

SCHOOL INFORMATION

District:

School Name:

Address:

School Code:

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.

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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)

To whom It May Concern:

As a result of Dr. Mike Flanagan’s memo dated 8/23/11, we are submitting our request for a waiver regarding our principal, Doug Esler.* Hazel Park Junior High School principal, Doug Esler, is a very goal-oriented leader with a strong desire for an outstanding school transformation. Already he has assembled a very able and motivated core of teacher leaders and in these early stages of planning has other staff members taking the initiative in various leadership positions. He has created a synergy among his staff.

Doug Esler makes informed decisions based on data and this approach is equally the modus operandi for his staff. By comparing data on student progress to established goals, instruction can be rationally informed. This is the essence of the transformation process.

Confident and in the vanguard of the effort, the junior high’s transformation plan already has an accelerating momentum. The entire educational format for next year is a quantum-leap departure from past practice with greater amounts of instructional time, teacher collaboration time, and dedication to core academic subjects as well as student enrichment. Further, staff has had significant input in this plan and is supportive of this undertaking. The ownership among staff is palpable.

The transformation vision for the Hazel Park Junior High is a jointly held vision shared by staff, Central Office and parents.

These are attributes of a focused, visible turn-around leader. Doug Esler is such a leader. His retention as principal is integral to the transformation process at Hazel Park Junior High.

Sincerely,
James Meisinger, Interim Superintendent

Hazel Park School District

*See additional letter and data in appendix A

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)

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)

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)
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)

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)

Hazel Park Junior High recognizes the need for additional strategies and programs to be implemented in order to increase student achievement. Beginning in the 2010-2011 school year and continuing to the present, the school was proactive in implementing an intervention program (SuccessMaker) to assist one-third of our student population in their deficit areas of reading and math. A partnership with the district Adult/Alternative Education Department is in the process of being developed to create an online learning program at Hazel Park Junior High School.

Hazel Park Junior High School is not receiving any School Improvement Grant funds to implement extended learning programs. Therefore, all required additional time in the student schedule, teacher collaboration, extended learning and professional development will be mandated without salary increases or any other forms of compensation or stipends.

Despite this lack of funding, Hazel Park School Junior High has established schedules and strategies that will provide increased time for all students to learn core academic content, lengthening the school day. Hazel Park Junior High will increase the school day by 30 minutes per day, for a total of 82 additional hours. Twenty of these hours will be for teacher collaboration. Sixty-two will be for student instruction. A master schedule has been created whereby all students will receive a double block of English, increasing time from 52 minutes to 112. All 6th grade students will receive a double block of math. The remainder of the additional time

will be distributed evenly among the other five classes. Students who did not show proficiency on the previous year's Math MEAP test or on the forthcoming common assessments, will receive an intervention of Math as well. Students who did show proficiency on the MEAP will receive an enrichment elective class instead.

Reading/Math consultants and Title I teachers will be available every hour of the day to provide interventions on the RTI three-tier reform model for every student.

To ensure that teachers use the extra time effectively when extended learning is implemented within the regular school program, teachers will be provided targeted professional development and collaboration time on a weekly basis in the areas of differentiated instruction, common core standards, common assessments and student achievement data (Please see Appendix B). Progress of the extended learning time programs and strategies being implemented will be monitored on a continuous basis during administration observations and walk-throughs as well as during professional development days and teacher collaboration meetings using student achievement data in Pearson Inform and peer review data obtained during Lab Classroom observations.

Hazel Park Junior High School will create enthusiasm for our extended learning programs and new strategies through principal-led parent meetings, Open House, orientations, district website and school newsletter.

Student enrichment activities include the Yearbook Committee, Service Club, Scrabble Club, and Girls Discovering Science...

PER SRO OFFICE DIRECTIONS, PLEASE SEE ATTACHMENT FOR FULL DESCRIPTION OF ADDITIONAL ENRICHMENT ACTIVITIES.

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

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

PART D: PROVIDING OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT

- 10 Describe how the district will provide the school with operational flexibility (staffing, calendars, time, budgeting) to implement a comprehensive approach to substantially increase student achievement and increase graduation rate. (Maximum 3750 characters)
- 11 Describe how the district will ensure that the school receives ongoing, intensive Technical Assistance and related support from the district ISD, Michigan Department of Education, or other designated external partners or organizations. (Maximum 3750 characters.)

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

THE TURNAROUND MODEL STARTS HERE:

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

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

II. TURNAROUND MODEL COMPONENTS

PART A: DEVELOP SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS

1. Describe how the building principal was replaced or how the existing principal meets the 2 year rule. Please include the 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, sample student schedule, and teacher collaboration schedule or executed addendum to support the implementation of the extended learning time model in Appendix C.

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

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

THE RESTART MODEL STARTS HERE:

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

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

III. RESTART MODEL COMPONENTS

PART A: District Narrative

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

RESTART/Charter School Narrative Section

Part B: COMMUNITY ASSESSMENT

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

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

Part C: STUDENT POPULATION

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

Part D: EDUCATIONAL PROGRAM

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

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

Part E: STUDENT RECRUITMENT AND COMMUNITY INVLOVEMENT

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

RESTART SCHOOLS WILL STOP HERE.

IV. CLOSURE MODEL COMPONENTS

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

PART A: ESTABLISH POLICY

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

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

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

PART C: OPERATE TRANSPARENTLY

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

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

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

CLOSURE SCHOOL MODELS WILL STOP HERE.

APPENDIX A
COPY AND PASTE YOUR:

Copy of Leader and Teacher Evaluation Tool (for Transformation Schools)
Or

Copy of Adopted Competencies Tool (for Turnaround Schools)
(unlimited characters)

To Whom It May Concern:

As we embark on meaningful school transformation at Hazel Park Junior High School, we are steadfast in our conviction that Doug Esler is the type of leader best suited to effectuate this process. Possessed of foresight, great organizational skills and innate leadership capabilities, Doug Esler has already laid out a plan of action, an agenda charged with prompt, substantive action and enlisted staff members for the transformation of Hazel Park Junior High.

So as to illustrate Doug Esler's administrative abilities and so as to underscore the integral part that I am certain he could and should play in the transformation of Hazel Park Junior High, please consider the following:

He was one of the prime architects in the successful implementation of a House Program in our two junior high schools until lack of funding forced that program's disbanding.

Under his direction, a pilot program was begun for 6th grade at-risk math students using differentiated instruction and technology. After student achievement data is analyzed, the program will be expanded.

To address the gaps in student achievement, he has crafted a block scheduling plan which will increase math and English classes to two hours, with attention to differentiated instruction and interventions.

He works with the special education teachers and the district Special Education Director to continuously update the level of support for special education students within the general education classrooms.

He took leadership in implementing the Michigan Behavior Learning Support Initiative (MiBLSi) and, as such, was one of the first secondary principals in the state to do so, implementing Positive Behavior Support and the Three Tiered approach for students in Hazel Park Junior High.

As an outgrowth of both the MiBLSi implementation as well as the lessons of the House Program experience he instituted a school-wide additional "reading hour" whereby students were ability-grouped and instruction was tailored to their needs.

He has played an integral role in labor negotiations for the school district during one of the most financially difficult periods in the State of Michigan.

He has shown uncommon leadership among his administrative peers. He has professionally mentored 60% of the current principals in the Hazel Park School District, as well as the former and current assistant principals at Hazel Park Junior High School.

He and his staff have seamlessly instituted a free summer school program in reading and math (funded by Title I) wherein, most recently, 80 students voluntarily took part.

Under his tenure, peer mediation has been instituted at Hazel Park Junior High. The School Infrastructure Database (SID) reveals that bullying in that school has dropped 66% in the last 3 years.

He played an integral part in districtwide planning when student population declines necessitated the closing of two schools and the consolidation of two others.

Under his tenure, Character Counts was instituted in our junior high. All students receive a Hazel Park Junior High Data

This is school wide reading data. Each student has a half hour reading class. Each student took a Read Naturally Fluency Test. Fluency scores were taken in October 2011 and again in November 2011.

6th Grade (196 students tested)
 62 students improved by 20 + words (31%)
 38 students improved by 11 - 19 words (19%)
 25 students improved by 5 - 9 words (12%)

7th Grade (202 students tested)
 104 students improved by 20 + words (51%)
 35 students improved by 11- 19 words (17%)
 18 students improved by 5 -10 words (8%)

8th Grade (191 students tested)
 29 students improved by 20 + words (15%)
 20 students improved by 11 -19 words (10%)
 19 students improved by 5-10 words (9%)

School Wide (589 students tested)
 195 students improved by 20 + words (33%)
 93 students improved by 11 - 19 words (15%)
 62 students improved by 5 -10 words (10%)

This is data from a special ed. and remedial math classes. Students were given a placement test published by Excel Math. Test was give in September 2011 and again after completing 17 lesson of the Excel Math program.

3 students made no gains
 2 students improved by 10%
 3 students improved by 18%
 6 students improved by 30%
 1 student improved by 40%
 1 student improved by 50%

respect, responsibility and being a good citizen. In the last three years, the School Infrastructure Database (SID) reveals a 10% decline in physically offensive behaviors.

He has coordinated and led the development of School Improvement Plans (SIP's).

He has begun a creative partnership with the Hazel Park School District Adult Education Department in order to bring more online curriculum programs to junior high students for use at school as well as outside of school.

Through creative fund-raising on his own, without district dollars, he has bought new textbooks for his school, created classroom libraries and purchased online learning systems: SuccessMaker, FASTT Math and Read Naturally.

He facilitated teacher scheduling changes which allow one-third of the Hazel Park Junior High students to receive differentiated instruction using SuccessMaker to improve their achievement in reading and math.

Under his direction, special education as well as general education students received SuccessMaker intervention five times a week, based on license availability.

He has created a partnership with the Korean Veterans of America, thereby honoring brave veterans and making history come alive for students.

He brilliantly coordinated the complete transfer (equipment, furniture, books and students) from two old buildings into a new one in mid-year.

Several years ago, he successfully transitioned Grade 6 students into Hazel Park Junior High School with community support and minimal disruption to students and staff, which resulted in a positive perception of our new 6th-8th grade building.

Every spring, he organizes an in-depth orientation process for incoming students and their families, which creates a sense of security and confidence as students change school levels.

The loyalty of his staff is a testament to Doug's leadership qualities.

He has an uncommon and deep knowledge and understanding of the community, having attended Hazel Park Schools as a student and having spent his entire professional career in the Hazel Park School District.

He promotes student reading during the summer vacation by partnering with the Hazel Park Public Library's Summer Reading Program and rewarding students who participate.

He has played a key role in pupil accounting in terms of projecting and maintaining all district program calendars with respect to requisite hours of instruction.

He has a loyal following of parents in the community. He conducts parent surveys and considers their opinions when making changes which affect the families in the Hazel Park School District community.

We are steadfast in our certainty that Doug Esler is the administrator best suited to lead the transformation and reformation efforts at Hazel Park Junior High. Already he has a plan that will soon lengthen the school day (and thereby hours of instruction) as well as add enhancements to enrich the curriculum. He has already formed a team to further plan and implement these changes. It would be both counter-intuitive and unproductive to replace such a leader.

If you have any questions, please feel free to call me at 248-658-5220. Sincerely,
09-6-2011



James Meisinger
Interim Superintendent
Hazel Park School District

**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

09-6-2011

Or

Executed Addendum to Support the Implementation of the Reform Model

(Maximum 6250 characters)

Course Schedule 2012 - 2015 6th Grade

1. English
2. English
3. Math
4. Math
5. Science
6. Social Studies
7. Electives - Band, or (each class 10 weeks) Art, Life Skills, Music, PE

7th Grade

1. English
2. English
3. Math
4. Science
5. Social Studies
6. Rotation (each class 10 weeks) Computer, PE, Spanish, Exploratory
7. Electives - Band or (Select 2) Life Skills 1 / 2 yr. Music 1 / 2 yr Art 1/ 2 yr

8th Grade

1. English
2. English
3. Math
4. Science
5. Social Studies

6. Rotation (each class 10 weeks) Computer, PE (Fitness), Spanish, Exploratory

7. Electives all full year classes Band, Choir, Art, Spanish, PE, Tech Ed

Time for Classes for 2012 - 2013

Schedule A	Hour
7:50-8:45	1
8:48-9:43	2
9:46-10:41	3
10:44-11:39	4
11:43-1:12	5

A Lunch 11:43-12:10

class 12:14-1:12

B Lunch

class 11:43-12:10

lunch 12:14-12:41

class 12:45-1:12

C Lunch

class 11:43-12:41

lunch 12:45-1:12

1:16- 2:14 6

2:17-3:15 7

Increased Instructional Time

Hazel Park Junior High

2012 - 2015

2012 - 2013

62 hours - extra time	1/ 2 hour longer school day
20 hours - Teacher collaboration	Early release every Wednesday
20 hours - online learning	Feb. 2013 - June 2013 (Completed after school, evenings and weekends)
Total 102 hours	

2013 - 2014

20 hours - summer online learning	July 2013-August 2013
62 hours - extra time	1/2 hour longer school day
20 hours - teacher collaboration	Early release every Wednesday
80 hours - online learning	(4) twenty hour online programs - One program each marking period
Total 182 hours	

2014 - 2015

40 hours - summer online learning	June 2014 - August 2014
62 hours - extra time	1/2 hour longer school day
50 hours - teacher collaboration	Early release every Wednesday and evening book studies
140 hours - online learning	(4) thirty-five hour online programs One program each marking period
Total 292 hours	

**ATTACHMENT FOR TRANSFORMATION PLAN #8
HAZEL PARK JUNIOR HIGH SCHOOL**

PER MDE SRO DIRECTIONS, HERE IS THE COMPLETE TEXT OF THE ADDITIONS/REVISIONS WE ARE SUBMITTING FOR #8. WE WERE LIMITED BY THE CHARACTER COUNT IN THE ORIGINAL TEMPLATE.

Student enrichment activities include the Yearbook Committee, Service Club, Scrabble Club, and Girls Discovering Science. The Avalanche Club meets before school for Bible study and service projects. The music teachers offer specialized band groups, such as jazz band and drumline, before and after school. Students can be peer mediators as well as Premier Patriots (good grades and citizenship). The Crossroads for Youth program offers team building and homework help.

Enrichment classes within the daily student schedule include art/tech, music, choir, band, computers, lifeskills, and a variety of exploratory classes, such as stock market, forensic science, current events, literacy, and math skills.

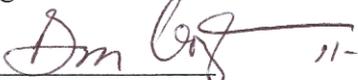
Letter of Agreement

The HPEA and HP administration agree that an accommodation for flex scheduling needs to be made due to the high school's placement on the state Priority list. More hours of instruction need to be delivered to students, and flex scheduling will accomplish this.

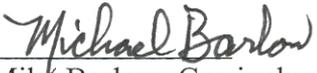
Both parties agree to allow working hours of members to begin an hour earlier and end an hour earlier than the current contract time as long as the high school remains on the Priority List. Also, members may begin work an hour later and end an hour later than the current contract time as long as the high school remains on the Priority List. The program of flex scheduling may be negotiated to continue beyond the Priority Schools listing by standard contract negotiation procedures.

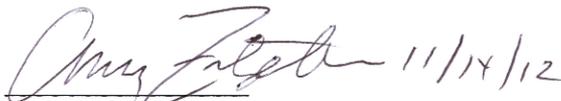
To select teachers for this 'zero hour' assignment, the "Transfer and Reassignment" guidelines on page 17 (article 12 C 1. & 3.) will be used. See page 2 of this agreement for complete wording.

Signatures and DATE:

 11-14-12
Don Vogt, H.S, Principal

 11-14-12
Noreen Christina, H.S. Vice-Principal

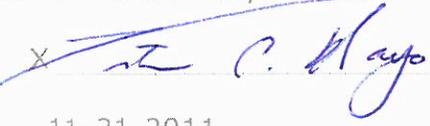
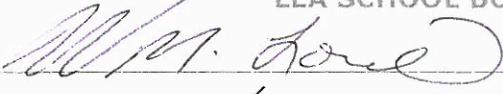
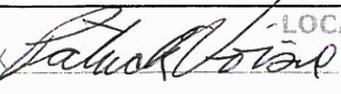

Mike Barlow, Curriculum Director

 11/14/12
Amy Zitzelberger, HPEA Vice-President

 11-19-12
Patrick Voisine, HPEA President

Redesign Plan Signature Page



SCHOOL INFORMATION	CONTACT PERSON FOR REDESIGN PLAN
District: Hazel Park School Name: Hazel Park Junior High Address: 22770 Highland School Code: 9372	Name: Mike Barlow Position and Office: Curriculum Director Telephone: 248-658-5200 Fax: 248-544-5443 Email: mike.barlow@hazelpark.k12.mi.us
LEA SCHOOL SUPERINTENDENT/DIRECTOR Printed Name: Dr. Victor Mayo Signature: X  Date: 11-21-2011	Telephone: 248-658-5200 Fax: 248-544-5443 Email: victor.mayo@hazelpark.k12.mi.us
LEA SCHOOL PRINCIPAL/DIRECTOR Printed Name: Douglas R. Esler Signature: X  Date: 11-21-2011	Telephone: 248-658-2300 Fax: 248-586-5875 Email: doug.esler@hazelpark.k12.mi.us
LEA SCHOOL BOARD PRESIDENT	
Signature: X  Date: 11-21-2011	
LOCAL TEACHER BARGAINING UNIT	
Signature: X  Date: 11-23-2011	
<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>	