

**SCHOOL INFORMATION**

District: Detroit Public Schools  
 School Name: Priest Elementary Middle School  
 Address: 7840 Wagner St.  
 School Code: 296

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

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

**-DIRECTIONS-**

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

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

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

REVISION:  1  2

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

**ALL COMPLETED REDESIGN PLANS MUST BE SUBMITTED ELECTRONICALLY TO:**  
[MDE-SROplans@michigan.gov](mailto:MDE-SROplans@michigan.gov)  
 For additional help, please contact the State Reform Office at 517-335-2741.

<b>SCHOOL INFORMATION</b>	<b>CONTACT PERSON FOR REDESIGN PLAN</b>
District: Detroit	Name: Julie Marino-Greene
School Name: Priest Elementary Middle	Position and Office: Teacher
Address: 7840 Wagner	Telephone: 313-849-3705
School Code: 296	Fax: 313-849-4824
	Email: julie.marino-greene@detroitk12.org
<b>LEA SCHOOL SUPERINTENDENT/DIRECTOR</b>	Telephone:
Printed Name:	Fax:
Signature: X _____	Email:
Date:	
<b>LEA SCHOOL PRINCIPAL/DIRECTOR</b>	Telephone: 313-849-3705
Printed Name: Lisa Billops	Fax: 313-849-4824
Signature: X _____	Email: lisa.billops@detroitk12.org
Date: 11-28-2011	
<b>LEA SCHOOL BOARD PRESIDENT</b>	
Signature: X _____	Date:
<b>LOCAL TEACHER BARGAINING UNIT</b>	
Signature: X _____	Date:
<p>The Local Educational Agency (LEA) agrees to comply with all applicable requirements of all state statutes, federal laws, executive orders, regulations, policies and conditions governing this program. The LEA understands and agrees that if it materially fails to comply with the terms and conditions of the redesign plan, fails to make satisfactory progress or does not have an approved plan, the Michigan Department of Education/State School Reform/Redesign Officer may issue an order placing the LEA into the State School Reform/Redesign School District, imposing for the LEA one of four intervention models, and an addendum to applicable collective bargaining agreements in effect for the school as necessary to implement the school intervention model.</p>	

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**THE TRANSFORMATION MODEL STARTS HERE:**

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

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

**I. TRANSFORMATION MODEL COMPONENTS**

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

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

Lisa Billops became the Principal at Priest Elementary Middle at the beginning of the 2009-2010 school year. Priest had not made AYP for the seven years prior to Lisa Billops becoming principal. During the 2008-2009 school year Priest Elementary did make AYP according to the academic standards, however the school did not receive a passing mark for AYP due to a percentage point difference in one of the subgroup for attendance in the 2008-2009 school year. During Lisa Billops’ first year as principal at Priest (2009-2010), we did make AYP both in academics and attendance. Priest Elementary also began the transition from an elementary school to and Elementary-Middle school by adding sixth grade. A seventh grade was added in the 2010-2011 school year. Priest Elementary Middle also made AYP for academic progress in both Language Arts and Mathematics during this school year. Due to a single percentage discrepancy in attendance for two subgroups, Priest was put on the list of schools not meeting AYP status.

During Lisa Billops’ first two years as principal, the school has made AYP academically. She has made every effort to assure student attendance improves to meet the criteria for passing AYP status. An attendance agent has been on staff for the past 2 years, and Lisa is working closely with her to increase student attendance across all subgroups. Priest Elementary Middle is unique in that the diverse population presents the school with more subgroups than any school in the state of Michigan. The entire staff is working collaboratively to solve subgroup attendance issues that have caused our percentage to fall below the mandate for AYP in all grade levels. Priest is also working on a variety of strategies to improve attendance of the middle school students, who have only recently become a part of the Priest population.

The leadership team at Priest Elementary Middle School is in agreement that Lisa Billops should remain principal for the 2012-1013 school year. The team feels she will continue to guide the staff in a positive direction. The flexibility of the Transformation Model will provide her with the opportunity to build a strong staff and eliminate constraints that have previously been beyond her control.

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 collaborative process to be used for the teacher/leadership evaluation plan is the same plan that DPS is rolling out for all staff. Staff members will be evaluated annually with a rigorous, transparent, and fair performance evaluation system that is being used statewide. The new system encompasses all staff. Administrators and school staff will align Professional Learning Plans with the District evaluation tool.

One of the core elements is the measurement of student growth. The tool will look at four key elements: identify measures of student growth, use teacher-determined student learning objectives, measure grade level impact on student growth, and utilize standardized test scores.

Measures of growth will be determined using objective criteria, which will allow for a more accurate analysis. Classroom assessments are generally a more valid measure of individual teacher impact on student growth than standardized tests. Objectives will be based on the Common Core standards. Focusing on grade level measures will allow teachers to collaborate and develop quality assessments and manage student data.

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)

The Priest staff will earn incentives for increased student achievement. Prior to taking each assessment, staff will meet to set goals. The following assessments will be used to identify exemplary gains: MEAP, Quarterly Benchmark Assessments, DIBELS/TRC, progress monitoring, end of the unit/chapter assessments, and Success for All quarterly data reviews.

Administration and the Leadership Team will determine appropriate rewards for increased student achievement. Faculty members may be rewarded individually, in small groups, or as entire staff, based on predetermined goals that have been set.

A variety of incentives will be used to motivate staff. These may include early release for teachers, special teacher parking spaces, additional opportunities for professional development, certificates of commendation, extra planning time, praise for teachers in parent newsletters, opportunities for staff to meet collaboratively off-site during common prep times, extra time for marking report cards, administrative class coverage and lottery drawing at staff meetings for nonmonetary staff incentives. Teachers may also be given opportunities to present at conferences. Group assemblies would be planned for students as needed to accommodate certain staff rewards. A bulletin board will be established to recognize outstanding

achievements by faculty members. The leadership team and administration will continue to explore various incentives to reward staff throughout the school year.

Priest Elementary-Middle will use the Evaluation Tool (appendix A) provided by the district in order to determine staff members that have not increased student achievement outcomes. Administration will implement a series of safeguards designed to offer support to teachers whose performance is deemed ineffective. Among these safeguards will be a mentorship program that teams teachers utilizing effective methods with those identified as ineffective according to the evaluation tool. In addition, lead teachers and/or coaches will provide extra meeting time to review lesson plans and delivery. Teachers identified as ineffective according to the evaluation tool will be responsible to meet with their mentors and present areas of concern. Staff members that do not receive an effective rating as outlined in the Evaluation Tool provided by the district, after a designated time, will be removed in accordance with district policy. Every effort will be made to ensure the least possible disruption to student learning. This may include removal of a staff at the end of a card marking or semester, or scheduled district break. Administration will work to ensure a highly qualified replacement is assigned to the open position before the official removal.

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)

As stated in a study conducted by Robert Marzano and his colleagues in 2001, use of the nine high-yield instructional strategies has the greatest positive affect on student achievement. (Classroom Instruction Strategies that Works: Research-based Strategies for Increasing Student Achievement)

Through past partnership with Teachscape, a professional education improvement organization, the administration, leadership team and select staff members have been trained in the identification and use of the high-yield strategies. The entire school staff will receive mandatory training in Marzano's High-Yield Strategies from currently trained staff beginning with our back to school district professional development days in 2012. Faculty with knowledge of the Marzano's High-Yield Strategies will compile data from the 2011-2012 school year to present at this professional development session. All staff will first be given research based data on schools that implemented these strategies and the impact it had on student achievement.

Staff members will attend monthly professional development sessions to focus on a different High-Yield Strategies and the classroom walkthrough process. The implementation of these strategies will be reflected in teacher's lesson plans. All staff members will have an opportunity to do classroom walkthrough assessments. The results of these on-going assessments will be analyzed by the whole staff during the designated district professional development days in December and March and during our final professional development session in June. Adjustments will be made to areas of concern according to the data collected.

Priest Elementary-Middle currently lacks a behavior modification plan. The leadership team has chosen Positive Behavior Support as a behavior model for the school. An initial rollout of the PBS program will occur during the spring of 2012. The professional development will include research data that shows how PBS programs reduce the number of student referrals in the school followed by an overview of the program. This will include: modeling the preferred behavior, reinforcing positive behavior, incentives for displaying the preferred behavior, and use of data to adjust policies and procedures. PBS Committee members will be selected to attend a follow up professional development session on how to implement the program into the school. The PBS committee will meet once a month during the school day to plan and facilitate initiatives. In August 2012, there will be a specific training session to introduce new staff to the PBS model. PBS committee members will continue to meet monthly. During the PBS committee meetings members will also analyze data and present the results to the school population. Incentives will be granted for successful implementation as outlined in Part A, section 3. Training in the use of PBs will be ongoing throughout the school year.

A three hour professional development will occur once a month in lieu of weekly staff meetings. The Friday common prep period will also be used for collaboration among grade level teams.

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)

Priest Elementary Middle will partner with a local university to establish a group for teachers who wish to obtain National Board Certification. Every effort will be made to center the learning opportunities within the vicinity of the school. Teacher leaders will be identified using the district provided evaluation tool. Teachers identified as highly effective will be given the opportunity to become a teacher leader. Teacher leaders will focus upon how they can improve aspects of the school that will result in higher student achievement. Teacher leaders will work collaboratively with administration on School Improvement. They will also mentor new and current teachers and implement Professional Development to increase teacher effectiveness. Other opportunities include assisting colleagues with analysis of Marzano's High Yield Strategies.

Flexibility will be given to all staff when choosing professional developments which align with their Professional Learning Plan. All staff will be given the opportunity to present information to colleagues learned at outside professional development sessions.

In order to recruit new staff members, Priest administration and leadership team and current staff members will promote Priest and it's accomplishments in a positive way at various district and community events. Administration will work closely with DPS Human Resources to ensure we receive the most highly qualified staff members.

As outlined in section 3 a variety of incentives will be put in place in order to reward and retain quality staff members.

**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)

Priest will develop and implement a Walk to Intervention Program (WTI) in grades Kindergarten through 8th grade. The purpose of the WTI will be to provide a Tier 1 intervention that will accommodate the needs of all students in grades K-8 and improve achievement in Reading/Language Arts. The WTI will also provide teachers with a way to intervene early in specific areas students may be showing a deficit along with building a process to document student progress and identify at-risk students with necessary data before making a referral to the RCT team.

Priest Elementary Middle School has two options for using data to implement an instructional program that is research based and aligned from one grade to the next and state standards.

**OPTION 1**

Priest would like to adopt the the intructional program, Success for All a reading program designed for use with students in grades K-8 for the 2012-2013 school year. This program has been proven to be successful in major urban areas with student populations similar to Priest. We are currently waiting to be accepted into the program. The district currently has room for more schools in their Success for All Grant, and we feel our school is an excellent candidate to be one of the chosen schools. We hope to receive notification of our acceptance no later than February of 2012. Once accepted teachers will receive extensive training and support in the use of the program.

Priest will go to a school wide uninterrupted 120 minute reading block which will be taught to all students, by all staff members at the start of each school day. The walk to intervention strategy will be incorporated to meet student’s needs and group them according to their abilities, so they can make significant progress at their own learning pace and level.

Success for All provides specific assessments for placement of students in groups. Students would be grouped according to reading ability in groups no larger than 20 students per certified teacher.

Students would also be assessed using the DIBELS/TRC assessments provided by the district. This data will help to make adjustments that may be needed throughout the year as students make progress.

**OPTION 2**

Our alternative instructional program, if we are not accepted in the districts Success for All Program, would be to continue using the Burst Intervention Program provided by the district in grades K-3, and research other research based intervention programs for grades 4-8 that have been proven successful with the bilingual population we currently have at Priest. A sustained silent reading block may be used for students in grades 4-8, in conjunction with the Accelerated Reading

Program. Students reading levels will be assessed using the STAR reading program provided by the district through Renaissance Learning. In this plan, each student in grades k-3 will be given the DIBELS and TRC assessments three times a year. Following 90 minutes of instructions using the Open Court/Storytown and Burst, there will be an addition 30 minutes for grammar and writing skills. Burst instruction is directly aligned with the district provided Open Court/Storytown materials at individual student levels.

In addition to the 120 minutes of instruction, groups will be formed by grade levels based on the data from the DIBELS assessment using the researched-based model of Burst Intervention Program purchased by the district. In Grades K-3, students will be working in a teacher led groups of 8 or less students, who are on the same level, on exact target skills needed, as well as continued work on mastered skills, as identified by the DIBELS testing.

All available staff, including Title I teachers, educational technicians, and school service assistances, would be used to provide small intervention of no more than 8 students per group, for students identified as intensive or strategic. Groups would meet for 30 minutes and use the Burst instruction plans provided on the mclasshome website. Mclasshome.com is a comprehensive website provided by the district, that analyzes data, groups students, and provides lessons plans that meet individual student needs.

The Burst Intervention program allows for students to be progressed monitored on a 10 day cycle. The progress monitoring of students will be used to determine if students are mastering necessary skills as well as help teachers identify students that may need additional assistance. Teachers will use the DIBELS progress monitoring provided by the district and prescribed by the Burst and TRC testing. Groups will be formed.

Teachers will meet approximately every 20 days to discuss student progress and make necessary changes to groups based on the progress of the students. Teachers will check the data of the students in their own classroom weekly, to assess the progress.

In each of these plans, students are identified under one of three levels according to their performance on the DIBELS/TRC test. An intensive student will be identified on the Burst website using a color coding system. Red will indicate intensive students, yellow will indicate strategic students, and green will identify benchmark students. An intensive student is defined as students who are having a very difficult time reading, Strategic students are defined as students who understand some of the strategies and have a beginner's working knowledge for reading, and benchmark is defined as students reading at or above grade level.

Teachers will develop a visual representation of this data so that progress of students can be closely monitored during grade level meetings throughout the school year.

School scheduling will be established based on the Intervention Program Priest Elementary Middle adopts. (SEE EXAMPLE SCHEDULING)

Priest Elementary Middle staff will continue to analyze data from the MEAP and quarterly Benchmark assessments to assist in differentiating instruction in the areas of Math, Writing, Science and Social Studies. We will also implement a more

structured and rigorous guideline for the use of the Accelerated Math and Reading program provided by the district.

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)

Priest Elementary Middle School will use a variety of summative, interim, and formative assessments to plan and implement instruction to meet individual student needs. The bilingual students will take the ELPA (English Language Proficiency Assessment). Students in grades K-1 English as a Second Language learners will also take the STAR Early Literacy Assessment. Placement in the bi-lingual classrooms will be determined by the results of these assessments.

Preschool classes will use data from Battelle and COR (Child Observation Record). These quantitative and qualitative assessments and inventories will be used to monitor student growth and plan for individualized instruction based on skills not yet acquired. In addition, kindergarten through fifth grade classrooms will use data from DIBELS, TRC assessments (BOY, MOY, EOY) and BURST (continuous bi-weekly progress monitoring) to plan for instruction. As students are progress monitored and given the BOY, MOY and EOY assessments, smaller intervention groups will be established as outlined in #6 to meet individual student needs in the area of Language Arts. Data from Accelerated Reading, along with student writing folders and Quarterly Benchmark assessments will be used to determine students in need of intervention in grades 4-8. The alternative plan will be to use end of story and end of unit reading assessments. Success for All (continuous progress monitoring) will be used for reading assessment and remediation if Priest is selected for the grant.

The school will use Accelerated Math and Quarterly Benchmark Assessments, and assessments provided by the district mandated textbook series for Math, Science, and Social Studies to plan for instruction and re-teaching.

In addition, staff will utilize observational, evaluative, formal, and informal formative assessments daily. During grade level meetings, teachers will work together to develop observational tools that can be used in various subject areas. Teachers will use these assessments to identify skills students mastered and areas in need of remediation or modification. Data will be discussed in the grade level meetings during the common prep on Friday afternoons. accordingly.

MEAP assessments will provide data for students in grades three through eight. The staff will perform an item analysis of MEAP results to identify GLCE's that need to be addressed. This same process will be used to study the results of the Quarterly Reading and Math summative assessments. Intervention groups will be established in order to meet individual needs fo students according to GLCE's.

Using the Walk to Intervention Strategy(see number 6 above), staff members will review assessment data to categorize students into small homogeneous skill groups. Bi-weekly progress monitoring data is used to determine whether the desired progress was achieved.

**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)

In an effort to maximize student learning achievements at Priest Elementary Middle, the current school day will be extended by a half hour. The school day will begin one hour earlier than our current school day and run a total of seven hours and forty minutes. Starting the school day earlier, will allow staff members to stay later for 3 hour monthly professional developments. This extended school day will add a minimum of 5200 additional instructional minutes for the school year. The extra half hour per day will allow for a school wide 90 minute reading block at the beginning of the day, if we are chosen for the Success for All reading program. In the event Priest is not selected to for the Success for All program, a 30 minute intervention block for Burst instruction, followed by 90 minutes of uninterrupted reading instruction using the core materials will be implemented.

Students will receive increased enrichment by going to an additional 45 minute elective hour each week. This time will allow for teachers to have increased collaboration time. Teachers will use the common prep each Friday for professional development, grade level meetings, curriculum alignments, reading intervention planning, data analysis, and planning for differentiated instruction with colleagues. Administration will regularly attend these meetings and may also use this time to meet with individual staff members in order to review, develop and adjust Professional Learning Plans. Staff may meet once per month for necessary district mandates in order to accommodate the new Wednesday professional development schedule. This plan allows for an additional 1575 professional development and teacher collaboration hours for the school year.

Priest Elementary Middle School will use a banking system in place of the Wednesday staff meetings. Staff meetings will now be held once a month on a Friday as needed. Once a month, a three hour professional development workshop will be held for all staff members. These professional developments will assist teachers in the implementation of Burst or Success for All, Positive Behavior Support, and Marzano's High Yield Strategies, Differentiated Instruction.

If chosen to be a part of the Success for All Reading Program, extensive training will be provided for all staff members as mandated in the grant. Training will be provided prior to the students beginning the 2012-2013 school year. Sample copies of daily school schedules student schedules and teacher collaboration schedules have been attached.

Attach a copy of the daily school schedule, teacher collaboration schedule and a copy of a student schedule that demonstrates increased time in Appendix C

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

Several strategies have been developed for the continuous engagement of parents and community at Priest. This is designed to involve parents in the development of its school parental involvement plan. The opinions and interests of parents will be solicited at conferences and the Annual Title I meeting using parental surveys. Involvement of more parents on the School Improvement Team will be encouraged. A suggestion box for parents will be provided in each office and the Parent Resource Room. Suggestions will be reviewed by the leadership team and decisions made accordingly.

To maintain the continuous engagement of parents and the community, meetings will be held at times convenient for parents, translated in Spanish, Arabic and English. Childcare will be offered at each meeting. Parent reminders of meeting dates will be sent home in the monthly notes. The Family School Liaison will make telephone calls, and ask for parental input through the use of hard copy and on-line surveys, available in the PRC.

Multiple sources of information about student academic progress will be made readily available to parents. This information can be found at the annual Open House/Curriculum Night. Quarterly report cards will be distributed at parent teacher conferences. Periodic academic themed, hands-on parent nights will be offered. Parents will receive information regarding MEAP, MEAP Access, ELPA, and Quarterly Benchmark assessment results in a timely manner. Assistance in understanding results will be made available through the use of parent workshops.

Reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs is available through the use of Title I funds. This funding will enable parents to participate in school-related meetings and training sessions. Priest will research, adopt and implement a model approach to improving parental involvement. Priest will work towards establishing roles for community-based organizations, in parental involvement activities. Priest parents will coordinate and integrate parental involvement programs and activities with the District pre-school program. Priest will encourage participation at the parent resource centers to promote participating in the education of their children.

The school will use the caseworker of the Family Resource Center to assist with parents and the community for additional help it may need. The the state of Michigan’s Family Independence Agency monitors student attendance and citizenship, report cards, and the participation of parents at conferences. The FRC is operated by . The caseworker, who is also a member of the school leadership team, is directly involved with clients who have children at Priest and uses the resources of the community to assist parents with needs. Data collected by the FRC will used to evaluate effectiveness in multiple areas including, academic acheivement, attendance, and behavior.

**PART D: PROVIDING OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT**

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

The District in collaboration with the Detroit Federation of Teachers negotiated new contractual language allowing for shared decision-making to provide schools the level of autonomy and operational flexibility they require to improve student achievement. This operational flexibility includes making having more control over school budgets, scheduling, and instructional programs. Schools identified as Priority Schools (includes PLAs) in the amended DFT Collective Bargaining Agreement are provided the additional flexibility they require in order to fully implement the components of either the Transformation or Turnaround models.

Provisions under the Priority School Agreement (Flexible Work Conditions)

Per the agreement between the District and Priority School staff, members of Priority Schools agree to the following:

- Extended school day and year
- Participation in the Shared Decision-Making process
- Hiring based on selective application process
- Retention of staff based upon performance

- 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.)

To ensure that each priority school receives ongoing, intensive Technical Assistance and support, Detroit Public Schools will establish has established the Office of School Turnaround. The Office of School Turnaround will provide comprehensive school wide support in Teaching and Learning. This office will effectively coordinate the efforts of school improvement and school wide reform initiatives. The Office of School Turnaround supports the following schools:

- School Improvement Grant (SIG) Schools
- Reform/ Redesign Schools
- MI-Excel Schools
- High Priority Schools

This office coordinates all school improvement efforts between Michigan Statewide System of Support: Michigan Department of Education (MDE), Wayne RESA, and external educational partner providers. This office will support, promote and monitor all school turnaround efforts and focus on continuous academic improvement through school turnaround initiatives.

The Office of School Turnaround will include the following:

(1) Director of School Turnaround- This individual is responsible for the coordination of all Priority School support (external support, such as WRESA Coach support SEA support, partner providers and others) and the monitoring, evaluating, and support schools require to fully implement the selected reform model. In addition, the Director will also be responsible for monitoring the effectiveness of the level and type of support providing by external support agents.

(6) Priority School Coaches-Priority School Coaches are responsible for providing on-site professional development and support for principals, Leadership Teams and

teachers around the work required to implement the reform model. Coaches are also responsible to collecting data and evidence that will be shared with the Director of School Turnaround and the Office of Professional Development to inform the professional development and support program for each school. The data collected will also be utilized as an element of the teacher/principal evaluation process. Each coach will be assigned no more than 7 schools to support. Coaches will be required to provide on-site school support 4-days per week. The fifth day will be required professional development day and follow-up for coaches.

Support will also be available through the Statewide System of Support. Through the Statewide System of Support, PLAs will receive additional support and services required to assist schools in successfully implementing each school’s respective reform model.

**TRANSFORMATION SCHOOLS WILL STOP HERE.  
RETURN TO PAGE 3 OF THIS DOCUMENT AND UPDATE THE TABLE OF CONTENTS  
PAGE NUMBERS AND MAKE SURE TO UPDATE APPENDIXES A-C**

**THE TURNAROUND MODEL STARTS HERE:**

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

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

**II. TURNAROUND MODEL COMPONENTS**

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

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

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

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

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

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

**PART B: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES**

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

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

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

**PART C: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT**

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

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

Or

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

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

### **TURNAROUND SCHOOLS WILL STOP HERE.**

**RETURN TO PAGE 3 OF THIS DOCUMENT AND UPDATE THE TABLE OF CONTENTS PAGE NUMBERS AND MAKE SURE TO UPDATE APPENDIXES A, B AND C**

#### **THE RESTART MODEL STARTS HERE:**

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

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

#### **III. RESTART MODEL COMPONENTS**

##### **PART A: District Narrative**

1. Explain how the district will engage parents and community members to discuss the charter school option, including the parameters of converting a school to charter status. (Maximum 2500 characters)
2. Specify how the district will research and prioritize Charter Management Organizations (CMOs) that may address district needs. (Maximum 2500 characters)

3. Describe how the district will develop and use a rigorous selection process to identify charter school applicants. (Maximum 2500 characters)
4. Detail how the district will develop a databank of individuals interested in serving on charter school boards. (Maximum 2500 characters)
5. Describe how the district will clearly articulate the autonomy to be provided to newly formed charter schools. (Maximum 2500 characters)
6. Specify how the district will develop a set of non-negotiable performance benchmarks to serve as the basis for holding and sustaining a charter. (Maximum 2500 characters)

## **RESTART/Charter School Narrative Section**

### **Part B: COMMUNITY ASSESSMENT**

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 INVOLVEMENT**

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

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

## **IV. CLOSURE MODEL COMPONENTS**

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

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

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

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

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

**PART C: OPERATE TRANSPARENTLY**

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

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

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

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

**APPENDIX A  
COPY AND PASTE YOUR:**

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

**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)