

SCHOOL INFORMATION

District: Detroit Public Schools
 School Name: Palmer Park Preparatory Academy
 Address: 3900 Pickford Detroit, MI 48221
 School Code: 1552

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

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

-DIRECTIONS-

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

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

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

REVISION: 1 2

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

ALL COMPLETED REDESIGN PLANS MUST BE SUBMITTED ELECTRONICALLY TO:

MDE-SROplans@michigan.gov

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

-TABLE OF CONTENTS-

A. TRANSFORMATION MODEL COMPONENTS

- DEVELOP SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS Page 03
- COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES Page
- INCREASED LEARNING TIME AND COMMUNITY ORIENTED SCHOOLS Page
- PROVIDING OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT Page

B. TURNAROUND MODEL COMPONENTS

- DEVELOP INCREASE SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS Page 05
- COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES Page
- PROVIDING OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT Page

C. RESTART MODEL COMPONENTS

- DISTRICT LEVEL PRE WORK NARRATIVE Page 07
- COMMUNITY ASSESSMENT Page
- STUDENT POPULATION Page
- EDUCATIONAL PROGRAM Page
- STUDENT RECRUITMENT AND COMMUNITY INVOLVEMENT Page

D. SCHOOL CLOSURE

- ESTABLISH POLICY Page 10
- PROCEDURES AND DECISION CRITERIA Page
- OPERATE TRANSPARENTLY Page
- ORDERLY TRANSITION OF STUDENTS AND STAFF Page

E. APPENDIX

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

THE TRANSFORMATION MODEL STARTS HERE:

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

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

I. TRANSFORMATION MODEL COMPONENTS

PART A: DEVELOP/INCREASE SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS

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

The district conducted individual performance reviews to assess each principal's performance relative to expected outcomes and provided critical formative and summative feedback relative to using resources to improve teaching and learning. Principals were critiqued on how well they used organizational and contextual factors that impact improvements in teaching and learning in their prospective buildings. They will also be charged with using self-reflective measures to assess growth as well as personal and professional development. The evaluation process relied significantly on student achievement growth data.

The role of the Executive Administrator (principal) is to serve as the administrative arm of the teacher-led school, providing support to the four Teacher Leaders in the areas of Teaching for Learning, Leadership, Personnel and Professional Learning, School and Community Relations, and Data and Information Management. Educational research is clear that effective teachers are the single most important factor in raising student achievement. Unique to Palmer Park Preparatory Academy is the leadership structure, which makes the governance of the school teacher led. The concept of a teacher led school is entirely new to Detroit Public Schools as well as the state of Michigan.

The Executive Administrator, Bessie Harris, was hired October 2010, thus meeting the 2 year rule. She was hired with the understanding and support of the Reform/Redesign model. Ms. Harris is being given maximum flexibility in the decision-making process and great latitude in the development of the goals and the objectives.

The principal evaluation process is based on the following components:

 - *Core Competencies that define Effective Leadership
 - *Focus on Learning
 - *Monitoring Teaching and Learning

- *Building Professional Learning Communities
- *Acquiring and Allocating Resources
- * Maintaining a Safe Learning Environment
- * Effective Engagement with Families and External Community
- * Data-Driven Outcomes
- * Guidelines for Evaluation Leadership Practice
- * System of Professional Development and Support
- * Self-Assessment
- *Accountability

The number one role of the principal is to promote, support and sustain measurable improvements in teaching and learning. To achieve this there must be a firm belief that all children can succeed. Improving teacher skills on effectively using data to drive achievement-focused teaching must be prevalent.

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

The uniqueness of our existence, being a Teacher-Led school, allows our teachers and executive director (principal) to collaborate on teacher quality and student growth continually.

The evaluation system used by school leaders will focus on the Five Core Propositions established by the National Board for Professional Teaching Standards (NBPTS). These are:

1. Teachers are committed to students and their learning.
2. Teachers know the subjects they teach and how to teach those subjects to students.
3. Teachers are responsible for managing and monitoring student learning.
4. Teachers think systematically about their practice and learn from experiences.
5. Teachers are members of Learning Communities.

Additional components include:

- o Outcomes-driven & evidence-based (reflective of student growth)
- o System of professional development and support
- o Self-assessment
- o Accountability

Teachers who struggle will be recommended for the Peer Assistance and Review (PAR) process. A schedule of walk throughs, observations, and individual teacher conferences has been established. Any teacher not meeting the criteria shall receive either intensive support or undergo the process leading to non-reappointment/non-renewal.

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

3. Specify how the school will identify and reward school leaders, teachers, and other staff members who have increased student achievement. Additionally, describe how the school will remove leaders and staff members who have been given multiple

opportunities to improve professional practice and have not increased student achievement outcomes. (Maximum 3750 characters)

Palmer Park Preparatory Academy staff will have an opportunity to apply for school based performance pay based on the district's guidelines:

- Measurable improvements in student and staff attendance
- Performance on standardized tests
- Overall student grade point averages
- Maintaining Adequate Yearly Progress

In addition, staff will participate in the National Board for Professional Teaching Standards Take One! professional development program. Palmer Park Preparatory Academy is one of two schools in the state of Michigan to be selected to participate in this program. This allows teachers to further develop areas of weakness as well as cultivate leadership qualities. Teacher leadership responsibilities will rotate among qualified staff. Any teacher who wishes may participate in the Leadership Team. Teachers who consistently contribute to school achievement will have release time to attend conferences. If budgeting allows, these teachers may have registration and lodging fees reimbursed.

By utilizing existing contract language regarding Priority Schools, leaders and staff members who have been given multiple opportunities to improve professional practice (as indicated above with PAR) and have not increased student achievement outcomes will be released from the school. The district will then place those teachers elsewhere as they deem appropriate or release them from the district.

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

Palmer Park Prep will encourage staff members to participate in professional development using MichiganLearnport and Solutionwhere.com to promote teacher retention, and increase student achievement. MichiganLearnport is a professional learning website hosted by the State of Michigan. Teachers are provided continuing education credits, which are posted to the SCR, Secure Central Registry system. Teachers must have continuing education credits to remain certified with the State of Michigan. Solutionwhere is a district level portal that displays and allows you to register for professional development opportunities.

Teachers will participate in internal professional development during staff meetings, common preparation periods, and professional development days, led by teacher teams using online resources and virtual workshops. Teachers will integrate technology into the curriculum through 21st century tools such as Google docs, Power Point, SKYPE sessions, Google Earth, Microsoft applications, etc., will be used to integrate technology into the curriculum. Student data from the MEAP,

Accelerated Reading and Math, Dibels, Burst, and Quarterly Benchmark assessments will be used to determine the direction of teacher development.

Teachers at Palmer Park Preparatory are required to participate in the Take One process as our yearlong professional development. This program has participants complete one of the four portfolio assessments that are used for National Board Certification. This process will allow teachers to focus on teaching strategies that incorporate the five core propositions of how accomplished teachers teach. Teachers that complete this process can submit their portfolio entry and depending on their score they can bank it and use it towards the full certification process of becoming Nationally Board Certified. With this accomplishment, students benefit by increased achievement.

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

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

Palmer Park Preparatory Academy will implement strategies such as, increased opportunities for promotion and career growth, and/or flexible-working conditions designed to recruit and retain staff to meet the needs of students in a transformational school utilizing local, state, and federal resources. Staff development will be conducted on an ongoing basis. Teachers will contribute collaboratively to the gathering of resources directed toward student achievement and professional growth. Palmer Park Preparatory Academy will encourage staff members to participate in professional development using MichiganLearnport and Solutionwhere.com to promote teacher retention, and increase student achievement. Teachers will also participate in internal professional development during staff meetings, common preparation periods, and professional development days, lead by teacher teams using online resources and virtual workshops. 21st century tools such as Google docs, Power Point, SKYPE sessions, Google Earth, Microsoft applications, etc. will be used to integrate technology into the curriculum. Student data from the MEAP, Accelerated Reading and Math, Dibels, Burst, and Quarterly Benchmark assessments will be used to determine the direction of teacher development.

Palmer Park Preparatory Academy will increase opportunities for personal and professional growth through participating in the Take One process as yearlong professional development. Participants (including the Executive Administrator) complete one of the four portfolio assessments that are used for National Board Certification. This process allows teachers to focus on teaching strategies that incorporate the five core propositions of how accomplished teachers teach. Teachers that complete this process can submit their portfolio entry and depending on their score they can bank it and use it towards the full certification process of becoming Nationally Board Certified. With this accomplishment, teachers can benefit by improved student achievement. Research shows that when students are taught by

highly qualified teachers, student learning improves. Teachers can also extend their teaching certification for an additional five years with the state. Teachers with this certification meet the requirements of a “highly qualified teacher” under the No Child Left Behind Act. A higher salary can be attained with National Board Certification. Palmer Park Preparatory Academy will create flexible working conditions by highlighting strategies such as looping; collaborative teaching; push-in with Lead-Teachers, Resource Support Staff and Technology Teacher; and common preparation periods for cooperative planning will directly impact student achievement by targeting Common Core Standards that were not met.

Teachers will increase their participation in professional networks and organizations such as Michigan Association for Computer Users in Learning (MACUL), International Reading Association (IRA) and Association for Supervision and Curriculum Development (ASCD) in order to build positive affiliations that will increase teacher quality. These organizations promote professional growth to meet the deficits of students across Common Core Standards.

PART B: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES

6. Specify how the school will use data to identify and implement an instructional program that is research based and aligned from one grade to the next as well as with state standards. (Maximum 6250 characters)

Palmer Park Preparatory Academy will use the MEAP, NAEP and DIBELS, and the Observation Survey of Early Literacy Achievement as national assessments. These assessments are part of the regular assessment suite administered by Detroit Public Schools. The Detroit Public Schools also has developed benchmarks assessments that Palmer Park Preparatory Academy will use at least three times a year to set baseline standards to determine progress toward standards-based objectives. The Observation Survey of Early Literacy Achievement will identify which First Grade students are not proficient in basic literacy skills and are in need of reading and writing intervention. DIBELS and Burst assessments will also identify which students are in need of strategic intervention in kindergarten through 6th grades. Assessment for Palmer Park Preparatory Academy will also include pre/post tests to assess student mastery of standards-based objectives. Pre-tests and posttests are administered to all students in all grade levels and subjects covered by the unit of instruction. The data team reviews results from the pre-test and post-tests.

Our staff is committed to consistently using data to inform tiered instruction for all students as we increase the use and frequency of formative assessments. These include district-wide formative benchmarks, Accelerated Math and Reading, DIBELS, short-cycle assessments, chapter tests, and Open-Court Reading assessments, and the Observation Survey of Early Literacy Achievement.

Our weekly grade level common planning will reflect the use of data from our formative assessments and inform our instructional approach for the upcoming week. In addition, Reading Recovery and Early Literacy Intervention will focus on individual lessons that meet the needs of the student and expect accelerated progress (12-20

week daily instructional sessions.) Small groups of children will meet in Literacy Groups to focus on all components of reading and writing.

We will use formative assessments that are aligned with the state standards and MEAP, providing predictive information, so that we can be sure our students are prepared to be successful on these high stakes tests. Student success will be determined by classroom teacher's judgment of student performance in the classroom and student successfully mastering measures of literacy achievement as determined by standardized assessment.

To this end, we will implement a mastery-learning model. As indicated in the IEL research on turning around chronically low performing schools and work by Robert Marzano, mastery learning heightens student achievement. To support mastery learning and its focus on clear learning targets for students, we will use a gradual release instructional model, which involves effective modeling, focused, guided practice, independent practice, and subsequent application of the learning by students. Additionally, we will use explicit focused instruction. Student practice will include the effective use of feedback to improve student learning and increase student motivation. We will use school and district wide common assessments such as Benchmark Testing and DIBELS to determine fidelity of instruction and student achievement. A building wide focus on common areas needed strengthening will take place. Therefore, instructional methods will be congruent with individual needs and diversity of students.

Literacy intervention specialists will be used to disaggregate data and support the development of short cycle common formative assessments. These formative assessments will include items from Learning Village, DPS curriculum pacing guides, as well as teacher generated questions. The information from this data will drive the planning of tiered instruction to meet specific needs of students, ultimately resulting in mastery of clear learning targets. Students at Palmer Park Preparatory Academy who receive Reading Recovery and Early Literacy Intervention return to their classrooms with noticeable and measurable gains in literacy skills: phonemic awareness, phonics, comprehension, vocabulary, fluency, oral language, and writing.

7. Describe how the school promotes the continuous use of individual student data (such as; formative, interim, and summative) to inform and differentiate instruction to meet individual student needs. (Maximum 6250 characters)

Palmer Park Preparatory Academy will use formative and summative assessments as data at all levels of instruction. Formative and summative assessments will be developed as part of the professional development delivered during the school year. Teachers may also use running records, or the end of selection test, theme test or holistic assessment, which is part of the supplemental reading program, Storytown. In the preK program teachers may use the observation checklists and the assessments provided in the Houghton Mifflin PreK program and the Highscope curriculum. In kindergarten through sixth grade Open Court reading weekly assessments, unit assessments and oral fluency tests will be used to monitor student progress. Open Court is a researched based reading program designed to teach strategies and skills through systematic and explicit instruction. All strategies and

skills are arranged from simplest to the most complex to provide a logical and efficient method of learning material. The Observation Survey for Literacy achievement is given at the beginning and exit of the program. Lessons are designed daily based upon teacher observation of student strategies and the need to develop particular strategies. Teachers record progress monitoring daily and weekly for reading and writing.

Palmer Park Preparatory Academy will give teachers timely reports of results from standardized and objective-based tests. The school will use Data Director to store all of the information and teachers as well as administrators will have access to this data base. Data Director is a central database that includes each student's test scores, placements information, demographic information, attendance, data, behavior indicators, and other variables useful to teachers.

Through collectively and individually analyzing the aforementioned data teachers align instructional tasks and learning objectives to smaller flexible cooperative learning groups within the general and special education environment. Instructional learning is concept-focused and principle-driven. Initial and on-going assessments of student readiness and growth are incorporated throughout the curriculum with the use of meaningful pre-assessment tools which inform teachers of the diverse grade equivalents, so that they can better provide a menu of approaches, choices, scaffolds and teaching strategies. The content of instruction addresses the same concepts with all students, but the degree of complexity is adjusted to suit diverse learners. For example through analysis of this data teachers will be able to develop small group targeted lessons to scaffold the students' learning toward mastery. Those students working above grade level will be able to receive challenging assignments to foster further growth and development. By looking at student achievement and growth through data, project based learning will be provided that allows each student to develop and enhance their learning .

PART C: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT

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

A master schedule has been established that allows for double dosing in both math and literacy, as well as planning time for teachers to collaborate and provide collegial support. There are at least 120 minutes of reading instruction and 90 minutes of math instruction per day. A schedule of educational field trips for students to enhance their educational experiences throughout the school year has been established. A Literacy Coach is provided to provide instructional support, interpret data and monitor progress. A Reading Recovery teacher is on staff to address deficits

in early literacy. Netbooks have been provided from the district for all teachers as well as students in grades 6-8 to improve technology incorporation in plans and daily lessons. Smartboards, document cameras and LCD projectors are in each classroom to ensure student engagement and interactive lessons. Positive Behavior Support is integrated in the school as well as an intervention room to reduce suspensions and provide individualized tutoring, focused at the middle school level.

During the instructional day students receive additional targeted instruction in deficit areas identified through data analysis. Student data is examined regularly and teachers determine which strategies are most effective and which need further refinement. Students also use Destination Learning, a virtual, on-line enrichment program, both in and out of school to provide enrichment and reinforcement for targeted areas of weakness.

All students at Palmer Park Preparatory Academy may participate in after school tutoring in the core content areas of math and language arts for two hours daily. One hour is devoted to math enrichment and reinforcement and the other hour is devoted to improving reading comprehension and writing skills. Additionally, they are provided after school enrichment activities of cheer leading, basketball and baseball.

Reading and math teachers receive professional development on district initiatives through the Solutionwhere website. This allows for flexible and individually tailored professional development experiences for teachers. Research shows that professional development individually targeted at identified areas of weakness improves classroom practice.

In the 2012-2013 school year, Palmer Park intends to add an additional week of instruction prior to the opening of school. During this time, students will receive intensive support in deficit areas and extended learning opportunities to better prepare for the upcoming school year. Additionally, students will have the opportunity to attend Saturday enrichment classes to extend lessons and better accommodate project based learning opportunities.

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

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

We understand that student achievement increases when parents are involved in their child's learning. We continually seek ways to keep lines of communication between home and school open and to involve parents in multiple ways. Communication between school and home is a fundamental element in our quest to build a bridge between home and school and engage families. Our varied communication tools center on two types: those that provide general school information and those that are specific to classes and individual students. School

communication tools include a school website, calendars, newsletters, and phone call-out system.

Information pertinent to specific grades, classes or organizations is provided through class websites and newsletters, homework folders, behavior folders requiring parental signatures and progress reports. We also make use of two-way communication tools to involve parents. These include parent surveys, grade level parent meetings, pre-school home visits, parent - teacher conferences and resource coordinating team meetings to determine the best course of intervention for struggling students.

In addition to communication Palmer Park Preparatory Academy provides opportunities for parents and families to play an active role at school. Through the Local School Community Organization (LSCO) parents can volunteer to plan and organize events and school functions. Workshops are planned for parents to improve their skills in academic areas so they are better able to assist their children, and understand their child's developmental growth.

Parent involvement components will be evaluated through survey data, and improvement in attendance at each parent teacher conference. The goal is to reach 100% by the end of the school year. Additionally, we hope for increased attendance at LSCO and Title I parent meetings. We will increase our outreach efforts to reach as many parents as possible.

The staff at Palmer Park Prep makes use of all the resources of the District including compiling, analyzing and disseminating family/community engagement data in an annual accountability report. The School Board is committed to developing on-going professional development for District staff to create and maintain school climate that encourages family participation and help families to feel valued and welcomed.

Additionally, the district has partnered with Detroit Parent Network and provided a DPN liaison to work with each school providing resources to parents, assisting with running the LSCO and getting parents involved at the school level. Palmer Park Preparatory, although a part of Detroit Public Schools, is a part of the larger community of Palmer Park and the University District Community Organization. We recognize that as a part of this community we have a responsibility to be a partner. In this interest we are actively including our neighbors in events at the school and developing partnerships through neighborhood volunteers. Our efforts include a neighborhood parade for Halloween and an invitation to the residents and churches surrounding the school to our Holiday Program. We have also partnered with the University District Association to establish cheer leading and other youth programs and sponsored a University District Youth Round Up Day.

PART D: PROVIDING OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT

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

- 11 Describe how the district will ensure that the school receives ongoing, intensive Technical Assistance and related support from the district ISD, Michigan Department of Education, or other designated external partners or organizations. (Maximum 3750 characters.)

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

THE TURNAROUND MODEL STARTS HERE:

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

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

II. TURNAROUND MODEL COMPONENTS

PART A: DEVELOP SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS

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

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

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

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

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

PART B: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES

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

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

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

PART C: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT

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

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

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

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

THE RESTART MODEL STARTS HERE:

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

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

III. RESTART MODEL COMPONENTS

PART A: District Narrative

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

RESTART/Charter School Narrative Section

Part B: COMMUNITY ASSESSMENT

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

2. Provide a thoughtful and detailed description of the unmet educational needs of the

community with enough specificity that it becomes apparent throughout the narrative how the proposed school will serve these unmet needs. (Maximum 2500 characters)

3. Provide measurable or quantitative evidence that the community recognizes the need for the proposed school, paying particular attention to the impetus for and level of parent and other interest in the school. Where possible, detail any objective market research, surveys, or other measures of local demand for the proposed educational program. (Maximum 3750 characters)

Part C: STUDENT POPULATION

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

Part D: EDUCATIONAL PROGRAM

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

school, with particular emphasis on how this approach is unique and will enhance student achievement. Be sure to detail the research foundations for the educational approach to be utilized. Outline steps the school will take to ensure that its teachers understand, gain skills needed for and practice the instructional model chosen. (Maximum 2500 characters)

12. Detail the interventions and support services to be provided by the school, such as - extended time, Head Start, latchkey, extracurricular activities, tutoring, computer training, social work services, accelerated learning for advanced students. Additionally, explain why these services were chosen to address the needs of the target population. Describe the plan for how the proposed services will be implemented. (Maximum 3750 characters)
13. Describe the ways in which the proposed charter school will ensure high-quality services to students with special needs. Describe how the services to students with special needs will be innovative. Include a description of how the proposed charter school will participate in development of the county-specific Intermediate School District (ISD) special education plan, which ensures compliance with the Individuals with Disabilities Act (IDEA). (Maximum 3750 characters)
14. Specify the proposed charter school's anticipated date of opening, and briefly describe the proposed school calendar and school day schedule. Identify if you will seek any waivers of federal or state requirements that you believe will be necessary to implement the proposed calendar and schedule. (Maximum 2500 characters)

Part E: STUDENT RECRUITMENT AND COMMUNITY INVLOVEMENT

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

RESTART SCHOOLS WILL STOP HERE.

IV. CLOSURE MODEL COMPONENTS

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

PART A: ESTABLISH POLICY

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

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

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

PART C: OPERATE TRANSPARENTLY

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

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

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

CLOSURE SCHOOL MODELS WILL STOP HERE.

APPENDIX A
COPY AND PASTE YOUR:

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

APPENDIX B
COPY AND PASTE YOUR:

Professional Development Calendar or Timeline

(unlimited characters)

APPENDIX C
COPY AND PASTE YOUR:

Daily School Schedule, Sample Student Schedule and Teacher Collaboration Schedule
Or
Executed Addendum to Support the Implementation of the Reform Model



(Maximum 6250 characters)