

SCHOOL INFORMATION

District: Detroit Public
School Name: Wilkins
Address: 12400 Nashville
School Code: 378

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: Detroit Public School Name: Wilkins Address: 12400 Nashville School Code: 378	Name: Markita Hall Position and Office: Interim Director, Office of School Turnaround Telephone: 313-873-4971 Fax: Email: markita.hall@detroitk12.org
LEA SCHOOL SUPERINTENDENT/DIRECTOR Printed Name: Signature: X _____ Date:	Telephone: 313.873.6601 Fax: 313.873.6446 Email: karen.ridgeway@detroitk12.org
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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>	

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THE TRANSFORMATION MODEL STARTS HERE:

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

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

I. TRANSFORMATION MODEL COMPONENTS

PART A: DEVELOP/INCREASE SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS

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

The building principal, Milton Andrew, who was in place for the last 13 years, is no longer there. He was a dedicated administrator who led change in his building, earning recognition from the Skillman Foundation by becoming an Improving School. Student attendance became a contributing factor in the school not making AYP. Non school attendance and poor student achievement went hand and hand. Mr. Andrews retired at the end of the 2009 – 2010 school year.

Principal Yvonne Stokes came to Wilkins Elementary/Middle at the start of the 2010 – 2011 school year. Yvonne Stokes meets the criteria for a turnaround Principal because she met the two-year rule. Mrs. Stokes believes that all students can learn and that children learn best in a nourishing environment that services the whole child and that trains and empowers all stakeholders. Mrs. Stokes comes from a school that had been name a "High Performing Good School" on several occasions by the Sillman Foundation. She has been a Data Specialist, Baldrige Criteria for Performance Excellence Site Facilitator and President of the Board of Director’s - 21st Century Challenge Grant. She was also named an Outstanding Educator - by the Michigan Women's Commission and has served on various school improvement projects. In addition, she has the leadership training required to be a Principal, obtaining a Masters in Educational Leadership and possessing K - 12 Michigan Administrative Certification.

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)

Principals in the Detroit District had an opportunity on November 2, 2011, to collaboratively work on a teacher evaluation tool that will be in effect in the winter of 2011. The teachers in the District had an opportunity to give input to the tool on November 8, 2011. Both staffs were presented with templates to complete to design what good teaching would look like in the following areas: student growth, demonstrated pedagogical skills, classroom management, attendance/discipline record, accomplishments/contributions, professional development needs as related to relevant special training and educator responsibilities. The completed plan will include many of the suggestions from teachers and administrators from around the District. The administrative tool was designed by a focus group of Principals and Central Office Administrators, with a similar format. The timeline will include: Goal setting, Periodic Conferencing, Mid-year Conferencing , 2nd Periodic Conferenceing and Final Evaluation as a part of the process for both. Student growth will be measured by pre and post tests, logs, portfolios, presentations, student responses, unit tests, MEAP and Benchmark tests and other criteria exhibiting that instuction was successful.

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)

Performance-Based Rewards

The school will reward leaders, teachers and other staff who increase student achievement. All that are involved directly or indirectly in increasing achievement from the custodial staff and engineers who mantain an environment condusive to learning, the Para Professionals who individualize learning for students, to Administrators who orchestrate and direct learning, will be identified for schoolwide recognition when measurable schoolwide goals have been met for achievement.

Individual awards for staff will be for improving student's reading and math scores as measured by the Districts common reading and math assessments (Benchmarks) along with multiple measures of student growth as provided in the evalation tool including portfolio assessment, Dynamic Iindicators of Basic Early Literacy Skills, (DIBELS), Text, Reading and Comprehension, (TRC). Individual rewards for staff will be school leadership opportunities, subsitute service for off-site ProfessionalDevelopment , compensation days or flexible working conditions as allowed by the District.

Schoolwide rewards will be provided when the school as a whole makes pre determined gains towards State targets for MEAP achievement and the results of the National Assessment of Educational Progress (NAEP) when given. The annual targets will be an improvement of a five point gain from the previous year's scores in reading and math. The rewards will be varied and voted upon by the school. They will include the following: schoolwide celebrations, award ceremonies, write-ups in

the school/District newspaper, schoolwide fun days or reward certificates. Schoolwide celebrations will last for a week and be filled with fun and excitement. To name a few types of days, there will be a "School Spirit Day" where everyone sports school colors. Another day will be an "I Want to Be Day" where everyone comes to school dressed like what they want to become because of what we as a school has achieved. Staff will dress like how their career could change because of their success! There will also be a school fun day with a carnival-like atmosphere that invites parents and the community to come and celebrate with us. Press releases will go out to announce our success and all will receive a certificate commorating the success.

Removal will be necessary when staff members do not improve professional practice or increase student achievement after given multiple opportunities to do so. The timeline and follow-up strategies for struggling teacher is as follows:

1. Performance Standards are set at the start of school with the consequences for not meeting them.
 2. Administrative Walkthroughs reveal areas of ineffectiveness related to the standards Oct/Nov
 3. Use Goal setting with Administration to target the ineffectiveness, Oct/Nov.
 4. Training or support provided to teacher (Coach, Instructional Specialist, Professional Development, videos, visits to successful classrooms, Peer Assistance Review)
 5. Evaluation of training or support will be at four week intervals with support withdrawn, continued or increased.
 6. Mid-year Conferencing (eight weeks) – If still ineffective – support re-evaluated and increased or varied.
 6. Periodic Conferencing (12 weeks), evaluation of traintraining or support – If still ineffective and student performance is at risk, a formal notice will be issued with the ineffective behaviors stated and the outcome of termination to be set at the end of a final four week period.
 7. Final Evaluation – Termination will be recommeded.
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)
- The students of Wilkins School are deficient in reading, math, science and social studies skills. To assist our students to achieve, we will fully implement the District's curriculum. This was not possible before due to teacher retirements and seniority issues due to closing schools in the District. Becoming a Priority School will offer our school an opportunity to have a stable, highly qualified staff to implement the reform strategies. Job embeded Professional Development (PD) will be possible because we will be able to retain our staff for a period of years and the benefits of their training will have a measurable effect on student achievement. Job embedded PD

from our Literacy Coach and Instructional Specialist will occur daily in classrooms, twice monthly at staff meetings and twice monthly on the common prep. Differentiated Instruction will be provided through our Special Education Resource Teacher who will in-service our teachers four times a year to teach, check and refresh our staff in multiple ways to teach.

At Wilkins School, we will strive to develop students who have strong reading and math skills. We will develop proficient readers through the Open Court Reading Program, Direct Interactive Instruction (DII) and Accelerated Reader (AR). All Language Arts teachers will use the Open Court Reading series, which is built on a foundation of forty years of research. Open Court Reading is based on four types of research: Field testing, academic, most effective practices in education and learner verification results. Open Court is predicated on the premise that student success is based on instruction that is systematic and explicit. Essential skills in the program are scaffold, thereby providing several opportunities for students to grasp complex concepts. Teachers are able to meet individual student needs through the workshop component of the program. The Open Court program provides a variety of experiences that allow the teachers to reteach students who need extra support and accelerate individuals who require greater challenges. The Open Court Reading series also includes leveled classroom libraries with books in all genres. Professional Development (PD) in the use of effective workshop time will be provided.

PD will also be provided by the Literacy Coach in the use of Direct Interactive Instruction (DII), a research-based program that breaks instruction down into manageable measurable objectives, provides structure and sequence to lessons, as well as provides student engagement and proactive classroom management during lessons. The initial training for the DII program occurred on November 8, 2011, by our Literacy Coach. Further in-class training, modeling and co-teaching will occur starting in November of 2011 with our Coach.

PreK through fifth grade students will receive instruction from teachers who will be trained in the pedagogy of elementary mathematics. We will use Scott Foresman-Addison Wesley as the primary tool of instruction. Students will have multiple opportunities to express their mathematical thinking through the use of manipulatives, drawing, writing and talking. Refresher training will occur to implement Renaissance Learning's Accelerated Math Program throughout the various grade levels. Students in 2nd and 3rd grades are learning to use chess as a means to enhance critical thinking skills. The need to strategize while playing chess enhances the students' ability to discern complicated and inter-working Algebraic patterns and relationships. As a part of the experience with chess, students will develop a strong understanding of probability and discreet mathematics. Chess easily affords opportunities for students to determine the quantity of solutions as well as decide upon the optimal solution to a given problem. Teachers and students will learn the game together through video presentation.

PD will be provided through Renaissance Learning for the Accelerated Reading and Math Program which personalizes reading and math opportunities for each student at their level using varying quizzes and activities to improve skills.

Preplanning for the comprehensive reform model will start during the 2011 - 2012 school year to prepare teachers who are the main deliverers of our instructional reform. Teachers were surveyed in November to understand their instructional needs. This school year, elementary teachers were required to teach all core subject areas. Science PD is needed to ensure students have a quality science program because in the past we had a science teacher. The plan for high-quality, job embedded Professional Development will include:

- * Differentiated Instruction, Open Court Centers, 6+1 Writing, Learning Village, Common Core Standards, DII Refresher, DIBELS and TRC Refresher, Research-based Strategies, Math, Science, Social Studies and Literacy PD, Data Director, Bridges to Literature, Curriculum alignment (horizontally and vertically) and Destination Math and Reading.
- * Use Literacy Coach to develop Literacy Teams to view data and plan for instruction.
- * Use Coach and Specialist to provide in-class, job embedded instruction to staff.
- *Coach and Specialist will collaborate and co-teach with teachers.
- *Coach and Specialist will conference with Administration about the literacy and math concerns in the building.
- *Twice every month during the school year and every fourth staff meeting will be be teacher-driven PD featuring collaboration and reporting out.
- *Outside vendors and District staff will be used for additional PD.
- *Content area support will be provided by Wayne County Regional Education Association (WRESA).

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)

Our school supports the Districts plans for outside staff development that offers stipends, college credit with paid tuition and classes and School Improvement Plan meetings that offer SB: CEU's. Course offerings are advertised by way of flyers or in prepared booklets, such as courses offered in the district's Summer Professional Development Academy brochure and monthly Professional Development calendars. The District also offers courses through Wayne County Regional Educational Agency and the Detroit public Schools in an online resoures called Coursewhere.

Our school also encourages and supports teacher leadership. Our District has designated a teacher-leader in every building to be a Data Specialist and or MEAP Coordinator. The District also supports teacher leaders as content area Lead Teachers who have regular training and are responsible for sharing information with school staff. Other opportunities includes, After School Program Coordinators, Teacher-in-Charge opportunities, School Committee opportunities and After School

Club leaders. The District requires Teachers to Pass the Principal Perceiver Test before sending candidates to its Leadership Academy for Administrative training. These opportunities raise professional awareness and increase knowledge, which will translate into higher student achievement and retain and recruit staff to stay in a transformational modeled school. Flexible working conditions will be allowed such as release time and early or late staff start times as the District allows. These opportunities have job-embedded advantages for promotion and career growth because as staff have a chance to report their off-site experiences they gain experience in taking a leadership position and can document those opportunities as relevant background experiences for future advantages.

Being a Priority School will allow additional staff flexibility by offering shared decision making and staff retention based on performance. Performance based pay may be allowed in the Detroit District.

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)

The comprehensive instructional program will mirror an Effective Schools model using the Transformation Plan, which focuses on the seven correlates identified in Effective Schools Research. The correlates are related elements that research data shows to have a positive effect on student achievement and they are:

- (1) clear and specific purposes,
- (2) strong educational leadership,
- (3) high expectations for students,
- (4) mastery of basic skills,
- (5) frequent monitoring of student progress,
- (6) positive climate for learning, and
- (7) partnership with parents and community.

The data from our school shows that we need a high-quality comprehensive program to increase achievement in the early grades. Wilkins staff will use state standards and a variety of test data in the core subject areas to drive instruction. In the book, "Using Data to Improve Student Achievement" by Deborah Wahlstrom (2002) a model for student success using data is outlined. Wilkins Staff will use the following researched-based model, Path to Student Success. This is a three part model. The steps of the model are: Instructional Staff, Administrators, and support staff will become familiar with the state standards in all core subject areas for each grade level. Training will be provided to ensure that all staff that work directly with the students will have a clear understanding of the state standards in all core subject areas. Instructional Staff and administrators will align the instructional strategies with state standards. Teachers will teach the state standards using a comprehensive learning framework and researched-based strategies. Staff will ensure that assessments are aligned with state standards and instruction. Staff will use

assessment data to devise action plans for improved student achievement, including differentiated instruction.

Teachers will meet in grade levels to analyze test data, vertically align curriculum content and identify the areas of need and areas of success. Teachers will be provided with professional development training on researched-based strategies.

For young students, the Pre-K - 3rd Initiative is a research based program that is compatible with our needs, which stresses content alignment from grade to grade as well as with state standards in the early grades. Key components of a PreK-3rd system include: High-quality, full-day pre-K for 4-year-olds; Full-day kindergarten; Standards, curriculum, assessments, and instructional methods that are aligned both horizontally (within grades) and vertically (from grade to grade); Qualified teachers at all grade levels; Appropriate resources and interventions for struggling students and those at risk of failing to achieve proficiency by third grade; Structures, policies, and practices that support collaboration and alignment within and across grade levels, and shared responsibility between our school and the community, for children's achievement outcomes by the third-grade level. This model will provide children with a seamless, high-quality early education experience that extends from pre-K through early elementary school causing reading success, which is the foundation for all learning.

Citation from: Building a Solid Foundation, How States and School Districts Can Use Federal Stimulus Funds to Support Proficiency by Third Grade, Sara Mead, New America Foundation, May 2009

For 4th Grade and beyond, DII and Bridges to Learning will be implemented to aid in math and reading proficiency.

The whole school will additionally be supported by:

- High quality frequent Professional Development to support Detroit Public Schools research based curriculum initiatives,
- Quarterly Benchmark Assessments, DIBELS, TRC to assess the relationship between instruction and the progress of students,
- Para-Professionals to provide one-on-one and small group tutoring, giving relevant assistance to struggling students.
- A Literacy Coach and an Instructional Specialist to assist the staff implementing the DPS curriculum as well as pinpoint embedded Professional Development and model effective instructional practices,
- An Educational Technician to provide supplemental instructional support and reinforcement of skills to students in the computer lab,
- Data Teams will monitor the results of all assessments and make instructional recommendations to bridge any gaps.
- Communities In Schools will assist in enriching the learning environment by bringing in outside community resources through a Site Coordinator (eye-glasses, dental, preventative education, parent and student incentives, after school activities) to remove barriers to learning.

- Field Trips will be utilized to build background knowledge and expose students to enriching opportunities,
- Highly Qualified Teachers will be hired to provide students with the best learning opportunities,
- Parent Workshops and activities will be provided through our parent component to give parents the knowledge and expertise to assist students at home and to enhance their own learning,
- Teaching and testing materials and equipment purchases will be made to give staff and students the tools that they need for school success.
- Support Staff Resources will be utilized to provide students with needed services to remove barriers to learning and provide solutions to problems (Social Worker, Behavior Specialist, Speech and Language Specialists, Attendance Agents, Psychologists).
- State and Local Program funding will be used to purchase Conflict Resolution Programs such as Playworks, enrichment opportunities, Before and After School - -
- Tutoring and Summer School for all students, giving them more time to learn. Staff stability will cause this model to work as trained staff will be retained through the Priority Schools Program.

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)
8. Wilkins staff promotes the continuous use of individual student data by using the data to identify the specific needs of individual students. Teachers will devise individual student plans based on the formative, interim, and summative data. Formative assessments allow for on the spot assessment of how well a lesson was understood for instructional adjustment. Interim assessments such as Benchmark tests are given at prescribed periods of time to diagnose strengths and weaknesses in the student, instructional program or or District offerings. Summative assessments such as State tests and chapter assessments, test the degree to which students understood the material presented and is used for grading. Teachers will use the individual student data to provide differentiated instruction. Students will be provided with tutorial and summer programs based on individual student data. Wilkins staff will analyze student data during staff meetings, grade level meetings, and content area meetings. The data will be used to identify goals, objectives, strategies, and activities for the School Improvement Plan. The data will also be used to evaluate strategies and activities for student success. Also, the data will be used to identify the needs of our students and to devise specific and individual plans. Teachers meet weekly on the common preparation period to discuss the results of school-based assessments (end of unit tests, Accelerated Reader levels, pre and post testing), to assess the degree to which instruction is being mastered and to discuss grade-to-grade curriculum gaps. Once the results are reviewed, teaching adjustments are made to differentiate instruction, to accelerate or remediate instruction and to close instructional gaps. Struggling students are provided with more time to learn with School Service Assistants or referred to Before or After School Tutoring programs. Throughout the year, teachers have many opportunities

for data analysis. During district-wide Professional Development days, an extended opportunity for data analysis occurs. We use our District's Data Director, a web-based data system to determine which Grade Level Content Expectations our students are falling short of mastering and make plans to be sure that all students are able to meet state requirements. The District developed the Benchmark Assessment given at the beginning, middle and end of the year. We also use STAR Math and Reading, DIBELS, Burst, and Text Reading and Comprehending (TRC) to assess instructional progress. Unit tests are also aligned with Benchmark skills and provide authentic assessment. Portfolio assessment and project-based learning are also used for authentic assessment.

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 (Specify the amount of time added). Include enrichment activities for students and increased collaboration time for teachers. (Maximum 3750 characters)

The school has established schedules and strategies that provide increased time for all students to learn core academic content. More time to learn is a research-based instructional strategy used to give students more time to understand content. In the Elementary School, there will be a 120 minute reading block and a 90 minute block of math. The Middle School will utilize the same block format, but one 45 minute ELA portion will be utilized in Social Studies for writing assignments.

Providing block scheduling expands the amount of student engagement in core academic content and provides more time for constructive learning and interaction to provide meaningful impact without increasing the actual school day. Middle School students will have content area subjects with no more than three highly qualified teachers, rather than a different teacher every hour for eight periods. Elementary students will be self contained and receive core content instruction from the same teacher. This in turn reduces the amount of time in transition, which further increases instructional time.

Two days a week the whole school will spend an additional hour and a half at school in enrichment activities and extended learning opportunities/tutoring. In addition, we will add ten minutes to each school day, allowing us to end the school year in May, as opposed to June. This addresses the trend of lack of attendance our students display towards the end of the school year.

This strategy allows Summer School (Extended School Year) for all to start earlier and become more effective in extending instructional opportunities for all students giving them more time to learn. Traditional small group tutoring opportunities will still exist for struggling learners.

Summer School will last four weeks and will focus on reading and math content that students did not master during the year. Pretesting would occur before the school year is finished in May, reducing testing time and regaining instructional time in the summer program. The extended opportunity will start in June and be held four days

a week for one month in this format: two hours of reading and two hours of math daily. There is flexibility to have Friday sessions dedicated to field experiences as funding allows.

Students and teachers would be out of school for the entire month of July. Teachers would return the second week in August for daily Sizzling Summer Professional Development at the District's PD building, the Harris Building, to examine data, plan PD for the school year and address and strengthen instructional deficiencies for increased sustained instruction.

Enrichment activities occur throughout the school year. Students are exposed to Wayne County Community College's Youth Skills Enrichment Series. Elementary courses will include Bullying and Conflict Resolution and Middle School courses will include Goal Setting and Conflict Resolution. Wilkins has also won an opportunity to have Playworks in our building, which enables students to practice specific recreational skills, social interactions, and cognitive development through play. Playworks is an enrichment program and its positive effects carries over to increase student reception during academic instructional time. Playworks also provides students with structured play at recess time, cutting back on discipline and negative social interactions between students. Students are consequently more receptive to learning during class.

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

10. 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)

According to the The National Family, School, and Community Engagement Working Group, (2009), family and community engagement in education is increasingly recognized as a key component of raising the achievement of low-income and ethnic minority students and eliminating the achievement gap between them and more advantaged students. There are three areas that must be addressed to engage families and the community in our turnaround efforts and they are: academic support from parents, parent recruitment (volunteering, skill sharing) and developing a talent bank from parents and the community to share their expertise to close the achievement gap.

Academic Support

Parents who assist students academically greatly improve their chances for success. Parents at Wilkins will be challenged to provide students with the support that they need to increase student achievement. According to Delores Monet, Hubpages, 2011, the following information about homelife is evident: the use of the television and other electronic distractions while at home hinder brain development and the development of proper eye-movement skills necessary for reading is inhibited and students suffer language deficits and score lower on achievement tests, reading to students at an early age helps students develop proper eye-movement necessary to

make sense of printed material, brain function depends on proper nutrition and that a quality breakfast with proteins, minerals and vitamins improves test scores, many children are sleep deprived contributing to obesity and lack of concentration and that a lack of exercise contributes to obesity and poor concentration, while students who exercise improves creativity and problem solving skills. Parent Alert Newsletters will be developed to advise parents of researched findings and get them on board for achievement.

Kindergarten through eighth grade students receive four report cards per year to inform parents and students of student progress. Preschool and Head Start students receive bi-annual progress reports. Parent-Teacher Conferences are held four times a year.

Parent Recruitment

Parent interest surveys will be distributed to analyze their talents and abilities and to see their time availability to volunteer their services in key areas (computers, academic skills).

Community Talent Bank

The parents, the local community and academic institutions will be solicited to assist in sharing their expertise in all areas.

In addition, the Detroit Public Schools offers parents a variety of options for engagement that Wilkins School takes advantage of. The following offer parents timely information about parent and student activities:

1. Blackboard Connect is a phone system that allows critical messages to get to parents by phone at most any time of the day.
2. Attendance Agents go to individual homes to offer assistance to get students back in the academic environment, with referrals to other agencies if needed.
3. Parents receive training to enter the Learning Village, a web-based tool used to monitor their child's school progress along with receiving information on assisting their students with homework.
4. School and District newsletters keep parents informed about many activities, workshops and school information in a timely manner.
5. The Osborn Family/Community Resource Center provides our parents with academic and wrap-around resources and support services.
6. Detroit Public Schools website offers parents and the community information relative to past and future events, jobs, academic updates and ways to be involved with specific schools.
7. Detroit Parent Network holds monthly meetings to support parents in school issues.

PART D: PROVIDING OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT

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

The District will provide the school with operational flexibility in implementing a comprehensive approach to substantially increase achievement by the following: allowing selected staff to remain in our school for two years, by allowing the calendar dates to be altered to fit the reform model, time will be allowed to be shifted while funds for extended learning will be allocated, and the budget will be site-based managed allowing the school needs to be met unhindered.

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

Provisions under the Priority School Agreement (Flexible Work Conditions)

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

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

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

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

Turnaround supports the following schools:

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

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

The Office of School Turnaround will include the following:

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

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

THE TURNAROUND MODEL STARTS HERE:

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

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

II. TURNAROUND MODEL COMPONENTS

PART A: DEVELOP SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS

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

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

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

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

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

PART B: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES

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

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

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

PART C: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT

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

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

Or

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

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

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

THE RESTART MODEL STARTS HERE:

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

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

III. RESTART MODEL COMPONENTS

PART A: District Narrative

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

5. Describe how the district will clearly articulate the autonomy to be provided to newly formed charter schools. (Maximum 2500 characters)

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

RESTART/Charter School Narrative Section

Part B: COMMUNITY ASSESSMENT

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

2. Provide a thoughtful and detailed description of the unmet educational needs of the community with enough specificity that it becomes apparent throughout the narrative how the proposed school will serve these unmet needs. (Maximum 2500 characters)

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

Part C: STUDENT POPULATION

4. Detail the proposed grade levels and range of ages of students to be served, along with plans for future growth. Detail the proposed charter school's anticipated enrollment in years one through five, projecting the minimum and maximum enrollment the school is prepared to serve in each year. (Maximum 2500 characters)

5. Identify the demographic makeup of the proposed population and where these students are most likely being educated currently. Estimate the percentage of students the proposed charter school expects to qualify for federal free and reduced lunch subsidies. (Maximum 2500 characters)

6. List and describe the existing schools in the area (public, private and parochial) serving the community, and detail the competitive advantages that will set the proposed charter school apart and attract students. (Maximum 2500 characters)

7. Show how your plan has been shaped by the developmental and learning needs of students to be served. (Maximum 2500 characters)

Part D: EDUCATIONAL PROGRAM

09-6-2011

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.
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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.
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**APPENDIX A
COPY AND PASTE YOUR:**

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

**APPENDIX B
COPY AND PASTE YOUR:**

Professional Development Calendar or Timeline
(unlimited characters)

APPENDIX C
COPY AND PASTE YOUR:

Daily School Schedule, Sample Student Schedule and Teacher Collaboration Schedule
Or

Executed Addendum to Support the Implementation of the Reform Model

(Maximum 6250 characters)