

SCHOOL INFORMATION

District: Frontier International Academy
 School Name: Frontier International Academy
 Address: 2619 Florian St. Hamtramck, MI 48212
 School Code: 09609

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.

Cover letter

February 7th, 2012

Ms. Deborah Clemmons

School Reform Officer

Michigan Department of Education

Dear. Ms. Clemmons:

The redesign plan submitted by Frontier International Academy has been reviewed by our school leadership team, and changes needed were made and highlighted in yellow.

- 1- Part A: Section 2: Pages 5 & 6**
- 2- Part A: Section 3: Pages 7 & 8**
- 3- Part A: Section 4: Pages 9 & 10**
- 4- Part A: Section 5: Pages 11 & 12**
- 5- Part B: Section 6: Pages 13 & 14.**
- 6- Part C: Section 8: Page 16**
- 7- Part D: Section 10: Pages 18 & 19**
- 8- Part D: Section 12: Page 20**

This cover letter fulfills the requirement of MCL 380.1280c, section 3, for the State School Reform/Redesign Officer to “issue an order” approving, disapproving, or requiring changes of our redesign plans.

Sincerely,

Dr. Adnan Aabed

**School Principal
Frontier International Academy**

-TABLE OF CONTENTS-

A. TRANSFORMATION MODEL COMPONENTS

- DEVELOP SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS Page 04
- 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 06
- COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES Page
- PROVIDING OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT Page

C. RESTART MODEL COMPONENTS

- DISTRICT LEVEL PRE WORK NARRATIVE Page 08
- COMMUNITY ASSESSMENT Page
- STUDENT POPULATION Page
- EDUCATIONAL PROGRAM Page
- STUDENT RECRUITMENT AND COMMUNITY INVOLVEMENT Page

D. SCHOOL CLOSURE

- ESTABLISH POLICY Page 11
- 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)

This school year; Dr. Adnan Aabed is the new principal of Frontier International Academy. Dr. Aabed has his PhD in Educational Leadership and is a certified school administrator in the State of Michigan. Dr. Aabed received additional training that included a wide array of programs focusing on curriculum, effective instruction and assessment, data analysis, principalship and leadership, grant writing, and school improvement and accreditation. He is currently a North Central Association (NCA) team member and a certified AdvancED Quality Assurance Review chair. Dr. Aabed have received the award of the administrator of the year 2009/2010 in Detroit, Michigan at the 12th Annual Michigan Charter Schools Conference. Dr. Aabed was hired into this position after spending one full academic year at a Global Educational Excellence Academy in Dearborn (Riverside Academy West). Dr. Aabed was given the charge at that Academy to turnaround the high school due to low performance in the academic subjects on the state/national assessments. During last year Dr. Aabed put in place processes at the school to ensure that the academics were data driven. He trained the staff on how to use the data to inform instructional practices and then worked with each teacher on improving instructional practices. At the conclusion of the school year growth was seen on the students scores where students gained above one year's growth. Dr. Aabed speaks Arabic fluently which is a primary language spoken by students and parents at Frontier International Academy. Dr. Aabed also was a principal at Oakland International Academy which is located in Hamtramck; therefore he has experience working with the Hamtramck community.

Over the summer of 2011; the interview team at Global Educational Excellence interviewed a series on candidates for the position at Frontier International Academy. Candidates were found based on Job Fairs, Advertisements in Local Media and internal candidates. All

candidates went through a three part interview process over the summer time. At the conclusion of the interview process, Dr. Aabed was selected for the position. The reasons behind the selection were not only his experience with successful high school programs; but understanding the needs of the community where Frontier is located. Dr. Aabed started this position this fall and had time in August to work with his administrative team in developing the plan to turn around Frontier International Academy.

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 model of teacher evaluation system which is point based was developed over a two year period with all GEE Academies having a variety of focus groups and meetings to determine the final evaluation system. This discussion was with all staff members (teachers, principals and district leaders) at the Academies as to which student data was valid to include in teacher evaluation process. The final decision was to use the EdPerformance or NWEA/ MAP tests based on charter contracts instead of the MEAP and MME. The rationale behind this was that the EdPerformance and NWEA /MAP tests are a computer adaptive tests that test the student at the student’s level and many students at GEE Academies are at risk and may not perform at grade level as tested on the MME test. The discussions on the teacher evaluation model was based on two years of the GEE Academy leaders piloting various evaluation models and based on the leaders discussions with staff and at GEE wide meetings the decision was made to have the Charlotte Danielson Framework for Teaching as the GEE wide method of teacher evaluation. Teachers are introduced to the main standards of the evaluation yearly and before formal observations.

The evaluation system that will be in place will include the Charlotte Danielson Framework for Teaching as well as the Framework for Teaching Proficiency System which is a lead in evaluation system.

Teacher Evaluation System: The Charlotte Danielson Framework for Teaching was selected as the Teaching Evaluation Rubric for the academy. This model was selected based on the requirements as set forth by the state of Michigan teacher evaluation program. This model is a research-based tool used in thousands of schools nationwide and overseas. This model is the basis of the teacher evaluation tool. In addition to this plan informal observations will be done by the classroom walkthrough protocol via Teachscape Walk at least twice a week. All of these observations will be kept in the online Teachscape Walk database that allows for analysis of instructional trends, strengths and weaknesses. In addition to this plan two formal observations (senior teachers), and four formal observations (new teachers) will be done by the principal yearly. These formal observations will be housed online in Teachscape Reflect. This program allows for the school leader to schedule classroom observations, collect and organize the observation data and track teacher professional growth over time. As part of Global Educational Excellence all teaching staff is part of the Teacher Retention Program that rewards staff members who have increased student achievement. Global Educational Excellence established this plan to implement the revised 1249 & 1250 school code. Global Educational Excellence incorporates several professional standards they believe have an impact on student achievement. The evaluation system also includes a point based system where teachers receive points based on their regular attendance, attendance at professional development, evaluation from the school leader, participating in before and after school activities designed for student improvement and student data. The student data

piece is the highest number of points equaling an approximation of 51% of the total points earned. The points for data range from having students earn one year's growth to 1.5 years growth to over 1.5 years growth. This plan is distributed to all staff as part of the Employee Handbook each school year.

Student growth plays a factor as part of the evaluation rubric in the Danielson model in addition staff are evaluated based on student growth and any staff members who do not have one year's growth in assessment scores are placed on a conditional contract for the next school year.

The teacher evaluation system for Frontier Academy teachers is in the process of being reviewed to include student achievement tied directly to each teacher's evaluation. Frontier Academy will still continue to use the Charlotte Danielson Framework for all teachers but there will be an additional piece that measure student academic growth for each teacher. The growth will be measured using the NWEA/MAP test for Math and Reading. Reading scores will be used to measure growth for all subjects: with the move to the Common Core Curriculum literacy is included in all subjects. Another measurement of student achievement growth will be measured by the EPAS testing (Explore, Plan, and MME/ACT tests). These tests will be used to measure the growth in English, Reading, Math, Writing, and Science. This addition to the teacher evaluation will be refined and introduced to the teachers in August 2012. The teachers will be informed that this piece will be part of the 2012-2013 school year teacher evaluation.

School Leader Evaluation

The school leaders are expected by Global Educational Excellence and the Academy board to meet the contract goals and the GEE Non Negotiables; these are factors that influence the principals evaluation. In addition, surveys based on Marzano's quality of leadership are sent to the school board and school staff twice a school year to get a qualitative and quantitative measure of the school leader's effectiveness. At the end of the school year the data from the student assessment, surveys and non negotiable are reviewed with each school leader and goals are made for the next school year. The Principal Evaluation is being developed for the 2012-2013 school year. The evaluation will include the following:

- All school leaders must meet GEE, School Board, and the Authorizer contract goals.
- All staff will be surveyed based on Marzano's quality of leadership for each administrative personal. The results will be discussed as part of the administrator's evaluation and goals for the next year.
- All administrators will be measured for student academic growth using the same tests that are used to measure teachers influence on student academic growth.

The evaluation plan will be finalized the summer of 2012 and all administration will be informed of the new policy in August of 2012 and the new policy will be implemented for the 2012-2013 school year.

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)

As part of Global Educational Excellence all teaching staff are part of the Teacher Retention Program that rewards staff members who have increased student achievement. Global Educational Excellence established this plan to implement the revised 1249 & 1250 school code. Global Educational Excellence incorporates several professional standards they believe have an impact on student achievement. The components are teacher attendance, professional development days, teacher performance evaluation, attendance at parent teacher conferences, going above and beyond and student performance on assessments. The breakdown puts over 50% of the points for assessment growth. The staff earns points for the items listed and the points are worth approximately 0.85 cents; so each staff member earns an amount based on the total number of points earned. The money is distributed to staff members only if they are on payroll the next school year after September 30. This plan is distributed to all staff as part of the Employee Handbook each school year. The funding for this program comes from Title money. The evaluators are trained through Teachscape professional development program for administrators; this year the administrators will take a course and be certified Charlotte Danielson evaluators. Through the work of the academic coaches with the teachers and the principal evaluation the teachers are evaluated. In addition there is a beginning of year banquet hosted by Global Educational Excellence that rewards staff and leaders based on increased student achievement. These rewards are determined by student achievement and growth as assessed by both state and local assessments. It is at this banquet that the performance goals for that school year are announced and information sheets are handed out to the staff members. Meetings are then held at the Academy to review the plan with the staff and answer questions.

At the building level throughout the school year teachers will be rewarded through various activities such as luncheons, staff recognition, and teacher of the month incentives.

Progressive Discipline Policy and Procedure:

Our progressive discipline policy and procedure is designed to provide a structured corrective action process to improve and prevent a recurrence of undesirable behavior and/or performance issues. Global Educational Excellence reserves the right to combine or skip steps depending upon facts of each situation and the nature of the offense. The level of disciplinary intervention may also vary. Some of the factors that will be considered depend upon whether the offense is repeated despite coaching, counseling and/or training, the employee's work record and the impact the conduct and performance issues have on our organization. Nothing in this policy provides any contractual rights regarding employee discipline or counseling nor should anything in this policy be read or construed as modifying or altering the employment-at-will relationship between Global Educational Excellence and its employees.

The process of removing a teacher who is not performing is in development and will be ready in written form by the end of August 2012 and introduced to teachers. The policy will include the following steps to help the teacher improve or if no improvement be removed.

- All staff will be evaluated twice a year. All staff will work with the administration on developing smart goals based on the evaluation. These goals will be reviewed with an Academic Coach to measure progress. If the goals are being met, the staff member will move on to another goal. If the goal is not being met, the staff member and the Academic Coach will develop a plan/timetable to meet the goal. If the goal still is not being met, the building principal will get involved to help the staff member meet the goal. If the staff member continues to not make progress towards the goal, the staff member will be placed on a conditional contract. If after being on a conditional contract the staff member continues not to meet the goal/goals set, the staff member will be terminated.
- All staff members will also be evaluated on student achievement based on student growth. At the end of the school year all staff members will be evaluated based on the achievement growth of their students. The expectation is that the students will make a 1.5 grade levels growth as measured by the NWEA/MAP test, the EPAS test series (Explore, Plan, and MME/ACT). Teachers whose class average for student achievement does not measure at least 50% of the student growth will be placed on a conditional contract for the next school year. These teachers will work with the Academic Coach to improve their teaching skills, they will be sent to additional professional development to improve their teaching skill. If after these interventions the student achievement is not met, the teacher will be terminated.

The process of removing an administrator whose building is not meeting the goals set for the school by GEE, the school board, or the authorizer follows closely the same steps as a teacher. This plan will be introduced to the administration in August 2012. The difference is the administrator is held accountable for all student achievement. The administrator is also responsible for the school making AYP, for performing well to be above the 25 percentile on the top to bottom school list, for AMAO scores for the ESL students and many other areas that keep the school in compliance. If the administrator is struggling, he/she will be assigned a coach to help him/her in the areas he/she needs help in. The administrator will set smart goals to meet throughout the year and the coach will work with him/her to meet the smart goals. The administrator will be sent to additional professional development to help meet the goals. If after some time the goals are not being met, the Educational Service Provider (GEE) will step in to help the administrator meet the goals. If after that the administrator is not making progress toward his/her goals, he/she will be removed from the school building.

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)

Professional development will continue to be a vital part of Frontier International Academy. All staff will be provided opportunities to attend workshops and activities that meet the needs of all students. These activities allow the staff to learn new ways of reaching all students and enable them to meet state academic standards. Frontier International Academy has adopted SIOP as a framework for delivery of instruction. SIOP, Sheltered

Instruction Observation Protocol, will continue to be the focus of our professional development for the years 2011-2012 and 2012-2013.

In conjunction with continued SIOP training, we will also focus on the use of differentiation instruction and differentiation assessment (using and designing assessment and rubrics) to improve student achievement. Professional development in the areas of Professional learning communities, critical thinking strategies, reading comprehension across the curriculum, accelerated reader program, six traits plus one writing strategies, ESL teaching strategies, English language and math instruction strategies will continue to be conducted to ensure that the staff is properly prepared to serve the student population. Teachers also collaborate, plan, and engage in professional development within and across grades and subjects. Teachers meet every week for minimum of 30 minutes to review instructional strategies, student formative assessment, and literacy in core content areas. TEACHSCAPE (classroom walkthrough PD Library program) will be used to help individual teachers grow professionally in their identified areas of weaknesses. Professional development will be identified according SIP priorities, teachers' reflections and self evaluation, and teachers' surveys at the beginning and end of each school year. FIA uses surveys such as (instructional practices inventory written by MDE, office of school improvement), data skills self-assessment survey written by Deborah Wahlstorm, and SIOP component survey written by Echevarria, J., Vogt, M.E, and Short, D. to determine the individual professional development needs of each staff.

Reference list for SIOP Model/Framework:

- 1- Echevarria, J., & Short, D. (2004). Using multiple perspectives in observations of diverse classrooms: The Sheltered Instruction Observation Protocol (SIOP). In H. Waxman, R. Tharp, & R. Hilberg (Eds.), *Observational Research in U.S. Classrooms: New Approaches for Understanding Cultural and Linguistic Diversity*. Cambridge, UK: Cambridge University Press.
- 2- Echevarria, J., Vogt, M.E., & Short, D. (2008). *Making content comprehensible for English learners: The SIOP model* (3rd ed.). Boston: Pearson Education.
- 3- Short, D., Hudec, J., & Echevarria, J. (2002). *Using the SIOP Model: Professional development manual for sheltered instruction*. Washington, DC: Center for Applied Linguistics.
- 4- Vogt, M. & Echevarria, J. (2006). *Teaching ideas for implementing the SIOP Model*. Glenview, IL: Pearson.

The Professional development plan for 2011-12 is uniquely tied to the revision of the School Improvement Plan. A team from the School Improvement Team attended a workshop in East Lansing to begin the process of revising the SIP to address the greatest challenges in the school, assisting the English Language Learners achieve academic success, specifically in reading and vocabulary development. To this end, while high staff turnover necessitates the staff requiring ongoing professional development in SIOP strategies as well as differentiation of instruction and assessment, the calendar for PD for 2011-12 is as follows:

September 2011: Professional Learning Communities and the Social Contract for Professional Conduct at FIA

October 2011: SIOP Strategies.

November 2011: School wide Writing Rubric and How to Assess Writing across the Content Areas.

December 2011: Academic Vocabulary Instruction-The Marzano Method

January 2012: Vocabulary Instruction using the Frayer Model, Data teams, and SIOP Strategies

February: Adolescent Literacy and Motivating Learners and SIOP Strategies

March 2012: Differentiating Instruction for Content Area Reading Instruction and SIOP Strategies

April 2012: Effective use of Formative Assessments in Content Area Reading Instruction and SIOP Strategies

May 2012: Common Core Literacy in Content Area Instruction and SIOP Strategies

The Professional Development Calendar for 2012-13 cannot be completed at this time, pending revisions to the SIP for the year. However the process that will be used to determine the professional development needs for the staff will be as follows:

1. The School Improvement Team, working in conjunction with the School Improvement Facilitator and the Statewide System of Support personnel, will revise and review the School Improvement Plan for 2012-2013, targeting specific strategic planning for student achievement across the content areas.
2. As part of the School Improvement Plan process, a Survey of Enacted Curriculum will be conducted at the end of the school year to target and identify specific instructional strategies that were implemented as well as curricular challenges that were met and requiring support.
3. A teacher Personal Development Plan and survey will be conducted with staff prior to the start of the school year to allow teachers to self-identify specific professional development goals and objectives.
4. We will use the Teachscape generated reports to identify individual and group professional needs of the teachers.

Once strategic planning goals, curricular and instructional needs and professional staff requirements are identified, the specific professional development topics and strategies will be developed.

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)

Frontier International Academy utilizes a variety of strategies to attract high quality teachers. These strategies include:

- Offering a competitive salary and benefits package.
- Extra compensation for degrees earned.
- Providing a comprehensive orientation and mentoring program that facilitates a successful transition into teaching.

- Providing opportunities for professional growth by establishing a mentor and coach program for new teachers and principals.
- Providing opportunities for teachers to improve their instructional skills through an ongoing and comprehensive professional development program
- Including teachers in the continuous improvement planning process, and other school initiatives and activities
- On-line job recruitment and application.
- Attendance at University job fairs and advertisement in local newspapers.
- Established a recognition Award for Teachers.

Global Educational Excellence Academies have two programs that offer financial incentives; one is the teacher retention program and the other is salary increases. One method is our Teacher and Retention program in which the staff earns points for regular attendance, attendance at professional development, evaluation from the school leader, participating in before and after school activities designed for student improvement and student data. The points are worth approximately 0.85 cents; so each staff member earns an amount based on the total number of points earned. The money is distributed to staff members only if they are on payroll the next school year after September 30. Therefore this program not only rewards teachers for their hard work but also encourages staff to stay at the Academy which is necessary for a school transformation to occur. The salary increases include an increase to pay up to 1500 based on obtaining a master's degree in a field that directly supports education as well as salary increases for those who take on extra responsibility such as after school tutoring and summer programs.

In addition staff who attend professional development in cultural diversity, school improvement, sheltered instruction (SIOP), and technology will receive stipends to attendance. These professional development programs will help all staff grow in their understanding of best practices and therefore increase chances in career growth and promotion.

As part of our commitment to the career development of the instructional staff, teachers are encouraged to actively participate in leadership opportunities such as sharing expertise in workshops for fellow staff, conducting content and grade level meetings, and collaboration activities as part of the FIA Professional Learning Community. In addition, returning staff are encouraged to assist in mentoring new staff and assist in developing curriculum and school-wide common assessments. Frontier Academy has early release once a month every third Friday. The students leave at noon and the teachers then are able to use this time for professional development. They either meet in large groups, small PLC groups, and/or grade level groups. This time is important as it is during the day instead of all Professional development being either before or after school. Career growth is available to staff at Frontier Academy several ways. Different opportunities for advancement are available to the staff at both Frontier Academy and/or other Global Educational Excellence Schools. Some of the opportunities will take the teacher out of the classroom to take on an administrator role and some will keep the teacher in the classroom but allow the teacher to take on a 'team leader' role. An example of a team leader role is the "Power Standards" Curriculum Group. Each school was instructed to let the staff know that GEE was looking for teacher to help develop 'Power Standards' for all grades and subjects, the school leader was asked to inform their staff of the opportunity, the teachers could apply for this

position, Gee then choose the committee members from the list. These teacher stay in the classroom but take on a leadership role in other areas. When opportunities become available the principal will email the opening to the staff and post the opening in the lunch room. Whoever is interested in the position may apply for the position that is open.

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)

Frontier International academy will use relevant school improvement data to plan, implement and assess the school instructional program, and data can be identified, collected, and analyzed within a number of broad categories that include:

- Demographic data: race/ethnicity, gender, income level, parents’ educational level;
- Intra-school student data: school attendance patterns, courses completed, participation in after school programs and extracurricular activities, use of academic and social support services;
- Classroom assessment data: classroom tests (formative) and observations, homework assessments, class projects, end-of-unit tests, end-of-course exams, course grades;
- Benchmarking data: national assessments (PLAN, EXPLORE and ACT scores), state high-stakes tests (MEAP, MME, ELPA), district level assessments (NWEA);
- Outcomes data: teacher qualification/certification identifiers, drop-out and graduation rates, college participation rates; and
- Resource allocation data: instructional cost per pupil; academic support, extracurricular activities, and special programs expenditures.

Frontier international Academy will mount informational efforts for school board, educators, and other stakeholder groups to interpret data to improve policies and practices. The School will adopt a student unit record data system (nextk-12) and a data warehouse (Testwiz), with unique identifiers that can track individual students from middle school through postsecondary education. The school will establish a collaborative effort and culture to encourage all school stakeholders to improve the collection, availability, and use of high-quality education data to improve student achievement and the school instructional program. FIA will promote a culture of data-driven decision making to support school redesign and restructuring efforts. There will be a chart of actions at all school levels (District Administrators, principal, school leaders, teachers, and special teachers, and counselor) to use data-driven analysis for school improvement

At the local school level, the data teams (grade level/content area) will continuously analyze data and determine the effective teaching strategies and their impact on student achievement. All these processes will be aligned with school instructional program and curriculum.

Thus, the school will focus on few initiatives that focus on student learning, and the school administration will support staff to implement these initiatives by providing mentoring, peer coaching, and administrative feedback.

Staff will collaboratively work in grade level/content area meetings four times monthly to analyze student learning results using teacher generated common formative assessment. Our data teams will support the implementation of the schoolwide strategies by

implementing and monitoring the selected strategies in classrooms and analyzing the impact of the strategies in data team conversations, and they regularly examine and reflect on the impact of them on student learning in their weekly meetings. FIA has established effective processes for continuously monitoring staff implementation of research rich strategies such as SIOP by reviewing weekly written lesson plans and classroom walkthroughs and observations by two administrators. The school established communication processes to report on the impact of the use of the strategies on student learning. Grade level/content area staff will report to data teams, who in turns will report to school improvement team who meets monthly to discuss the goals, objectives, and strategies of SIP.

FIA supports strategies for improved learning by having professional development that provides theoretical knowledge of the strategy; demonstration of the strategy; practice and feedback of the strategy, and on-the job coaching of the strategy.

The school uses an integrating technology-based supports and interventions as part of the instructional program such as Smart Board, web base online programs such as Rosetta Stone, E2020, Study Island, Accelerated Reader Program, and online assessment (NWEA).The school will increase the rigor by offering opportunities for students to enroll in advanced coursework, early-college high schools, dual enrollment program, that prepares students for college and careers, and providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework. The school will improve student transition from middle to high school through summer transition programs or freshman school orientation.

The curriculum was developed around the needs of the students that attend Global Educational Excellence while maintaining the mission in mind of "literacy leads to excellence." The curriculum is aligned to the Michigan Curriculum Framework benchmarks and grade level content expectations as well as the Core Common State Standards. This curriculum is for the following core subjects; English Language Arts, Math, Science, Social Studies, Foreign Language (Arabic) and the following non-core subjects; Art, Technology, Physical Education and Health. The curriculum was developed through a three-year process of using the Backwards by Design methodology involving teachers from a wide variety of backgrounds but whom have all taught the at-risk population served by GEE Academies for at least three years. The curriculum development process involved a vertical and horizontal alignment of the curriculum to the Michigan standards and recently the curriculum has been aligned to the Core Common Standards. The entire curriculum is hosed in an online curriculum mapping software program, Atlas developed by Rubicon International.

The school will conduct periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective; In fact the school has done a review last march 2011. In addition, to make sure that students mastered the standards, FIA uses a shared electronic drive hosts all state benchmarks for curriculum audit and students' grade books are linked to benchmarks documents that indicate level of proficiency for each student and benchmark.

A team of instructional leaders comprised of core content teachers, instructional coaches and curriculum coordinators met over the summer to review and revise the core content curriculum to meet the new Common Core State Standards for English language arts and mathematics as well as the literacy requirements of the CCSS for social studies and science. This process is still ongoing as Global Educational Excellence and Eastern Michigan University work in partnership to ensure

that the alignment to Common Core State Standards is completed and curricular revisions are in line with the new demands of instruction and student achievement.

Data evaluation used to determine instructional strategies is done as follows:

1. The School Improvement Team and Data Team meet to review state-wide assessments (MEAP and MME), as well as district level (NWEA) and building level assessments to determine academic achievement levels and develop gap statements based on that evaluation process.
2. Because of the high number of ELL students in the school, data from the English Language Proficiency Assessment (ELPA) is also evaluated and a gap statement is developed for that as well.
3. In addition, nearly all students are considered at-risk because of low socio-economic group dynamics, and thus social and emotional data that cannot always be measure in standardized testing but through anecdotal and survey data is also evaluated and a gap statement developed.
4. Once each target area is evaluated, the various gap statements are analyzed for commonalities or crossovers.
5. Research teams for each content area are then created to evaluate white paper research strategies that will best meet the academic, language acquisition and social/emotional development of students, with the goal of finding those strategies that will produce the greatest overall impact on student achievement and success. This is done by accessing ERIC articles, Northwest Regional Educational Laboratory documentation, The Marzano Group, Eastern Michigan University, Central Michigan University and other educational research institutes.
6. Results from the Research Groups are brought together to evaluate strategies that will bring the greatest value to instructional support of students across all content areas.

At this time the one strategy that has been adopted across all content areas is SIOP, which is well-documented as a research-based methodology of delivering content-based instruction to English Language Learners.

- 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)
 Data content team and teachers participate in data analysis as whole staff, grade-level, subject-level and individually on a variety formative, interim, and summative assessments including MEAP, MME, ELPA, Explore, PPlan and ACT, and NWEA. Teachers use this information to improve and adjust their planning and curriculum delivery including instructional strategies that have impact on student achievement. The process followed by the school instructional data team to use data include six steps: 1- collect and chart data. 2) analyze data and prioritize needs. 3- establish smart goals. 4- select instructional strategies. 5- determine results indicators (students and teachers). 6- monitor and evaluate results. TESTwiz datat warehouse: FIA promotes the continuous use of individual student data (demographic, academic, and process data) using Testwiz program that hosts school/classroom/individual/ item analysis data for students. The generated data is used to

differentiate instruction to meet individual students needs by designing individual student plan. Staff is trained yearly and as needed to use the program efficiently. School provides teachers with an assessment calendar that include dates of the assessments. After administration of the assessment, details are provided to teachers on the use of the data by the principal, assessment coordinator, and academic coordinator. Teachers are continuously engaged in three hour workshop monthly about using and interpreting data and how to use data to differentiate instruction. Teachers and administration has access to the TESTWIZ program and a shared Y Drive where students' demographic, achievement, and process data are available. Teachers will use formative assessment generated from Examview test banks and a scatron program that generate item analysis reports that assess student learning frequently and provide feedback about students learning strategies and teacher instructional strategies. The school will use a classroom walkthrough learning program called TEACHSCAPE that monitor and collect data about teacher and students activities. It generated reports immediately about classroom instruction and student engagement. Teachers participate in developing classroom formative assessments through individual and grade level collaboration based on state guided standards, benchmarks, and HSCEs. Teachers differentiate assessments and assessments are modified according to need based recommendations and collaboration with all student support staff including ESL coordinator, Special Education teacher, and Academic Services Coordinator. FIA will demonstrate using sound homework practices and communication with parents using newsletters, homework folders, PTA Outreach, weekly homework activity report, First call activity, Open houses, curriculum night, School syllabus, school website, online student system called nextk12.com. FIA will employ effective classroom management by training the teachers how to lead their classroom and management of disruptive behavior. Students behavior expectations will be taught and evident to students, and staff are consistent in implementing the school expectations. Staff and student service coordinator will work collaboratively to handle classroom issues. Using the TEACHSCAPE classroom walkthroughs (www.teachscape.com), administration will be able to generate report about employing effective classroom management.

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)
 - 1- Frontier International Academy established schedules and strategies that provides for increased time for all students to learn core academic content by expanding school day, week and year. The School Board cancelled the half day Fridays and made Fridays as full day with 1179 instructional hours for the 2011/2012 school year. There is only one half day Friday a month for professional development that includes seven periods of 30 minutes. On November 19, 2011 the School Board approved three year calendar (2012-2015) that will have 1257 Instructional hours (1222.8 hours, add 34.5 PD hours). School starts at 8:00 am

- and students dismiss at 3:30. Each day is seven periods of 55-60 minutes each. The extended time will target all four content areas mainly language arts and math. On fall 2011, the school leadership decided to tier instruction in language Arts for three groups of language proficiency (Basic, low intermediate/high intermediate and proficient). Students were grouped in two tiers of math instruction (regular math and integrated math).
- 2- Teachers collaborate weekly for a minimum of 30 minutes to discuss students' work, data results, instructional practices, and use of resources. Attached is teacher collaboration schedule.
- 3-The school administration is implementing a zero tolerance Policy with tardy and absent students. The administration holds students and parents accountable to consequences. The administration started conferences with students and parents to gauge them to bring their kids to school on time.
- 4- FIA will start enrichment after school program for all school students for one hour a week. School designed a student survey to identified students study skills in areas such as technology, creative writing, public speaking, dram, reading, mathematical problem solving, scientific inquiry, and civic education.
- 5- In a partnership with ACCESS, the school started its after school program. The 21st Century Community Learning Centers is a part of the TITLE IV –Part B of the Elementary and Secondary Education Act allowing the program to offer an educational atmosphere that will motivate, educate and challenge each student to achieve his or her potential academically, socially, physically and emotionally.
- Students also attend reading and math sessions, tailored to each student's particular needs. A second important component of the program are the enrichment activities. Sixty students are selected to participate in this program. These students are referred to the program by their classroom teachers, resource teacher and/or principal/assistant principal using the school data profile for each individual student.
- The program operates Mondays through Fridays from 3 p.m. to 5:15 p.m.
- 5- Summer school is in place for student enrichment and advancement. The summer school program has two sessions: the first session is for aiding in the development of English for limited English proficient students; the second session is for giving additional education to students who did not score proficient on various components of the Michigan Merit Exams or failed regular courses, and they need to retake courses as a recovery credits using the E2020 program.
- 6- In addition, our dual-Enrollment Program offers community college-level courses to high school students on college campus. FIA offers concurrent enrollment programs for providing more academically challenging and rigorous coursework to high school students and for increasing student aspirations to attend college.
- 7- FIA will pilot offering advanced placement courses online for junior students February 2012.

The sample student schedule that was submitted was for school year 2011-2012. The master schedule for class periods shows the additional time. When student schedules are completed for next school year (2012-2013) those schedules will reflect the additional ½ hour of instruction each day. Then the dismissal time will be 3:30.

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)

The Parent Involvement Survey conducted at the end of the school year 2010/11 indicated that parental involvement in the school is significantly below the level necessary to establish and maintain effective communication and learning goals for the students. Causes for low engagement are:

1. 90% of parents do not speak English or find communication in English to be difficult.
2. Over 50% of parents lack formal education, or have minimal education, and do not feel confident in their ability to assist in the education process.
3. Because of the socio-economic level of most families, access to electronic communication methods is not always available.
4. Students often do not have access to educational materials or supplemental educational experiences at home.
5. Some of the students' parents are living overseas and are not able to oversee students' education.

The school administration provided this year strategies to increase engagement of families and communities as follow:

1-Increase participation in parent involvement as measured by attendance records at school events such as Open House, Curriculum Night, Literacy Night, Math and Science Fairs, sport activities, and Parent-Teacher Conferences. 50 % of parents participated on November 9th 2011 at PTC.

2-Parent-Teacher communication will improve by 25% as measured by attendance of parents to school activities, such as Open House, Curriculum Night, Literacy Night, Math and Science Fairs, and Parent-Teacher Conferences. Teachers will also keep track of communication with parents through teacher communication logs, school newsletters, and school website.

3- Parent Leadership Training: FIA will hire and train a Parent Coordinator to encourage and train parents to become more actively involved in parent leadership in the school, communicates the system's vision and purpose to build stakeholder understanding and support, provides stakeholders meaningful roles in the decision-making process that promote a culture of participation, responsibility, and ownership such as SIP.

5- PTA Outreach: The school will establish a pilot leadership team to encourage parents to participate in school advocacy and leadership committees. The parents will also be able to participate as volunteers for school functions and chaperones for field trips.

6-First Call Activity: Every teacher will make first contact with the parents of every student in the after-School Tutoring Program during the first two weeks of school. The First Call will allow the teacher to establish communication and forge closer home to school relationships.

7-Weekly Homework Report Activity: Students will receive a printed copy of missing assignments each Friday from all teachers, which will require a parent or guardian signature, to be returned to the teacher on the following Monday. Teachers will follow-up with either a phone call or request for conference (with interpreter if necessary).

8- Translation service to parents: Provide translation services to non speaking English parents to translate documents and conferences with staff as needed. Parents will be aware about these services through school newsletter, 2 bilingual receptionists, and notes on school website.

9-Build community educational relationships: We currently have a relationship with Hamtramck Public Library, the Wayne County Health Department's Women, WIC program, mobile dentists and Vision Organizations to aid in the referral of students and parents for services. Career days for the high school, community education, and campus tours are held in partnership with Macomb Community College and Michigan universities in Wayne County.

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 operational flexibility that is needed to substantially increase student achievement will be achieved by the addition of a student coordinator for grades 9-12; ELA, math, science, and social studies coaches to work with teachers and students to increase achievement; a building substitute that will allow for the academic learning to continue the learning process when a teacher who is out of the building; paraprofessionals assigned to the classroom to work under the direction of the classroom teacher with the students who are at risk and English language learners; and a reading specialist who will work with the at-risk students in a one to one or small group setting. This additional staff will create individualized flexibility to each student’s schedule so the student is receiving the needed assistance during the school day.

In addition there will be after school offering for students who need to stay after the school day for individualized support from their classroom teachers and offering E2020 classes as a recovery credits program after school.

For the administrative staff Global Educational Excellence has management personnel to handle the large operational pieces such as building management and finance which allows for the school administration to focus on the learning that needs to be taking place in the classroom. FIA will implement a per-pupil school-based budget formula that is weighted based on student needs.

The school leadership tiered classroom instruction such as ESL, integrated English, Integrated Math, traditional regular core content courses as it written in the Atlas curriculum.

After school program that serves at risk students in cooperation with ACCESS, in addition to after school program that addresses more elective courses to promote study skills, social skills and literacy.

There will be a dual enrollment for students in Grades 11th and 12th at community colleges and universities.

FIA leadership is building staff capacity for a long term goals to be mentors, coaches, and trainers in areas such as teaching, learning, assessment and leadership (mentor and coach program).

Decisions regarding staffing, calendars, time and budget for Frontier Academy are made with input from Frontier staff, Frontier Academy School Board and GEE the management company. As for

09-6-2011

staffing, Gee places the advertisement for the needs of the school, gives access to the school leader to a Career Builder account to search to fill staff needs. The interview process is: the school interviews all candidates, and then sends on the finalists to Gee for a final interview. Gee and the school staff communicates, discuss and make a group decisions.

School budgets are reviewed at the school level by the School administration, school improvement team, and key staff in January and February each year for the upcoming year. Staffing needs are discussed, curriculum needs discussed, and building needs discussed. The school has input to the budget before the final budget is completed. The school posts a public notice when the budgetary meeting will be held; the posting is on the entrance to the school and the local paper chosen by the board for public notices. Then the budget is presented to the school board at least 1 month prior to approval. The school used a program called Ezpapertrail system (<http://ezpapertrail.com/>) for submitting and paying of all invoices. This program has several levels of approval before expenditures are approved. This allows for a better handle on all expenses and transparency of funds.

The school calendars are using the common calendar from the ISD for Wayne County Schools; the school also takes into consideration of the student population to best meet the needs of student learning and achievement.

- 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.)
 Frontier international Academy will ensure to receive ongoing, intensive technical assistance from Global Educational Excellence Management Company that is an educational service provider founded in 1998 in Michigan, with the mission to empower schools of choice by nurturing academic excellence, positive character traits and an appreciation of cultures. GEE provides the following services to the school: recruit and engage personnel, best suited to the school and its community, facilitate the development and implementation of a curriculum fostering growth among all children, supervise the maintenance of the school's physical facility and environment, and manage all record-keeping and financial aspects associated with the operation of the school.
 The staff of GEE has a wide variety of backgrounds and experiences which makes the team unique in its ability to serve FIA. The departments at Global Educational Excellence have over 15 years experience in handling Federal and State Grant Reporting requirements and Board Policy. They also handle all No Child Left Behind Requirements, including Site Manuals and Administrative Guidelines for the buildings and school board. As an Educational Service Provider, Global Educational Excellence is prepared and equipped to handle any educational needs of the Academies requested by the School Board.
 The mechanism for coordinating the technical assistance is a collective responsibility where staff's Feedback is encouraged verbally and in writing. Staff can request from administration their professional and curriculum needs and resources through online system called EZ paper trail. Staff is aware of all available technical assistances using the school manual and Employee Handbook. The staff is involved in evaluating the available technical assistance using emails, surveys, and compliant process. The principal reports monthly to the school board about the technical assistance and its quality.

Through their mission, GEE has worked with communities throughout Southeastern Michigan and Northern Ohio to provide a strong educational program specifically developed to meet the needs of the English as a Second Language student.

FIA will receive technical assistance from outside sources such as WAYNE RESA (SIP Facilitator, PD workshop and training, Language arts and math coaches). FIA also will seek technical and educational support from Bay Mills Community College (BMCC is the authorizer) to achieve the educational goals and expectations. BMCC provides school mentoring, implementation and evaluation of the school educational program. FIA will collaboratively work with the State Department of Education using all resources available to be in compliance with state and federal regulations. FIA works with MAPSA to ensure benefiting from school improvement efforts. FIA will make sure to benefit from all improvement efforts that are provided by the School board, Local communities, and higher educational institutions such as Macomb Community College, Henry Ford Community college, Wayne state university, and University of Michigan in Dearborn.

12- Plan is clear and cohesive: The plan is designed for three years starting fall 2012/2013 school year. After each school year, the plan will be reviewed and modified according to student achievement results, staff's surveys and feedback, School improvement plan, and instructional program review. All school activities will be reviewed and designed to lead to significant gains in student achievement. If programs and activities are found not to increase student achievement, they will be removed from the Plan. Frontier International Academy will follow the common academic calendars that are provided by Wayne RESA designed for all Wayne County schools. FIA daily schedule will reflect the extended instruction time (1257 hours) that was approved by the school board on September 19, 2011 for the next school year 2012-2013. The school principal and the school improvement team will be in charge to implement, monitor, and assess the planned activities that were built into the entire PLA plan. The assigned team will report to FIA school board, GEE (Global Educational Excellence), and school authorizer (Bay Mills Community College) about the implementation of the PLA plan at the end of each semester.

After completing the required amendments to the plan we feel that we have answered and addressed all areas in questions in the process detail of all steps 1-12.

**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 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, 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, level of parent and other interest in the school. Where possible, detail any objective market research, surveys, or other measures of local demand for the proposed educational program. (Maximum 3750 characters)

Part C: STUDENT POPULATION

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

Part D: EDUCATIONAL PROGRAM

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

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

Part E: STUDENT RECRUITMENT AND COMMUNITY INVLOVEMENT

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

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

IV. CLOSURE MODEL COMPONENTS

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

PART A: ESTABLISH POLICY

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

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

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

PART C: OPERATE TRANSPARENTLY

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

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

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

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

**APPENDIX A
COPY AND PASTE YOUR:**

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

Global Educational Excellence
Teacher Evaluation
Final Written Report

Teacher Name: _____

Building: _____

Assignment: _____

Evaluator Name: _____

Employment Status: First Year 0 Second Year 0 Third Year 0 _____Year 0

Dates of Observation Periods:

First Observation Period: _____ Second Observation Period _____
Third Observation Period: _____ Fourth Observation Period _____

Agreement on Domains and Components: (See information on Evaluation Guidelines)
(Check all that apply)

Domain 1	Domain 2	Domain 3	Domain 4
1a 0	2a 0	3a 0	4a 0
1b 0	2b 0	3b 0	4b 0
1c 0	2c 0	3c 0	4c 0
1d 0	2d 0	3d 0	4d 0
1e 0	2e 0	3e 0	4e 0
1f 0			4f 0

This process and accompanying instrument is intended to provide a written summary of a teacher’s performance in the areas outlined herein. The report is intended to reflect on the overall performance of the teacher as identified during the observation period(s) as well as, general overall performance during the period since the last evaluation report. Anything that is reported in this evaluation must have been discussed and/or documented with the teacher prior to the information being included in this report.

Signatures below are required and attest that observation and evaluation conferences have been held and a copy of this document has been provided to the teacher as well as placed in the personnel file.

Teacher Signature: _____ Date: _____

Evaluator Signature: _____ Date: _____

Response Attached: _____

Global Educational Excellence
Teacher Evaluation
Written Feedback Report

Domain 1: Planning and Preparation

1a: Knowledge of Content and Pedagogy	U	B	P	D	N/O	
Knowledge of Content:		0	0	0	0	0
Knowledge of Prerequisite Relationships :		0	0	0	0	0
Knowledge of Content-Related Pedagogy:		0	0	0	0	0

Comments:

1b: Demonstrating Knowledge of Students	U	B	P	D	N/O	
Knowledge of Characteristics of Age Group:		0	0	0	0	0
Knowledge of Varied Approaches to Learning:		0	0	0	0	0
Knowledge of Students' Skills and Knowledge		0	0	0	0	0
Knowledge of Students' Interests and Cultural Heritage:		0	0	0	0	0

Comments:

1c: Selecting Instructional Goals	U	B	P	D	N/O	
Value:		0	0	0	0	0
Clarity:		0	0	0	0	0
Suitability for Diverse Students:		0	0	0	0	0
		0	0	0	0	0

Comments:

1d: Demonstrating Knowledge of Resources	U	B	P	D	N/O
Resources for Teaching:		0	0	0	0
Resources for Students:		0	0	0	0

Comments:

1e: Designing Coherent Instruction	U	B	P	D	N/O
Learning Activities:		0	0	0	0
Instructional Materials and Resources:		0	0	0	0
Instructional Groups:		0	0	0	0
Lesson and Unit Structure:		0	0	0	0

Comments:

1f: Assessing Student Learning	U	B	P	D	N/O
Congruence with Instructional Goals:	0	0	0	0	0
Criteria and Standards:	0	0	0	0	0
Use for Planning:	0	0	0	0	0

Comments

Domain 1: Summary/Suggestions (Use separate sheet for comments)

(Any of the above elements marked unsatisfactory must have a specific improvement plan written).

Global Educational Excellence
Teacher Evaluation
Written Feedback Report

Domain 2: The Classroom Environment

2a: Creating an Environment of Respect and Rapport

	U	B	P	D	N/O
Teacher Interaction with Students:	0	0	0	0	0
Student Interactions:	0	0	0	0	0

Comments:

2b: Establishing a Culture for Learning

	U	B	P	D	N/O
Importance of the Content:	0	0	0	0	0
Student Pride in Work:	0	0	0	0	0
Expectations for Learning and Achievement:	0	0	0	0	0

Comments:

2c: Managing Classroom Procedures

	U	B	P	D	N/O
Management of Instructional Groups:	0	0	0	0	0
Management of Transitions:	0	0	0	0	0
Management of Materials and Supplies:	0	0	0	0	0
of Non-Instructional Duties:	0	0	0	0	0
Supervision of Classroom Assistants:	0	0	0	0	0

Comments:

2d: Managing Student Behavior

	U	B	P	D	N/O
Teacher Expectations for Student Behavior:	0	0	0	0	0
Monitoring of Student Behavior:	0	0	0	0	0
Response to Student Misbehavior:	0	0	0	0	0

Comments:

2e: Organizing Physical Space

	U	B	P	D	N/O
Safety and Arrangement of Furniture:	0	0	0	0	0
Accessibility to Learning and use of Resources:	0	0	0	0	0

Comments:

Domain 2: Summary/Suggestions (Use separate sheet for comments)

(Any of the above elements marked unsatisfactory must have a specific improvement plan written).

Global Educational Excellence
Teacher Evaluation
Written Feedback Report

Domain 3: Instruction

3a: Communicating Clearly and Accurately

	U	B	P	D	N/O
Directions and Procedures:	0	0	0	0	0
Oral and Written Language:	0	0	0	0	0

Comments:

3b: Using Questioning and Discussion Techniques

	U	B	P	D	N/O	
Quality of Questions:	0	0	0	0	0	
Discussion Techniques:	0	0	0	0	0	
Student Participation:		0	0	0	0	0

Comments:

3c: Engaging Students in Learning

	U	B	P	D	N/O	
Representation of Content:	0	0	0	0	0	
Activities and Assignments:	0	0	0	0	0	
Grouping of Students:		0	0	0	0	
Instructional Materials and Resources:		0	0	0	0	0
Structure and Pacing:		0	0	0	0	0

Comments:

3d: Providing Feedback to Students

	U	B	P	D	N/O
Quality, Accurate, Substantive, Constructive, & Specific	0	0	0	0	0
Timeliness:	0	0	0	0	0

Comments:

3e: Demonstrating Flexibility and Responsiveness

	U	B	P	D	N/O
Lesson Adjustment:	0	0	0	0	0

Response to Students:	0	0	0	0	0
Persistence:	0	0	0	0	0

Comments:

Domain 3: Summary/Suggestions (Use separate sheet for comments)

(Any of the above elements marked unsatisfactory must have a specific improvement plan written).

Global Educational Excellence
Teacher Evaluation
Written Feedback Report

Domain 4: Professional Responsibilities

4a: Reflecting on Teaching

	U	B	P	D	N/O
Accuracy:	0	0	0	0	0
Use in Future Teaching:	0	0	0	0	0

Comments:

4b: Maintaining Accurate Records

	U	B	P	D	N/O
Student Completion of Assignments:	0	0	0	0	0
Student Progress in Learning:	0	0	0	0	0
Non-instructional Records:	0	0	0	0	0

Comments:

4c: Communicating with Families

	U	B	P	D	N/O
Information About the Instructional Program:	0	0	0	0	0
Information About Individual Students:	0	0	0	0	0
Engagement of Families in the Instructional Program:	0	0	0	0	0

Comments:

4d: Contributing to the School and District

	U	B	P	D	N/O
Relationships with Colleagues:	0	0	0	0	0
Service to the School:	0	0	0	0	0
Participation in School and District Projects:	0	0	0	0	0

Comments:

4e: Growing and Developing Professionally

	U	B	P	D	N/O
Enhancement of Content Knowledge and Pedagogical Skill	0	0	0	0	0
Service to the Profession:	0	0	0	0	0

Comments:

4f: Showing Professionalism

	U	B	P	D	N/O					
Service to Students:					0	0	0	0	0	0
Advocacy:					0	0	0	0	0	0
Decision Making:					0	0	0	0	0	0

Comments:

Domain 4: Summary/Suggestions (Use separate sheet for comments)

(Any of the above elements marked unsatisfactory must have a specific improvement plan written).

LEADERSHIP SURVEY

Question 1: Please select the school when you currently work.

Question 2: Please choose select your current job at the Academy

Question 3: Culture: The extent to which the principal fosters shared beliefs and a sense of community and cooperation.

Question 3: A. The principal is strongly committed to shared decision making with teachers

Question 3: B. The principal promotes cohesion among the staff

Question 3: C. The principal has developed an understanding of purpose among the school staff under the school's mission

Question 3: D. The principal has confidence in the expertise and motivation of the teachers

Question 4: Order: The extent to which the principal establishes a set of standard operating procedures and routines

Question 4: A. The principal provides and enforces clear structure, rules and procedures for the students

Question 4: B. The principal provides and enforces clear structure, rules and procedures for the staff

Question 4: C. The principal, teachers and staff collaborate to make the school run effectively

Question 5: Involvement in Curriculum, Instruction and Assessment: The extent to which the principal is directly involved in the design and implementation of curriculum, instruction and assessment practices

Question 5: A. The principal carefully tracks student academic progress

Question 5: B. The principal urges teachers to implement what they have learned from professional development on Friday afternoons

Question 6: Visibility: The extent to which the principal has quality contact and interactions with teachers and students

Question 6: A. The principal maintains high visibility around the school

Question 6: B. The principal has frequent contact with the students

Question 7: Communication: The extent to which the principal establishes strong lines of communication with and among teachers and students

Question 7: A. The principal is easily assessable to teachers

Question 5: B. The principal urges teachers to implement what they have learned from professional development on Friday afternoons

Question 6: Visibility: The extent to which the principal has quality contact and interactions with teachers and students

Question 6: A. The principal maintains high visibility around the school

Question 6: B. The principal has frequent contact with the students

Question 7: Communication: The extent to which the principal establishes strong lines of communication with and among teachers and students

Question 5: B. The principal urges teachers to implement what they have learned from professional development on Friday afternoons

Question 6: Visibility: The extent to which the principal has quality contact and interactions with teachers and students

Question 6: A. The principal maintains high visibility around the school

Question 6: B. The principal has frequent contact with the students

Question 7: Communication: The extent to which the principal establishes strong lines of communication with and among teachers and students

Question 7: A. The principal is easily assessable to teachers

Question 7: B. The principal maintains open and effective lines of communication with staff

Question 7: C. I trust the principal at his/her word

Question 8: Please use the space below to add any additional comments and/or suggestions on how the leadership in your building can improve the school.

Charter Contract Goals (must meet contract goals at end of school year)	Principals, Coordinators,
Increase MEAP /MME Scores Above 10% (all grade levels and all subjects)	Principals, Coordinators, Teachers
MEAP/MME Subgroup/Subject Performance Goals (Jointly developed targets for each NCLB subgroup and in each school and central office)	Principals, Assistant Principals, Teachers, Specials Teachers
NWEA/EdPerformance Goals (meeting targets for school year 2011-2012 as prepared by GEE)	Principals, Coordinators, Teachers
School Improvement Plan Goals (working within the plan and implementing what is needed for Academy success)	Principals, Coordinators, Teachers
ELPA (increasing the number of ELL students in the proficient category to meet AMAO)	Principals, Coordinators, Teachers, ELL Teachers
Data Analysis (conducting weekly meetings with staff/administration on data from formative to summative assessments)	Principals, Coordinators
Atlas/Curriculum (staff imputing reflections, following pacing, using assessments, learning activities for units)	Principals, Coordinators, Teachers
Fully Implemented K-12 Reading Block (Implementation and monitoring of K-12 reading block utilizing planning guide and lesson plan template and following Reading and Writing Workshop Models)	Principals, Coordinators, Teachers
Core Common Standards (Kindergarten, First Grade, Sixth Grade, High School ELA and Social Studies will use core common standards in teaching)	Principals, Coordinators, Teachers
Teachscape (Teachscape tool for classroom walk-through; 60 total between all administration per month per building.)	Principals, Coordinators
Lesson Plans (Submission of Lesson Plans by ALL Instructional Staff)	Principals, Coordinators, Teachers
SIOP (Objectives on the Board in Classrooms Updated Daily)	Principals, Coordinators
Weekly Grade Level Meetings (Every Grade Level/Content Level must meet on a weekly basis with full agenda and minutes – with a minimum of 20 minutes spent on literacy)	Principals, Coordinators, Teachers
Next K12 Data Quality (All Data in Next K12 Accurate for Submissions for Count Day)	Principals, Coordinators, Office Staff
Discipline Data in Next K12 (All Disciplinary Actions Entered In Next K12)	Principals, Coordinators
Teacher Websites in NextK12 (All teachers provide timely updates in NextK12)	Principals, Coordinators, Teachers
Friday Professional Development (All staff and administration attend professional development held at GEE Academies)	Principals, Coordinators
Title One /Title Three (Binders kept up to date in preparation of a site visit)	Principals, Coordinators
Teacher Evaluations (Evaluate staff with Charlotte Danielson Form twice a year)	Principals
School/Staff Assignments (Final Schedules May Not Be Changed for any staff members when the school year starts)	Principals
Professional Development Log/Mentor Log (Must be Kept Up To Date by Staff Members)	Principals, Coordinators, Teachers
Site Manual (Kept Up to Date For Facilities)	Principals, Coordinators,
Technology (Monitor Inventory)(Integrating Technology in the Classroom)	Principals
Academic Coordinators (75% of time spent in teacher's classrooms, coaching teachers and working on curriculum)	Principals. Coordinators
Student Service Coordinator (Working with At Risk Students, Parents, Community)	Principals. Coordinators

GEE Non-Negotiable Self Survey – First Two Months of School Yes/No/Need Assistance
Charter Contract Goals - Do I Know Our Academies Charter Contract Goals?

Increase MEAP /MME Scores Above 10% - Do I Know What Strategies Are Best Practices to See in the Classroom for this To Occur?

MEAP/MME Subgroup/Subject Performance Goals - Do I Know What our Sub Groups Did Last Year and Are Our After School Programs Addressing Subgroups?

NWEA/Ed-Performance Goals – Do staff know the goals and have them posted and have students working towards the goals?

School Improvement Plan Goals – Does all of your staff know the goals and objectives? Are you having SIP meetings?

ELPA – Are the ELL teachers working with all Basic and Low Intermediate students? Is there a growth plan/goals set for all Basic and Low Intermediate students?

Data Analysis – Do you know how to access all data websites/tests for your Academy? Do you know how to determine which standards the students are not mastering? Do you address Data in grade level meetings?

Atlas/Curriculum – Do you know how to log in and determine if staff are uploading lesson plans and reflections

Fully Implemented K-12 Reading Block – Do I know what a high quality reading and writing literacy block looks like and can I help teachers improve literacy?

Core Common Standards – Do I know the core common standards and how GEE is implementing them?

Teachscape – Do I know how to use Teachscape?

Lesson Plans – Do I give weekly feedback on lesson plans? Do I give feedback on lesson planning and implementation in the classroom?

Weekly Grade Level Meetings – Do I Have a Binder of Grade Level Minutes and Agendas and Does the Staff Receive Feedback from the meeting?

Next K12 Data Quality – Do I Know how to check on Data Quality in Next K12 and print reports?

Discipline Data in Next K12 – Do my staff and I know how to enter Discipline Data in NextK12?

Teacher Websites in NextK12 – Do I Know how to see my staff’s websites on NextK12?

Friday Professional Development – Do I have all of the agenda’s and minutes from the two Friday Professional Developments?

Title One /Title Three – Do I have binders started for these visits?

Teacher Evaluations Have I reviewed the evaluation forms and prepared for my reviews in November and December?

**APPENDIX B
COPY AND PASTE YOUR:**

Professional Development Calendar or Timeline

(unlimited characters)

	2012-2013 School Calendar (Tentative)	
	September:	
	4 th :	First day for students
21st	Half Day for students (Dismissed at 12 pm, noon): Teacher PD	
	October:	
19th	Half Day for Student (Dismissed at 12 pm, noon): Teacher PD	
	25th & 26th	No school (Tentative)
	November:	
	6th	No School
16th	Half Day for Students (Dismissed at 12pm, noon): Teacher PD	
	22nd & 23rd	No School (Thanksgiving)
	December:	
21st	Half Day for Students (Dismissed at 12pm, noon): Teacher PD	
	24th-Jan 6th	No School (Winter Break)
	January:	
	7th	School resumes
18th	Half Day for Students (Dismissed at 12pm, noon): Teacher PD	
21st	No school (Martin Luther King Day)	
	February:	
	15th – 18th	No School (Mid-Winter Break)
	19th	School resumes
22nd	Half Day for Students (Dismissed at 12pm, noon): Teacher PD	
	March:	
	5th-7th	MME Testing
15th	Half Day for Students (Dismissed at 12pm, noon): Teacher PD	
	29-April 7th	No school (Spring Break)
	April:	
	8th	School resumes
19th	Half Day for Students (Dismissed at 12pm, noon): Teacher PD	
	May:	
17th	Half Day for Students (Dismissed at 12pm, noon): Teacher PD	
	27th	No School (Memorial Day)
	June:	
	14th	Half Day, Students Last day

Instructional hours: 1257 hours (1222.8 hours, add 34.5 PD hours and we are at 1257 hours). The board approved the calendar in their meeting on September 19, 2011. If more instruction time is needed, the school calendar will be extended until 06/20/2012.

School starts at 8:00 am and students dismiss at 3:30.

Each day is seven periods of 55 to 60 minutes each.

Professional development topics (34.5 hours) will be determined according to SIP 2012/2013, teachers' surveys and self evaluation at the end of school year. PD calendar will be provided.

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)

Frontier International Academy

2012-13 Daily School Class Schedule

MONDAY THROUGH FRIDAY

First hour:	8:00 am	to	9:05 am
Second Hour:	9:10 am	to	10:05 am
Third Hour:	10:10 am	to	11:05 am
LUNCH A (GIRLS):	11:10 am	to	11:30 pm
Fourth Hour:(Girls):	11:35 am	to	12:30 pm
Fifth Hour (GIRLS):	12:35 pm	to	1:30 pm
Fourth Hour (Boys)	11:05 pm	to	12:00 pm
LUNCH B (BOYS):	12:05 pm	to	12:25 pm
Fifth Hour (BOYS):	12:35pm	to	1:30 pm
Sixth Hour:	1:35 pm	to	2:20 pm
Seventh Hour:	2:25 pm	to	3:30 pm

HALF DAY SCHEDULE:

First Hour:	8:00 am to 8:30 am
Second Hour:	8:35 am to 9:05 am
Third Hour:	9:10 am to 9:40 am
Fourth Hour:	9:45 am to 10:15 pm
Fifth Hour:	10:20 am to 10:50 am
Sixth Hour:	10:55 am to 11:25 am
Seventh Hour:	11:30 am to 12:00 pm



Class Schedule 2011 - 2012
Frontier Academy
 2819 Florian Street
 Hamtramck, MI 48212
 Principal Dr. Adnan Abed (313)887-7500



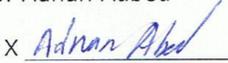
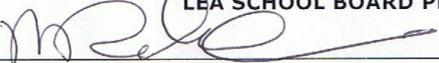
(9th)

M	T	W	R	FA	Term	Course	Teacher	Room
08:00 08:50	08:00 08:50	08:00 08:50	08:00 08:50	08:00 08:50	81	Biology 81	Quy Thai	100
08:55 09:45	08:55 09:45	08:55 09:45	08:55 09:45	08:55 09:45	81	Algebra 81	Christine Bolen	320
09:50 10:40	09:50 10:40	09:50 10:40	09:50 10:40	09:50 10:40	81	Physical Ed Health 9 81	Vera Jensen	104
10:45 11:35	10:45 11:35	10:45 11:35	10:45 11:35	10:45 11:35	81	Arabic HS - Advanced 81	Maya Awada	212
12:15 01:05	12:15 01:05	12:15 01:05	12:15 01:05	12:15 01:05	81	English 9 81	Matthew Hiller	306
01:10 02:05	01:10 02:05	01:10 02:05	01:10 02:05	01:10 02:05	81	US History/ Geography 81	Derek Ayers	311
02:10 03:00	02:10 03:00	02:10 03:00	02:10 03:00	02:10 03:00	81	Writing 9 81	Kristi Gasinski	310

Sample student schedule

Teacher Collaboration Schedule
2011/2012

Content/grade level	Day a week	time
Language Arts	Tuesday	12:15 -1:10
Math	Thursday	3:00 – 4:00
Social studies	Thursday	3:00 – 4:00
Science	Thursday	3:00 – 4:00
ESL	Monday	12:30- 1:10
Grade level meeting	Friday/ once a month	12:30- 1:30

SCHOOL INFORMATION	CONTACT PERSON FOR REDESIGN PLAN
District: Frontier International Academy School Name: Frontier International Academy Address: 2619 Florian St, Hamtramck, MI School Code: 09609	Name: Adnan Aabed Position and Office: School Principal Telephone: 313 8777500 Fax: 3138777501 Email: aabeda@gee-edu.com
LEA SCHOOL SUPERINTENDENT/DIRECTOR Printed Name: Mohamad Issa Signature: X  Date: 11/23/2011	Telephone: 7343699500 Fax: 734-369-9499 Email: mohamad@gee-edu.com
LEA SCHOOL PRINCIPAL/DIRECTOR Printed Name: Adnan Aabed Signature: X  Date: 11/19/2011	Telephone: 313 877-7500 Fax: 313 8777501 Email: aabeda@gee-edu.com
LEA SCHOOL BOARD PRESIDENT	
Signature: X  Date: 11/28/11	
LOCAL TEACHER BARGAINING UNIT	
Signature: X <u>NA</u> 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>	