughout the school and in classroom instruction. Students with behavioral challenges have several opportunities to correct the behavior. Students have an initial counseling session with support staff to complete a reflection sheet, assess needs, and devise a corrective action plan. Students are filtered into a three-track process. The less severe behavior or minor concerns continue to receive counseling with the support staff. Students who continue to have problems receive support through a group setting (e.g., anger management and social skills building). Students with more severe and or reoccurring behavior problems are given a Personalized Exploration Plan (PEP) utilizing a variety of strategies and resources.

PREPARING STUDENTS FOR SUCCESS

Students prepare for the next steps of education by understanding the power to control personal destiny. The Academy's program creates a positive learning environment by maintaining a strong relationship between the student, the teacher, the school and the home. The Academy welcomes parents, guardians, caregivers and community members into the school. It is understood that students from any background do better when parents are involved in the school; however, African American parents who may have been unsuccessful may feel intimidated or unwelcome due to a lack of education. This results in reluctance on the parent's part to help with homework and also indirectly influences the student's perception of the school environment.

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To counter this, the Academy actively works toward building a welcoming environment through monthly parent newsletters and various informational handouts distributed to parents throughout the year. The newsletters provide information on parent involvement and opportunities to support student learning. The school incorporates the Academy's monthly "Family Fun Night" to welcome parents and students to participate in activities designed to build community. The Academy uses a holistic approach to create a caring, involved community by building relationships at multiple levels. Another way the Academy promotes community is through wraparound services such as food, toy, and clothing drives.

The Child Study Intervention Team (CSIT) is a RTI-tiered program that identifies struggling students and designs intervention strategies to address their academic needs. The CSIT model invites teachers to discuss individual student concerns and consider the whole child in determining interventions. The CSIT provides experts in special education, social work, speech pathology, occupational therapy, and general education to collaborate and propose interventions. The model not only addresses student needs but makes all stakeholders responsible for student success.

Special Education and Support Services

The Academy is in compliance with all rules regarding special education and supports those services with the CSIT. The CSIT and teacher conduct the Academic Child Study to identify students at risk for learning failure. Through the Academic Child Study, classroom teachers gain specific knowledge and skills to use with students through proactive, focused interventions. Intensive intervention, delivered by a specially trained instructional faculty, is provided to identify youngsters early in the school program to prevent failure. The CSIT has been expanded to address the high volume of students performing 2-3 grades below grade level in the urban setting. Currently the school has a special education population of approximately of 12%. Teachers trained in special education provide individual support to students identified through the Individual Education Plan ("IEP") process.

Special Education

When making educational placement decisions for students with disabilities, the Academy will ensure that parents are contributing members of the IEP team and together the team makes decisions to have all students in the most inclusive environment possible, meeting the dictates of "least restrictive environment". When determining how services will be delivered to students with disabilities, the Academy will follow all Special Education Rules as issued by the Michigan Department of Education. If a child with a current IEP enrolls in the Academy, the Academy will implement the existing IEP to the extent possible, or will provide an interim IEP agreed to by parents until a new IEP can be developed. IEPs will be developed, revised and implemented in accordance with the Individuals with Disabilities Educational Improvement Act (IDEIA) and state law and regulations.

The Academy will fully comply with federal laws and regulations governing children with disabilities as follows:

1. The Academy is responsible for providing a free appropriate public education to children with disabilities enrolled in the Academy that have been determined through an IEP to require Special Education programs and services.
2. The Academy will ensure that children who are suspected of having disabilities are properly evaluated by a multidisciplinary team, as defined in the Michigan Special Education Rules, and that children who have already been identified are re-evaluated by the multidisciplinary team at least every three years.
3. When a multidisciplinary team determines that a special education student requires Special Education programs and services, the Academy will ensure that the IEP is fully implemented in accordance with IDEIA, and reviewed on an annual basis or more frequently as determined by the IEP team.