

SCHOOL INFORMATION

District: 82250
 School Name: Ecorse Community High School
 Address: 27385 W. Outer Drive, Ecorse, MI 48229
 School Code: 231315

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.

SCHOOL INFORMATION	CONTACT PERSON FOR REDESIGN PLAN
District: Ecorse Public Schools	Name: Kenneth J. McPhaul Jr.
School Name: Ecorse Community High School	Position and Office: Educational Leader
Address: 27385 W. Outer Drive, Ecorse, MI 48229	Telephone: 313-294-4700
School Code: 213315	Fax: 313-294-4709
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LEA SCHOOL SUPERINTENDENT/DIRECTOR	Telephone: 313-294-4750
Printed Name: Dr. Emma L. Epps	Fax: 313-294-4759
Signature: X _____	Email:
Date:	
LEA SCHOOL PRINCIPAL/DIRECTOR	Telephone: 313-294-4700
Printed Name: Kenneth J. McPhaul Jr.	Fax: 313-294-4709
Signature: X _____	Email: Educational42@gmail.com
Date:	
LEA SCHOOL BOARD PRESIDENT	
Signature: X _____	Date:
LOCAL TEACHER BARGAINING UNIT	
Signature: X _____	Date:
<p>The Local Educational Agency (LEA) agrees to comply with all applicable requirements of all state statutes, federal laws, executive orders, regulations, policies and conditions governing this program. The LEA understands and agrees that if it materially fails to comply with the terms and conditions of the redesign plan, fails to make satisfactory progress or does not have an approved plan, the Michigan Department of Education/State School Reform/Redesign Officer may issue an order placing the LEA into the State School Reform/Redesign School District, imposing for the LEA one of four intervention models, and an addendum to applicable collective bargaining agreements in effect for the school as necessary to implement the school intervention model.</p>	

-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)
We are now able to use bold and italics.
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)
We are now able to use bold and italics.
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)
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)

Each department will attend 3 professional developments (PD) from Wayne RESA or colleges/universities. A 3rd of the staff will attend a PD each trimester. The teachers will conduct an item analysis based on the MME. They will attend workshops based on the MME student deficiencies.

Then the staff will present the concepts and techniques learned in workshops at the next school improvement meeting. These concepts will be incorporated into the lesson plans. The measures will be the student's tests and report cards. A speaker

from Wayne RESA will speak on positive school environment. This will prepare the students to learn in a positive environment and improve academic achievement. Attached is the professional development schedule for staff.

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)

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)

We will gather data from multiple sources, including MEAP, MME/ACT, RAPS360, and our school wide assessment. We will then complete a gap analysis, comparing the assessment results to our pacing guides in order to identify any content expectations that are being missed in our lessons. We will also implement interventions such as My Reading Coach and Fluency Reading Trainer for English/reading remediation, and Ascend for math remediation. These software products have built-in initial and progress monitoring assessments. They are also aligned with the new common core standards and are research based best practices.

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)

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)

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)

PART D: PROVIDING OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT

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

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

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

THE TURNAROUND MODEL STARTS HERE:

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

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

II. TURNAROUND MODEL COMPONENTS

PART A: DEVELOP SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS

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

Mr. Kenneth McPhaul was appointed the Turnaround Educational Leader for Ecorse Community High School in May, 2011. The district had been closely monitoring the high schools' reading and mathematics MME and ACT scores. When the 2010 test results were received by the district, an analysis of the data was conducted and explained to the Board of Education. It was apparent a complete systemic change was in order. When the district received the call that Ecorse High School had been placed on the lowest performing school list, confirmation of the need to appoint a new building principal was supported. Thus, 2011-12 will be Mr. McPhaul's first year as a turnaround Educational Leader.

As the Board of Education and the Superintendent discussed what competencies the turnaround, Educational Leader needed, the attached job description was tweaked and a different kind of conversational interview was held with the candidate. During the interviewing process, the district was concerned with the following:

1. The principal should have the necessary drive, ability to act, be able to set challenging goals and reach a high standard of performance despite existing barriers.
2. Is there evidence of a high risk personality? Is he career wise and committed to improvement by conducting research, identifying barriers? Does he plan ahead and is willing to engage others (both inside and outside the school setting) to achieve success?
3. Can the new principal inspire others to be more effective? Does he possess authoritative leadership to influence staff for student and organizational benefit?
4. Can the new principal break down complex problems (analyze data) in a logical manner to recognizing cause and effect? Can he recognize patterns and links among things that seemed unrelated?
5. Does the principal have confidence in himself to lead. Can the principal stay focused, committed and self-assured in his ability to accomplish tasks and display actions that reflect that belief?

From this thorough verbal interaction, the district chose Mr. Kenneth McPhaul as its turnaround Educational Leader for Ecorse High School. He has shown from his life achievements thus far that he takes significant personal risk and commits significant resources to launch a new venture and is willing to engage others for success. He initiates projects and is persistent despite significant obstacles; can say “no” to requests, and sets high standards for compliance and performance. As a turnaround Educational Leader Mr. McPhaul is a thinker who voluntarily identifies future needs, potential problems and suggest actions to address them. Attached is the job description for Mr. Kenneth McPhaul.

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)

The turnaround principal has been provided with operational flexibility to recommend staff for hiring, retaining, transferring and replacing; specifically:

1. The principal is not bound by the current HR process.
2. The principal posts his own vacancies, reviews resumes and credentials, sets up interviews with his leadership team.

3. The principal attends human resource meetings where staffing allocations are decided.
4. The principal determines the status of existing teachers in his building and recommends removal or any other action needed to the human resources department.
5. The principal is able to interview and select teachers from outside the district as well as within the district.
6. The principal will determine the posting process to allow his school to attract the best and the brightest, including teaching fellows from organizations such as Teach for America.
7. The principal has the authority to remove severely ineffective teachers throughout the school year, unlike the other school at the end of the year. The Central Office liaison, the HR department and the principal will partner to enable responsive action as needed.
8. The principal will retain only 50% of staff members that demonstrate the necessary level of commitment and efficiency. He will evaluate staff members on multiple measures including student performance and measure of teacher proficiencies.
9. The principal evaluation instrument is based on Charlotte Danielson's "A framework for teaching, reviewing effectiveness in: planning and preparation, classroom environment instruction and professional responsibilities". Student assessment performance measures include benchmarks MME scores, MEAP scores, ACT and SAT scores, and class performance.
10. The principal has been given flexibility with the high school budget to focus resources on retention of staff using financial incentives, career growth promotion and flexible work conditions. The principal will be able to determine the use of staff development and contract services funds to allow lead teachers and core subject head teachers to conduct weekly instructional rounds to provide feedback relevant to teacher's effective practices and areas requiring continued development:
 - To provide both job embedded professional development as well as professional development conducted outside the regular day.
 - To provide instructional coaches and consultants to work side-by-side with struggling teachers.
 - To provide targeted professional development three days before school starts and three days after school closes as determined by student achievement data.
 - To finance common after hours planning time to encourage collaborative efforts among colleagues in the development of instructional lessons and strategies.

- To provide opportunities for teachers to earn additional hourly pay for instruction provided during after school and extended school year.
- To make recommendation for the teachers to receive the extra \$300.00 bonus negotiated in the teachers' contract for efforts to help the school make AYP.
- To be able to determine the line item in the budget to be used for any recommended bonus (recruitment) to join the turnaround team.
- The principal has the authority to form partnerships with local teacher colleges, the intermediate service agencies and professional development providers for afterschool and summer training for the implementation of instructional strategies identified to improve literary skills of students.
- To provide job extended learning time for students by adding hours to the school week.
- To provide six (6) weeks of summer school by employing highly qualified staff and determining the curriculum. This experience offers students credit recovery opportunities.

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)

As the Board of Education and the Superintendent discussed what competencies the turnaround, Educational Leader needed the attached job description was tweaked and a different kind of conversation interview was held with the candidate.

- The district was concerned with, if the individual had the necessary drive, able to act, set challenging goals and reach a high standard of performance despite existing barriers. Is he/she a high risk personality, career wise, and committed to improvement by conducting research, identify barriers, plans ahead and engage others (both in the school setting and outside resources) to achieve success.
- The district wanted to feel confident that the Educational Leader could inspire others, and possess the authoritative leadership to influence the staff for the benefit of the students and the organization. Could he/she influence another person to be more effective?
- The conversation continued with ascertaining if the candidate could break down complex problems (analyze data) in a logical way to recognize cause and effect and if he/she could see patterns and links among things that seemed unrelated.

- Finally, the district was concerned that the Educational Leader had confidence in himself/herself to lead. Could the person stay focused, committed and self-assured? The district felt that the school needs a complete turnaround and the Educational Leader must believe in his/her ability to accomplish tasks and display actions that reflect that belief. From this thorough verbal interaction, the district chose Mr. Kenneth McPhaul as its turnaround Educational Leader for Ecorse High School. He has shown from his life achievements thus far that he takes significant personal risk and commits significant resources to launch a new venture and is willing to engage others.
3. Specify how the school will screen all existing staff and rehire no more than 50 percent. (Maximum 3750 characters)

The leadership team will continue to use the district's competency assessment plan to screen existing staff and rehire not more than 50 percent of those present during the 2011-12 school year. As with the appointment of the Educational Leader for the 2011-12 school year, the district has screened, dismissed and reassigned the entire mathematics department of Ecorse High School in September of this year. The assessment tool included review of staff (credentials from students in their classroom), student outcomes (ACT scores, classroom achievement levels for the last five years, data analysis of the MEAP scores), past recommendation of the teachers and effectiveness in previous teaching years found in their evaluation files.

In addition, the district will interview each employee to obtain information about what they "actually do" in the classroom. Questions are designed to obtain complete and specific answers, not to get general responses from the candidates. The candidates will be asked to describe their detailed actions and thinking in past and scenario work events.

The following are samples of the interviewing scenario:

- Personal interview by the High School Educational Leader and the leadership team will include: questioning to ascertain the teacher's:
 - a. initiative and persistence qualities
 - b. flexibility
 - c. sensitivity to norms of interaction in different situation
 - d. self-confidence to lead
 - e. team leadership
 - f. analytical and conceptual thinking
 - g. ability to plan short and long term
- Given a written classroom or situational scenario and the candidate will be asked to explain how he/she would handle the situation.

- The candidate will be asked to write examples of inquiry based on learning activities he/she uses in the classroom.
 - The candidate will be asked to present a lesson to the interviewing team after taking a ten (10) minute break from the team using the smart boards, computer, textbooks or any other items located in the interview.
 - Additional questioning of potential teachers center around the candidate monitors sound instruction in the following modes:
 - a. preparation for instruction
 - b. introduction of lesson to students
 - c. presentation of information to students
 - d. summary and confirmation of learning
 - e. teacher/student interaction (questioning, praising, instructionally, managerially)
 - f. classroom management, sound homework practices and communication with parents
 - After the interview, the High School Leadership Team will review and match components of the District's teacher evaluation tool with the responses of the candidate. The District's tool includes Standard of Effective Teaching which is based on the work of Charlotte Danielson. The evaluation is attached and will be used until the State of Michigan completes one. Also attached are sample questions the leadership team will use during interviews.
 - To recruit new staff, the District has developed a partnership with Teach for America, Wayne County RESA, place ads on college bulletin boards, District's website, Michigan Talent Bank, Monster.com, CareerBuilders.com, Detroit News and Free Press, Heritage Newspaper and the Local Telegram.
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)

The goal of the turnaround process is to change the school's culture and instructional practices to ensure increased student achievement and graduation rate. A critical factor to this success is leadership effectiveness and highly trained instructional staff.

The financial support available through the school budget controlled by the principal and his leadership team supports the recruitment, retention, promotion, career growth of staff and flexible work conditions. The following are some strategies the school will use:

- The turnaround principal will conduct weekly instructional rounds and provide feedback relevant to teachers' effective practices and areas requiring continued development.
- The principal and leadership team members will develop instructional observation strategies and will conduct peer instructional rounds and feedback.
- Ineffective teachers will be given opportunities for support to improve their practices (or be directed to obtain support) via both job-embedded professional development as well as professional development conducted outside the regular school day.
- Through the use of building lead teachers (highly effective), ineffective classroom teachers will be released from their classroom for individual training sessions to increase their competencies.
- As agreed during teacher contract negotiations, there will be "learning" meeting every third Wednesday of each month conducted by lead teachers, the principal and content instructional coaches to interpret assessment data and develop instructional strategies for teachers and enrichment strategies for students.
- Modeling of instructional strategies will take place and be conducted by content instructional coaches funded with Title IIA funds and district general budget.
- Teachers will be able to observe other exceptional teacher's instruction through classroom release time provided by building lead teachers sponsor by the principal's control of his budget.
- Teachers at the turnaround school will begin the school year the week before students are to return. Targeted professional development will occur during these paid days. Content will be determined from study of student achievement data and the instructional initiatives identified from previous meetings.
- Content area common planning time will be scheduled by the principal to encourage collaboration efforts among colleagues in the development of instructional lessons and strategies and compensation will be paid per the contract by the principal.
- Teachers will have opportunities to earn additional compensation for instruction provided after school, the extended school year and for participation in professional development.
- Differentiated financial incentives are available for teachers who helped the school make AYP. Scores on the evaluation instrument used by the principal will be used as evidence.
- A recruitment bonus has been set aside by the principal to aggressively recruit and retain highly-qualified talented teachers to join the turnaround team.

- Teachers will have the opportunity to review the years' achievement data, identify professional development needs, develop calendar for the coming year, establish enrichment schedules and earn additional compensation by working the week following the last scheduled day of student attendance.

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

The What

JOB-EMBEDDED PROFESSIONAL DEVELOPMENT

The goals of job-embedded development are to (1) increase student achievement, (2) refine existing instructional strategies, and (3) introduce new instructional strategies. Job-embedded learning is learning that occurs simultaneously while teachers and administrators engage in their daily work.

The How

1. School-based Job-Embedded Training.

- During teacher planning time.

Teacher works individually or with colleagues

- In grade-level or department meetings.

Teachers meet bi-monthly in department (content) meetings.

- In the classroom.

Teachers observe colleagues' lessons.

- In small study or action research group activities.

Timeline: On-going

Person Responsible: Principal, Teachers, Content Coaches

2. Differentiated training for teachers.

Teachers are at different levels of readiness and have varied interests and preferred ways of learning. To meet these varied needs, differentiated professional development will include:

- whole-staff workshops
- small study/independent or paired study groups
- action research
- reflection logs
- mini-workshops

Differentiated Training: The Descriptors

A. Whole-staff workshops

Whole-staff workshops are used to establish a common base of knowledge. It can also be viewed as a way to help each teacher to identify specific instructional strategies or areas of interest that they would like to pursue in more depth.

Timeline: Bi-monthly

Person Responsible: Principal, Consultants

B. Small study/independent or paired study groups

Teachers elect to engage in independent work or form small groups to pursue. Small groups are flexible as well, in terms of when and how frequently they meet, what ways they decide to pursue their learning, what products they create as a result of their learning, how they share that learning with other members of the staff, and how long different groups exist.

Timeline: Bi-weekly

Person Responsible: Teachers, Content Coaches

C. Action Research

Administrators gather data and information about performance and the work environment and then systematically analyze the findings and recommend changes. Administrators then implement these changes and continue to gather research to see if the new approach is effective.

Timeline: Every 60 days

Person Responsible: Teachers, Principal

D. Reflective Logs

Reflective logs are used to what was learned from the successes and failures staff encounter during the workday. They summarize what happened and indicate what they learned from the experience – positive or negative.

Timeline: Daily

Person Responsible: Teachers

E. Mini-workshops

Mini-workshops are facilitated by teachers. They share effective strategies or procedures with colleagues that have resulted in improved student achievement.

Timeline: Every Six Weeks

Person Responsible: Teachers, Content Coaches

F. Peer Coaching and Mentoring

Administrator identifies staff with characteristics of effective teaching and pairs teachers together to demonstrate those skills.

Timeline: Once per week

Person Responsible: Principal, Teachers, Content Coaches

The What

Professional Development: Understanding the Community Being Served

A study conducted in 2007 by Public Agenda and the National Comprehensive Center for Teacher Quality found that 76% of new teachers say they were trained to teach an ethnically diverse student body but fewer than 4 in 10 say their training helps them deal with the challenges they face. Effective teachers understand cultural characteristics and are sensitive to cultural needs of the students. A proactive approach to acknowledging diversity is essential. That approach includes:

- Parents evaluating the school’s approach to diversity. To create a positive environment where students and teachers are respectful of different backgrounds.
- Classroom activities structured to include diversity. Teachers structure their instruction to acknowledge different contributions and perspectives.
- Promote mutual respect. Henze believes teachers should never tolerate disrespect. They should establish ground rules for the class, and even let students help to establish these rules.

The How

- Provide student diversity training to all staff

To examine the student population and evaluate student performance based on the composition. (Explain the dynamics of urban life as related to academic success.)

Timeline: Initial training at beginning of school year. Additional training at least once per semester.

Person Responsible: Principal, Consultants (diversity experts)

- Organize Single Gender Mentoring Programs

Monthly gender (all boys or all girls) meetings with facilitators to focus on issues faced by each group.

Timeline: Bi-monthly meetings

Person Responsible: Teacher Volunteer, Counselors, Dean of Students, Expert Consultant

- Practice Conflict Resolution

Identify strategies and techniques that will reduce conflict and offer positive solutions to the conflict.

Timeline: On-going

Person Responsible: Teachers, Principal, Dean of Students, Expert Consultants

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)

The new governance at Ecorse Community High School will include a turnaround leader. Mrs. Deidrah Scott will be the Turnaround Leader. She will report directly to the superintendent. Mrs. Scott will provide support to the Educational Leader, Teachers and students. She will also work with the Academic Coaches. There will be

a reading, math and social studies coach who will work with the teachers in their subject area. The Turnaround Leader will assist in improving the school culture to facilitate more learning.

Each Department will have a representative who will set the new governance. The department representatives will provide direction and support to the teachers in their department. They will have departmental meetings and discuss best practices within their content area as outlined in goals for the school improvement plan. They will implement new and improved ways to improve instruction and engage students. The school will also have school improvement meetings and district wide professional development meetings for teachers to learn additional skills training to increase student achievement. The Teachers will attend professional developments through a variety of trainings through Wayne County Regional Educational Service Agency and other agencies. The professional development trainings will be systematic which will allow for growth in teacher effectiveness and student performance.

Advance education and continuous improvement will be implemented to help students to strive in learning. The school will display the vision and mission statements of the school in all classrooms, hallways and foyers. This will ensure that students and staff have a clear understanding of the vision and mission of the school. The school will also provide more opportunities for parents to get involved in their children's education with more parent meetings and activities to support the parent's in guiding and teaching their students. The school will continue to update the online parent connect which allows parents to communicate with teachers by e mail. The parents are able to see their students grades, tests, homework assignments, projects and attendance on parent connect.

The school will continue to enact a comprehensive assessment system that monitors and documents performance to improve student achievement and school effectiveness. A formative assessment protocol will be designed by the school. In addition, a more comprehensive plan as to how the data analysis is communicated to stakeholders and how it will be used to affect student achievement will be implemented.

The school will offer free after school tutoring to students at Ecorse High School. Also there will be school on Saturdays for two Saturdays per school year. The Saturday school will be four hours long and will focus on activities that are academically based on the four core subject areas: math, science, social studies, and language arts.

The Teachers will also implement in their instruction more critical thinking and inquiry learning. Inquiry based learning projects help students develop a sense of ownership in learning. It can be incorporated into a variety of subjects. Inquiry based learning is a way to reach a variety of student learners. The new governance structure will assist with the building turnaround process

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)

- The district has adopted the Class A data program on Zangle from Wayne County RESA that enables analysis of student outcomes at multiple levels including the MME and ACT assessments.
- The district has negotiated with the teacher bargaining union to set aside every third Wednesday afternoon of each month for teachers and support staff to meet grade by grade, K-3 schools with 4-7 school or 4-7 school with the high school or the entire district to meet together to be trained on how to interpret and use data to change instruction.
- The district will use annual state testing performance data to evaluate the overall effectiveness of instructional services provided by the district and plan in-service to align curriculum from grade to grade infusing state standards by grade and core subjects.
- The High School will use data to drive instruction at the beginning and middle of the school year to identify students who are academically on-track and those who are at-risk for difficulties in key critical content areas (reading, mathematics) and will receive research-based intervention.
- Formative assessments will be collected in the classroom to give teachers feedback about student's understandings of material presented and what minor adjustments may be needed to improve student's understanding.
- The High School Educational Leader will develop an evidence-based school culture reflecting a commitment to using data for school improvement, decision making, and resource allocation.
- The High School Educational Leader will create a comprehensive data inventory that summarizes all types of Ecorse High School data currently available.
- The High School Leadership Team will develop data-based evaluation measures for assessing progress toward improvement goals.
- Ecorse High teachers will use quantitative and qualitative data sources to improve instruction, including test results, portfolios, homework, student conferences, journals, and classroom observation.
- Ecorse High teachers will work and review data with other teachers to develop documented patterns of evidence of student learning and to identify areas needing improvement.

- Ecorse High teachers used data to identify and share evidence-based instructional techniques in the classroom that increase student achievement.

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)
To increase the time student are engaged in production, academic learning Ecorse High School will:

As part of the turnaround model for Ecorse Community High School, we as a staff and Professional Learning Community will promote the continuous use of individual student data to inform and differentiate instruction to meet the individual needs of students. We have already started this school improvement process by implementing a school wide data team.

Our teacher driven data team has enabled us to evaluate students' current strengths and weaknesses in comprehension in all classes. We have collected student data from a common formative assessment in the core academic areas. This data is our first step in implementing best practices in instruction to better meet the educational needs of each of our students.

In addition to our data team, we have set departmental goals in all core areas. Our overall Math goal for this academic year is to create Pre and Post tests for each trimester. This will ensure that students are learning common core standards throughout the trimester. The data that is generated by the math pre and post tests will provide a baseline to help teach and assess the next group of students. It will also show those areas of weakness from last trimester.

In conjunction with the math departmental goals, collectively as a staff, we would like to improve our knowledge of common core standards. By working with educational professionals from Wayne RESA, we plan to set up workshops for teachers during school improvement meetings. Michigan is moving toward teaching students to the common core standards. The teachers at Ecorse Community High School want to be on the cutting edge. We will work to meet this educational goal in updating our pedagogy.

Increasing ACT/MME student test scores is a high priority for Ecorse Community High School. In order to do this, we plan to use the Explore/Plan Test. This method of pre-assessment will provide us with more baseline data as to what academic areas our students need to improve upon. This upcoming school year, the Michigan Department of Education is providing this service free of charge. We will be taking advantage of this opportunity.

Since standardized testing and classroom assessment is such a big part of generating student data to differentiate instruction for students, our data team for next year is working toward having all 8th and 9th grade students take a common formative assessment in the fall. This common formative assessment would be taken before students take the MEAP test in the fall. This test would allow us immediate results of where students could use some extra instruction and academic assistance before they take the MEAP test.

The data team is currently working on best practice strategies based on the data that was collected from the common formative assessment that was administered in November 2011. During school improvement meetings, our data team of teachers, administrators, graduation boosters and instructional coaches, are collaborating and sharing best practice strategies in each core area. We have created best practice binders for each subject area. We have also implemented a Test Taking Skills course for students and an additional after school tutoring session for the ACT/MME.

Part of the planning for our school improvement meetings is working toward the data team putting forth a true collaborative effort. We are working toward having each teacher present a best practice that they are using in the classroom. This is a big part of assessing students and adjusting instruction to meet the educational needs of students. Some of the best practices that have been shared include student portfolios, student team competitions, graphic organizers and using technology such as Google Documents.

In addition to school improvement meetings, teachers are now having departmental meetings once a month. Teachers in common core subject areas meet to form syllabi for courses, common course descriptions and pacing guides. Teachers are also discussing best practice, common assessments and classroom management.

The Professional Learning Community of Ecorse Community High School is working toward a common goal. Our common goal is to improve students' comprehension in all academic areas and to increase standardized test scores. We will continually strive to teach best practice. We will assess student driven data to differentiate instruction and better meet the educational needs of our students.

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)
 To increase the time student are engaged in production, academic learning Ecourse High School will:

- Increase instructional time spent in core classes: reading, mathematics, science, social studies from the 80 minutes, alternating every other day. The elective classes will be held 60 minutes, five days per week.
- The last period each day will be 55 minutes of guided enrichment/study hall/student advisories. During this period, students identified in need of more assistance in the core classes can get an “extra dose” of support from instructors. Some student may meet with teachers to discuss school work, special needs student may meet with social workers, case workers, Dean of Students, or Graduation Coaches.
- For the staff, the last period will be scheduled so teachers can experience job embedded professional development on a rotation basis individually and in core subject groups.
- To extend the day and ensue that students are engaged in academic endeavors, the High School will offer every student the opportunity to recover credits or earn extra credits by offering on-line classes from 3:34 -4:45 pm through Michigan Virtual University or another approved web-based program. The Media Center Specialist and the two Graduation Coaches will supervise. After-school tutoring is offered in Mathematics, English, Social Studies and Science four days per week. Teachers are volunteering individually, by union contract, two Saturdays per year, four hours per Saturday to engage students in activities specifically centered around Reading, Mathematics, Social Studies, and Science core classes. All students and their parents are encouraged to attend.
- Since 8th graders are located in Ecourse High, a mandatory four (4) week transition summer school session will be put in place. Any student failing either one of the core 8th grade classes must take a summer school recovery class before being labeled a High School Freshman. A volunteer 7th grade transition academy (middle school to high school) will continue the 2nd year the summer of 2012.

For schedule changes, new course offerings, and flex times, the High School staff will receive professional development in using extra school time effectively. The High School Leadership Team will create a plan for monitoring the program of the extended time initiative as well as for continuous improvement.

Ecorse Public Schools will create a buy-in for extended school days for parents and the community by having “Koffee Klatch” sessions during the school day and after school where programs are introduced and explained to the audience. Funds will be allocated to support these programs and partnership will continue to be foster with organization, business, etc. to support the extended time initiative.

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)

There is a Full-time School Social Worker (SSW) who provides individual, group and crisis counseling to students who are having social, emotional or behavioral problems. The SSW facilitates social skills groups for both males and females, grief support groups and various other topics as need arises throughout the school year. The SSW also provides interventions regarding suicide prevention, conflict resolution and bullying prevention. In addition, the SSW provides consultative services to teachers regarding student behavior. When a student’s behavior interferes with their academic progress or fulfilling their educational goals, the SSW may initiate a Functional Behavior Assessment and Behavior Intervention Plan.

The SSW also works with students and families through identifying, coordinating and attaining community resources for various needs. To assist with students’ and families needs, the school coordinates and refers to a wide range of community resources including, but not limited to, the Guidance Center, Community Care Services, Southwest Community Mental Health Center, the Children’s Center, Child Protective Services, local homeless shelters, Counterpoint Teen Crisis Shelter, Michigan Rehabilitative Services, United Way, Planned Parenthood, Teen Health Centers, Wayne County 4-H mentoring program, Sand Castles Grief Support, T.H.A.W., Wayne Metropolitan Community Service Agency, the Department of Human Services and Gleaners Food Bank.

The First Step Agency conducts domestic violence and dating violence groups in the school. Wayne County Community College will facilitate a Boys to Men group for male students. The group will meet for 8 weeks and teach the young men conflict resolution skills, social skills, and job skills. Women of Tomorrow (WOT) Mentoring and Scholarship Program is a non-profit corporation that mentors 26 girls in the 9th and 10th grades. The WOT meets with the girls through their high school experience and provides them with scholarships when they graduate. Planned Parenthood comes to the school and talks with the students about healthy choices, puberty and healthy relationships.

Ecorse Public Schools partners with Great Lakes Steel who donate winter coats to students who are in need. Gleaner’s Food Service provides groceries to Ecorse Public School students and their families who are in need of food; food is delivered weekly. The Wayne County Health Department provides in school vision screenings for all 9th grade students and any other students who need their vision checked. The Gift of Sight program provides free eye exams and free eye glasses to Ecorse Community High School students who are low income and are in need of glasses. The Mobile Dentist provides in school dental cleanings and check-ups for the students. The Student Council of Ecorse Community High School provides Thanksgiving and Easter baskets to student’s families who are low income.

TURNAROUND SCHOOLS WILL STOP HERE.

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

THE RESTART MODEL STARTS HERE:

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

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

III. RESTART MODEL COMPONENTS

PART A: District Narrative

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

6. Specify how the district will develop a set of non-negotiable performance benchmarks to serve as the basis for holding and sustaining a charter. (Maximum 2500 characters)

RESTART/Charter School Narrative Section

Part B: COMMUNITY ASSESSMENT

1. Describe the characteristics of the population and community where the proposed charter school will be located. Provide detail as to the assets and liabilities of the community within a given radius for the proposed location of the school. (Maximum 2500 characters)
2. Provide a thoughtful and detailed description of the unmet educational needs of the community with enough specificity that it becomes apparent throughout the narrative how the proposed school will serve these unmet needs. (Maximum 2500 characters)
3. Provide measurable or quantitative evidence that the community recognizes the need for the proposed school, paying particular attention to the impetus for and level of parent and other interest in the school. Where possible, detail any objective market research, surveys, or other measures of local demand for the proposed educational program. (Maximum 3750 characters)

Part C: STUDENT POPULATION

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

Part D: EDUCATIONAL PROGRAM

8. Describe the vision, mission and educational goals of the proposed charter school. The description of educational goals should be complete, measurable, ambitious, tailored to the expected student population, and coordinated with the mission and vision. (Maximum 2500 characters)

9. Describe the evaluation process and the criteria used by the development team to compare curricular and instructional approaches. Describe the approaches considered and explain why the approach chosen fits the Public School Academy (PSA) target market and its educational goals. Explain why other specifically identified approaches considered were not chosen. (Maximum 3750 characters)
10. Provide a general description of the curricula to be used. Explain how you have determined (or will determine) that these curricula will lead *all* students to mastery of the Common Core Standards, Michigan's Grade Level Content Expectations (GLCE) or High School Content Expectations (HSCE), as appropriate. (Maximum 2500 characters)
11. Provide an overview of the instructional design and program to be emphasized by the school, with particular emphasis on how this approach is unique and will enhance student achievement. Be sure to detail the research foundations for the educational approach to be utilized. Outline steps the school will take to ensure that its teachers understand, gain skills needed for and practice the instructional model chosen. (Maximum 2500 characters)
12. Detail the interventions and support services to be provided by the school, such as - extended time, Head Start, latchkey, extracurricular activities, tutoring, computer training, social work services, accelerated learning for advanced students. Additionally, explain why these services were chosen to address the needs of the target population. Describe the plan for how the proposed services will be implemented. (Maximum 3750 characters)
13. Describe the ways in which the proposed charter school will ensure high-quality services to students with special needs. Describe how the services to students with special needs will be innovative. Include a description of how the proposed charter school will participate in development of the county-specific Intermediate School District (ISD) special education plan, which ensures compliance with the Individuals with Disabilities Act (IDEA). (Maximum 3750 characters)
14. Specify the proposed charter school's anticipated date of opening, and briefly describe the proposed school calendar and school day schedule. Identify if you will seek any waivers of federal or state requirements that you believe will be necessary to implement the proposed calendar and schedule. (Maximum 2500 characters)

Part E: STUDENT RECRUITMENT AND COMMUNITY 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)

APPENDIX B*Time Line for Professional Development**January 2012**1/18-School Wide Professional Development**February 2012**2/6-Google Earth for US History at Wayne RESA**2/7- Reading Apprenticeship training at Wayne RESA**2/15-School Wide Professional Development**2/16- Top 10 (FREE) Online Resources for Teachers and Students at Wayne RESA**2/16- Teaching Science to all Students (Grades 7-12) at Wayne RESA**2/21-Chemistry for ALL at Wayne RESA**2/29-Creating a Healthy School culture to Improve Academic Achievement at Wayne RESA**March 2012**3/2- WC Social Studies leaders meeting k-12 at Wayne RESA**For March School Improvement meeting at Ecorse High School will have a Presenter from Wayne RESA speak on ELA and Social Studies common standards**3/12- School Improvement meeting**3/21-School Wide Professional Development**3/22- Awakening a Community of Writers: Examining the Writing Process at Wayne RESA**April 2012**4/2- Delve Deeper in ELA Common Core- MS/HS at Wayne RESA**4/18- School Wide Professional Development*

Time Line for Professional Development Continued

4/28- Secondary Project Prime-“Promoting Reform in Mathematics Education” (CADRE 1) at Wayne RESA

May 2012

5/3- Secondary Project Prime- “Promoting Reform in Mathematics Education” (CADRE 2) at Wayne RESA

5/4 – Wayne Co Social Studies Leaders Meeting at Wayne RESA

5/7-District Wide School Improvement/ Professional Development Day

5/8- High School Science Priority expectations Document at Wayne RESA

5/16- School Wide Professional Development

**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)

Ecorse Community High School Master Schedule - Sample

7:05	-	8:05	Teacher Sign
8:05	-	8:15	Teacher Station Time @ Door
8:15	-	9:27	First Hour
9:27	-	9:32	Passing Time
9:32	-	10:44	Second Hour
10:44	-	10:49	Passing Time
10:49	-	11:19	First Lunch
11:19	-	11:24	Passing Time First Lunch
10:49	-	12:01	Third Hour (Second Lunch)
12:01	-	12:06	Passing Time
12:06	-	12:36	Second Lunch
11:24	-	12:36	Third Hour First Lunch Students
12:36	-	12:41	Passing Time
12:41	-	1:53	Fourth Hour
1:53	-	1:58	Passing Time
1:58	-	3:10	Fifth Hour
3:10	-	3:20	Station Time
3:20	-	3:30	Teacher Duty

Ecorse Public Schools Student Schedule – Sample

Student Schedule as of 02/06/2012

Student	Grade	Gender	Track	Advisor
Flucker, Lyneisha Marie [200007307]	11	F	T	Jackson, A
Course	Course Title	Period	Term	Teacher
10086B-1	Alg 2B	1	T2H	Armstrong, M
10121-2	ACT Math Test Taking Skills	2	T2H	Williams, G
10802-1	ACT English Test Taking Skills	3	T2H	Jones, J
1055B-2	English 11B	4	T2H	Jones, J
18410-2	Health	5	T2H	Endsley, M

**Ecorse Public Schools
Ecorse, MI 48229**

CALENDAR -- SCHOOL YEAR **2012-2013**

August 30	Professional Development Day
September 4	Teacher's Meeting, 8:15 a.m. Record Day for Students
October 3	Fourth Wednesday Count
October 16-25	MEAP
October 29 – November 1	MEAP Make-up
November 6	Professional Development Day
November 21	Last Day of School Before Thanksgiving Break
November 26	First Day of School After Thanksgiving Break
November 29	End of 1 st Trimester – Ecorse High School
November 30	A.M. – Half Day for Bunche, Grandport, and Hope Academy P.M. School Improvement for Elementary Teachers A.M. – Records for High School P.M. – School Improvement for High School No School for High School
December 21	Last Day for Student Before Winter Break
January 7	First Day of School After Winter Break
January 14	Martin L. King Day – No School
January 23	End of 1 st Semester for Elementary School and Hope Academy
January 24	First Day of 2 nd Semester
January 25	Record Day for Bunche, Grandport, and Hope Academy No School for Bunche, Grandport, and Hope Academy
February 6	2 nd Count Day
February 18	Last Day of School Before Mid-Winter Break President's Day
February 26	First Day of School After Mid-Winter Break
March 5-7	MME Window
March 12	Last Day of Second Trimester
March 15	A.M. – Half Day for Bunche, Grandport, and Hope Academy P.M. School Improvement for Elementary and Hope A.M. – Staff Development – High School P.M. – Record Day – High School No Students
March 19-21	MME Make-up
March 28	Last Day of School Before Spring Break
April 8	First Day of School After Spring Break
May 6	Staff Development Day – No School for Students
May 27	Memorial Holiday – No School
June 5	Graduation
June 12	Last Day of School for Students
June 13	Record Day for Teachers

Union guarantees as a minimum to meet the requirements of the State Department of Education with respect to the number of attendance days and total hours of student instruction.

Memorandum of Understanding
Between Ecorse Federation of Teachers

And

Ecorse Board of Education of Ecorse Public Schools

Date 4/20/2012

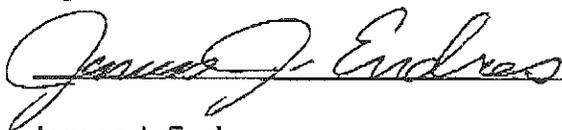
The Ecorse Federation of Teachers 1425 and specifically the Ecorse Community High School Teachers agree to the all the stipulations of State Statute MCL380.1280c in the redesign plan. Specifically, as they relate to our collective bargaining agreement:

(8) An addendum to a collective bargaining agreement under this section shall provide for any of the following that are necessary for the applicable school intervention model to be implemented at the High School:

(a) That any contractual or other seniority system that would otherwise be applicable shall not apply at the High School. This subdivision does not allow unilateral changes in pay scales or benefits.

(b) That any contractual or other work rules that are impediments to implementing the redesign plan shall not apply at the High School. This subdivision does not allow unilateral changes in pay scales or benefits.

Signed: Ecorse Federation of Teaches President



James J. Endres

Date 4/20/2012

Signed: Ecorse Public Schools Superintendent



Dr. Emma Epps

Date 4-20-12