SCHOOL INFORMATION

District: WayPoint Academy

School Name: WayPoint Academy

Address: 2900 E. Apple Avenue

School Code: 08800

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)

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)

   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)
   In the past two years, WayPoint has had three different administrators. One who retired at the end of the 2009-2010 school year, one who resigned in the middle of the 2010-2011 school year, and one that resigned at the end of the 2010-2011 school year. Mr. Reedell Holmes, having an established background in successfully turning around schools, was employed in July of 2011. Mr. Holmes has a Masters' Degree from GVSU and eleven years experience in school administration. He was employed at Muskegon Heights School District from 2001-2008. While principal at Muskegon Heights Middle School, the school made AYP four consecutive years. From 2008-2010, he was principal at Aberdeen High School in Aberdeen, Mississippi. During Mr. Holmes' administration, the school was listed as the highest achieving school according to US News and World Report. During the 2010-2011 school year, Mr. Holmes as the administrator, was a key player at Alger Middle School, part of Grand Rapids Public, aiding in the school's removal from the PLA list.
   Describe how the district will provide the school with operational flexibility (staffing, calendars, time, budgeting) to implement a comprehensive approach to substantially increase student achievement or increase graduation rates. (Maximum 3750 characters)
   The district will provide the school operational flexibility to implement a comprehensive approach to substantially increase student achievement or increase graduation rates by allowing staff every opportunity to attend and/or create professional developments. During the 2011-2012 school year, staff will analyze student data from MAP Assessments, MEAP Assessments, MME Assessments, end of course assessments and prototype common assessments to create school-wide professional development centered around improving student achievement. Individual professional development is researched by staff members and is approved based on student needs and staff development. The administration, curriculum director, and lead teachers will create professional development to prepare for the 2012-2013 school year that will be centered around curriculum pacing, mapping, and development, differentiated instruction, common planning time, Tier I, II, and III strategies, SOAR math and english strategies, Professional Learning Commitees

(PLC's), and assessment data including: MEAP, MME, and ACT Preparation, NWEA/MAP data, and formative and summative assessments. Grand Valley State University will provide Authorizer paid Professional Development to train on data analysis, learning network, differentiated instruction, multi-cultural diversity, and reading interventions. Presenters will be experienced in the areas of Differentiated Instruction, Curriculum Mapping, Development of Individual Student Learning Plans, and Using Data to Drive Instruction. Funding from ARRA Grants, Title I and Title II funding will allow operational flexibility to hire additional highly qualified instructional aides, contract highly qualified presentors for professional development, and instructional materials needed for student achievement.

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)
   The administration will compile a plan of locally adopted compentencies created from the Muskegon Area Principal Leadership Framework and Evaluation Program as well as the INTASC Standards to evaluate teachers and staff. The final evaluation plan will be brought to The Academy Board for approval. The teachers and staff will be formally evaluated in the Fall and Spring on five domains and ten standards. The domains include: Results, Leadership, Programs, Processes, and Systems. The INTASC Standards include: Content Pedagogy, Student Development, Diverse Learning, Multiple Instructional Strategies, Motivation and Management, Communication and Technology, Planning, Assessment, Reflective Practice, and School and Community Involvement. Each teacher must show a 20% growth in student assessments in 2011-2012 with an increase in growth to 50% accountability by 2015, to meet the State standards. Each teacher is provided a Professional Growth Plan and a Pre-Oberservation Plan at the the beginning of the year to complete and return back to the superintendent. After submission of the documents, the superintendent creates an observation calendar to meet with each staff member. A post-evaluation between superintendent and teacher/staff member will be conducted for review and superintendent recommendations. Administration will be evaluated by One Plus Management and the Academy Board of Directors three times per year, using a similar compentency. Informally, teachers will be evaluated on classroom procedures and management abilities on a quarterly basis.
   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)
   In June of 2011, all of the staff members were screened by their peers, board members, management company, and interim superintendent. Decisions to terminate or retain staff members were based on classroom management, student's classroom performance and assessments, failure rates, willingness to support students/families, teamwork, and attitude. The staff during the school year of 2010-2011 consisted of 25 staff members of which 13 were rehired. The 13 staff members consisted of 9 teachers, 2 administration, 1 technology coordinator, and 1 food service director. In addition to the retained staff members, WayPoint hired a new

superintendent, transitional director, 2 special education teachers, high school biology/chemistry teacher, middle school life science teacher, middle school math teacher, band teacher, technology teacher, 3 bus drivers, kitchen aide, custodian, and registrar. New staff members are interviewed by the Superintendent, Transitional Director, and additional staff members depending on area of expertise. Candidates must pass an Unprofessional Conduct check, FBI and Michigan State Criminal check, and must be highly qualified for the position that they are applying for. Highly Qualified staff is hired with at least two to three years teaching experience in the subject matter. Staff must have experience with at risk, inner city students and who are familiar with area resources. Staff must have experience in RtI Interventions, Reading and Writing Workshops, Curriculum Development, how to use data to drive instruction, Professional Learning Communities, Individual Student Learning Plans, and Common Core Standards.

4. Detail how the school will implement strategies such as, increased opportunities for promotion and career growth, and/or flexible working conditions designed to recruit and retain staff to meet the needs of students in a transformational school. (Maximum 3750 characters)

   The Academy Board of Directors and One Plus Management offer each full time employee a benefit package that consists of competative wages, medical, dental, and vision insurance, additional time off increasing to 10 sick days and 2 personal days, vacation pay after a year of employment, 401K retirement plan, stipends for additional instruction time, pay increase based on student achievement and personal performance, paid professional development. Strategies to retain highly qualified staff are to provide intensive professional development during the summer and throughout the school year focusing on systemic, substained, and collective study of work, differenctiated instruction, multi-cultured diversity in the classroom, curriculum pacing, mapping, and development, curriculum support, teacher influenced decision making, support from colleagues and administration, competative salaries and benefits to other teachers within a charter academy, professional working conditions including: adequate time to work with staff and students and access to assessment information, instructional materials, and technology. WayPoint affords promotion and pay-increased opportunites within the staff including: lead teachers, mentors, and administration positions, internal availability to Intermediate School District openings, Grand Valley State University career opportunities, and the freedom of instruction and stability. In addition, the authorizer provides staff with reduced tuition in some graduate programs. Staff members have the flexibility of a stagerred schedule or choosing a part-time position. Contracted substitutes allow flexibilty for time off and vacation time.

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)

WayPoint Academy affords the opportunity of intensive professional development during the summer and throughout the school year in the areas of: classroom management, multi-cultured diversity in classrooms, how to use data to drive instruction, Tier I, II, and III strategies and interventions, SOAR intervention strategies in ELA and Math, differentiated instruction in the classroom, formative assessments, data review and collaboration, technology advancement, school improvement, the Learning Network, curriculum crafter, and development of professional learning communities, Core Curriculum Mapping and Development, and the Way Program. Professional developments are based on student assessment data to improve teaching effectiveness, meeting the expectations of both the county ISD and the state, and implementing our school reform strategies. Staff surveys are conducted after each professional development to gauge the effectiveness of the training and information towards student achievement. Student data from NWEA/MAP Testing, MEAP testing, and formative and summative assessments is collected and analyzed throughout the school year to aide in the decision and preparation process for monthly professional development. Data has shown that there are significant deficiencies in all core subjects acrossed grade levels. Success will be determined by reducing the gap between proficiency targets and achievement by 50% in NWEA/MAP and MEAP assessments. NWEA/MAP testing is conducted three times a year: Fall, Winter, and Spring. Data collected from these assessments is used to create small groups for differentiated instruction to help decrease the proficiency gaps. Formative assessments are created from the core content areas and are administered weekly in the form of homework and quizzes, providing information needed to adjust teaching and learning on a weekly basis. Summative assessments are administered periodically to determine student's comprehension of what has been learned and what has not been learned. PLC's meet at least twice a month to review the analyzed data from all of the assessments. These meetings allow teachers an opportunity to discuss student achievement and curriculum alignment. Agendas and minutes are kept from each PLC for review and reflection. Administration as well as the leadership team is responsible for ensuring that PLC's are meeting and are analyzing data from assessments, curriculum is being aligned, and interventions and differentiated instruction are taking place.
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)
During the spring of 2011, WayPoint Academy's School Board hired OnePlus Management to direct a new beginning for the Academy. Over the 2011 summer recess OnePlus Management hired a new administration including a superintendent and a transitional director. A leadership team has been created consisting of the superintendent, transistional director, dean of students, curriculum director, and 4 lead teachers (math, science, english and history chairs). The leadership team meets monthly to review PLC and school improvement minutes, ensuring teachers are implementing strategic goals in their instructions, that teachers are aligning their

curriculum, and assessment data is used to drive instruction. Feedback from the meetings are conveyed to the entire staff through weekly staff meetings. Administration formally evaluates teachers twice a year ensuring that teachers are meeting or exceeding the five domains and ten standards within their evaluation tool. Teacher employability and pay depends on a percentage of their student's achievement.

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)
WayPoint Academy staff will use the data from NWEA/MAP testing, MEAP testing, MME, AIMSWeb, Reading Workshop, and formative and summative assessments to identify those students who are struggling to achieve. All of the assessments have been researched by the Academy Board of Directors, OnePlus Management, Grand Valley State University and WayPoint's Leadership team to ensure that they are the most effective assessment tools needed for student achievement. NWEA/MAP Testing is administered three times a year; Fall, Winter, and Spring on core curriculum. This assessment tool is used nationally to track individual student growth, benchmark and track growth, and help define best practices to help student achievement. Assessment data from NWEA/MAP is used to determine where students are at academically. Data collected is aligned to state standards by using the median RIT scores, as measured by the NWEA/MAP testing. NWEA RIT scores are based upon Michigan Core Content Standards. Teachers are able to use the data to determine the grade level at which each student is performing. Data from these assessments are used to differentiate and drive instruction in the classroom. Common planning time and PLC's allow teachers in core content areas, across grade levels, to align their curriculum according to the state standards. Curriculum crafter tool (aligned with MI Curriculum Frameworks), grade level content expectations and high school content expectations drive program and curriculum mapping and pacing guides are created in alignment with both. Teachers participate in Professional Learning Communites twice a month for collaboration, data analysis, and common core curriculum alignment acrossed the board, to discuss assessment data, target students for interventions, discuss and map out aligned curriculum using Michigan State Core Standards. The analyzed data from the PLC's will help drive instruction and differentiate instruction in the classroom. Student data will be used each year to find deficiencies in curriculum. AIMSWeb is used as part of our Repsonse to Intervention program. The RtI Coordinator and instructional aides test students on Reading and Comprehension and Math, collecting benchmark data for progress monitoring. Students are tested every two weeks for progress monitoring and three times a year for benchmarking. The RtI Coordinator gives additional resources and instructional tools to teachers to help aide with interventions inside the classrooms. Formative assessments are given weekly in the form of classwork, homework, and quizzes to gauge student learning. Summative assessments are given periodically to guage the student's comprehension of the common core standards. Success will be determined by reducing the gap between proficiency targets and achievement by 50% in the MEAP, NWEA/MAP, and MME assessments.

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)
WayPoint Academy staff will use data collected from MAP testing, AIMSweb, Reading Workshops, formative and summative assessments, and pre/post testing to identify those students that are struggling to achieve. MAP testing is administered three times a year: Fall, Winter, and Spring, to assess student's academic levels and acheivements. Data from MAP Testing is analyzed and given to administration, curriculum director, lead teachers, and staff. The curriculum director uses the analyzed data to recommend changes in the curriculum needed to drive instruction for student acheivement. Teachers use the data to create individual student learning plans, creating strategies and grouping students according to their RIT range for differentiated instruction. AIMSweb, a program used in our RtI program, allows for teachers to create reading interventions for the students who are not reading on grade level. Initial assessments are completed in the beginning of the year, determining benchmarks for progress monitoring. Through the use of benchmarking in content areas, specifically in reading and math, teachers will further be able to diffentiate instruction to meet the needs of individual students by placing them in the 3-teir model for intensive and strategic instruction from the Response to Intervention Model. Formative assessments are given and graded by the teachers weekly. The data from these assessments are analyzed and teachers are able to differentiate instruction based on the results. Summative assessments are administered periodically to assess the student's comprehension on the common core standards. Reading workshops are done throughout the day to incorporate reading into every core subject.

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)
WayPoint will increase their school day from 6.42 hours to 7.42 hours per day by adding an additional hour to each school day. The high school schedule will run from 7:30 am - 3:30 pm and the middle school schedule will run from 8:30 am - 4:30 pm adding an additional hour to each day. High school students will have an opportunity to earn an extra credit by attending an 8th hour of instruction each day. A full day of instruction will be mandatory one Saturday a month for all students. This will add an additional 28-30 hours per month of instruction. Aligned curriculum to the core content areas will be taught in the extended instructional time according to at risk students and assessment data. Student data will be collected and analyzed every 6 weeks from MAP summary testing and formative assessments. Assessment data from NWEA/MAP is used to determine where students are at academically. Data collected is aligned to state standards by using the median RIT scores, as measured by the NWEA/MAP testing. NWEA RIT scores are based upon Michigan Core Content

Standards. Teachers are able to use the data to determine the grade level at which each student is performing. The results of the analysis will determine what content area the individual student will be placed in during the extended learning time. Highly qualified team-teaching, Tier I, II, and III strategies from the RtI program, SOAR math and ELA strategies, and differentiated instruction will be incorporated in the extended learning time as strategies to improve student achievement. Students that are excelling in each content area will have an opportunity to attend an advancement class or chose from one of the following electives: Band, Art, Economics, Physical Education, Technology, or their choice of an Online Elective Credit. Teachers will have common planning time to align curriculum and disaggregate data to increase student achievement. Twice a month teachers will collaborate through PLC's and Learning Networks on student achievement and assessment results. Professional Development in the areas of: classroom management, multi-cultured diversity in classrooms, how to use data to drive instruction, Tier I, II, and III strategies and interventions, SOAR intervention strategies in ELA and Math, differentiated instruction in the classroom, formative assessments, data review and collaboration, technology advancement, school improvement, the Learning Network, curriculum crafter, and development of professional learning communities, Core Curriculum Mapping and Development, and the Way Program allows staff an opprotunity to train in areas needed for student achievement.

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)
WayPoint offers a Social Issues course that teaches students to deal with race, social economic status, and gender and a Stepping Out course that teachers career employability including: resume writing, interview techniques, and career searching skills. There is a social worker that offers emotional and social support for the students. Administration provides resources of emotional, academic, and social support. High school students are required to perform forty hours of community service as part of graduation. Academy sponsors activities for families outside of regular school day; sponsors workshops, seminars and meetings for parents focused on parenting skills, internet safety, substance abuse awareness, new HS graduation requirements, Academy academic and career skills programs, and incorporation of Measures of Academic Progress & MEAP item analysis into "at home" learning specifics for parents. Monthly "Family, Food & Fun Nights" held for students & their families, led by staff members, include a shared meal, physical games/activities, a "lesson" during the evening, and "at home" strategies for parent to assist with homework. Collaboration with community organizations such as Muskegon Catholic Charities, Muskegon Opportunity, Muskegon-Oceana CAP, Department of Social Services, Webster House, Child and Family Services, Muskegon County Family Court,

and Muskegon County Drug Task Force are available to help fit the needs of our students.

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)

OUTLINE SAMPLE OF EVALUATION TOOL

Overview of the School AdvanceTM Characteristics for Effective Principal Leadership
Developed by Michigan Association of School Administrators (MASA) and Michigan Association for Supervision and Curriculum Development (ASCD)

Domain 1 - Results
1. Teacher, Student, and School Results Factors
a. Improved Teacher Performance Results
b. Improved Student Achievement Results
c. Achievement Gap Reduction/Elimination
d. Improved School Programs and Process

Domain 2 - Leadership
1. Vision for Learning and Achievement Factors
a. Personal Vision
b. Shared Vision
2. Leadership Work and Behavior Factors
a. Informed
b. Strategic and Systemic
c. Fair, Legal, Honest, Ethical, and Professional
d. Resilient

Domain 3 - Programs
1. High Quality, Fidelity, and Reliability Instructional Program Factors
a. Curriculum
b. Instruction
c. Assessment
2. Safe, Effective, Efficient School Operations Factors
a. Policies, Laws, and Procedures
b. Systems, Processes, and Procedures
c. Allocation and Management of Resources

Domain 4 - Processes
1. Community Building Factors
a. Relationships
b. Inclusion
c. Communications
2. Evidenced Based and Data Informed Decision Making Factors

Domain 5 - Systems

a. Collaborative Inquiry Process
b. Systematic Use of Multiple Data Sources
c. Data Systems
1. Technology Integration and Competence Factors
a. Personal Use of Technology
b. Learning and Teaching with Technology
c. Leadership for Technology
2. Human Capacity Factors
a. Professional Development
b. Leadership Development
c. Performance Evaluation
d. Productivity

STANDARD 1: CONTENT PEDAGOGY.
The teacher understands the central concepts, tools of inquiry, and structures of the discipline he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.
KEY INDICATORS
The Candidate:

- demonstrates an understanding of the central concepts of his or her discipline.
- uses explanations and representations that link curriculum to prior learning.
- evaluates resources and curriculum materials for appropriateness to the curriculum and instructional delivery.
- engages students in interpreting ideas from a variety of perspectives.
- uses interdisciplinary approaches to teaching and learning.
- uses methods of inquiry that are central to the discipline.

STANDARD 2: STUDENT DEVELOPMENT.
The teacher understands how children learn and develop, and can provide learning opportunities that support a child?s intellectual, social, and personal development.
KEY INDICATORS
The Candidate:

- evaluates student performance to design instruction appropriate for social, cognitive, and emotional development.
- creates relevance for students by linking with their prior experiences.
- provides opportunities for students to assume responsibility for and be actively engaged in their learning.
- encourages student reflection on prior knowledge and its connection to new information.
- accesses student thinking as a basis for instructional activities through group/individual interaction and written work (listening, encouraging discussion, eliciting samples of student thinking orally and in writing).

STANDARD 3: DIVERSE LEARNERS.
The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
KEY INDICATORS
The Candidate:

- designs instruction appropriate to students? stages of development, learning styles, strengths and needs.

- selects approaches that provide opportunities for different performance modes.
- accesses appropriate services or resources to meet exceptional learning needs when needed.
- adjusts instruction to accommodate the learning differences or needs of students (time and circumstance of work, tasks assigned, communication and response modes).
- uses knowledge of different cultural contexts within the community (socio-economic, ethnic, cultural) and connects with the learner through types of interaction and assignments.
- creates a learning community that respects individual differences.

STANDARD 4: MULTIPLE INSTRUCTIONAL STRATEGIES.
The teacher understands and uses a variety of instructional strategies to encourage student development of critical thinking, problem solving,
KEY INDICATORS
The Candidate:

- selects and uses multiple teaching and learning strategies (a variety of presentations/explanations) to encourage students in critical thinking and problem solving.
- encourages students to assume responsibility for identifying and using learning resources.
- assures different roles in the instructional process (instructor, facilitator, coach, audience) to accommodate content, purpose, and learner needs.

STANDARD 5: MOTIVATION AND MANAGEMENT.
The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
KEY INDICATORS
The Candidate:

- encourages clear procedures and expectations that ensure students assume responsibility for themselves and others, work collaboratively and independently, and engages in purposeful learning activities.
- engages students by relating lessons to students? personal interests, allowing students to have choices in their learning, and leading students to ask questions and solve problems that are meaningful to them.
- organizes, allocates, and manages time, space and activities in a way that is conducive to learning.
- organizes, prepares students for, and monitors independent and group work that allows for full and varied participation of all individuals.
- analyzes classroom environment and interactions and makes adjustments to enhance social relationships, student motivation/engagement and productive work.

STANDARD 6: COMMUNICATION & TECHNOLOGY.
The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
KEY INDICATORS
The Candidate:

- models effective communication strategies in conveying ideas and information and when asking questions (e.g., monitoring the effects of messages, restating ideas and drawing connection, using visual, aural, and kinesthetic cues, being sensitive to nonverbal cues both given and received).
- provides support for learner expression in speaking, writing, and other media.

- demonstrates that communication is sensitive to gender and cultural differences (e.g., appropriate use of eye contact, interpretation of body language and verbal statements, acknowledgment of and responsiveness to different modes of communication and participation.
- uses a variety of media communication tools to enrich learning opportunities.

STANDARD 7: PLANNING.
The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
KEY INDICATORS
The Candidate:

- plans lessons and activities to address variation in learning styles and performance modes, multiple development levels of diverse learners, and problem solving and exploration.
- develops plans that are appropriate for curriculum goals and are based on effective instruction.
- adjusts plans to respond to unanticipated sources of input and/or student needs.
- develops short and long-range plans.

STANDARD 8: ASSESSMENT.
The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.
KEY INDICATORS
The Candidate:

- selects, constructs, and uses assessment strategies appropriate to the learning outcomes.
- uses a variety of informal and formal strategies to inform choices about student progress and to adjust instruction (e.g., standardized test data, peer and student self-assessment, informal assessments such as observation, surveys, interviews, student work, performance tasks, portfolio, and teacher made tests).
- uses assessment strategies to involve learners in self-assessment activities to help them become aware of their strengths and needs, and to encourage them to set personal goals for learning.
- evaluates the effects of class activities on individuals and on groups through observation of classroom interaction, questioning and analysis of student work.
- maintains useful records of student work and performance and can communicate student progress knowledgeably and responsibly.
- solicits information about students? experiences, learning behavior,needs, and progress from parents, other colleagues, and students.

STANDARD 9: REFLECTIVE PRACTICE: PROFESSIONAL DEVELOPMENT.
The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others and who actively seeks out opportunities to grow professionally.
KEY INDICATORS
The Candidate:

- uses classroom observation, information about students and research as sources for evaluating the outcomes of teaching and learning and as a basis for experimenting with, reflecting on and revising practice.
- uses professional literature, colleagues and other resources to support self-development as a learner and as a teacher.

- consults with professional colleagues within the school and other professional arenas as support for reflection, problem-solving and new ideas, actively sharing experiences and seeking and giving feedback.

STANDARD 10: SCHOOL AND COMMUNITY INVOLVEMENT.
The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students? learning and well-being.
KEY INDICATORS
The Candidate:

- participates in collegial activities designed to make the entire school a productive learning environment.
- links with counselors, teachers of other classes and activities within the school, professionals in community agencies, and others in the community to support students? learning and well-being.
- seeks to establish cooperative partnerships with parents/guardians to support student learning.
- advocates for students.

APPENDIX B
COPY AND PASTE YOUR:

Professional Development Calendar or Timeline

(unlimited characters)

Monday, August 20, 2012 8:30 - 3:30: Curriculum Mapping
Tuesday, August 21, 2012 8:30 - 3:30: Curriculum Mapping
Wednesday, August 22, 2012 8:30 - 3:30: Differentiated Instruction and Small Groups
Thursday, August 23, 2012 8:30 - 3:30: Curriculum Crafter / Professional Learning Communities / Individual Student Learning Plans
Friday, August 24, 2012 8:30 - 3:30: How to Drive Instruction with Assessment Data

Monday, August 27, 2012 8:30 - 3:30: PowerSchool / PowerTeacher Training
Tuesday, August 28, 2012 8:30 - 3:30: RtI (Reading and Math) / SOAR Strategies / Reading & Writing Workshops / Tier I, II, and III Strategies
Wednesday, August 29, 2012 8:30 - 3:30: Mutli-Culture and Diversity in the Classroom / Capturing Kids Hearts - Discipline Rubric
Thursday, August 30, 2012 8:30 - 3:30: Common Core Planning
Friday, August 31, 2012 8:30 - 3:30: Classroom Preparation

Friday, October 21, 2012 8:30 - 3:30: Data Review and Analysis
Friday, November 16, 2012 8:30 - 3:30: TBA - Decision based on data analysis
Friday, December 7, 2012 8:30 - 3:30: TBA
Friday, January 11, 2013 8:30 - 3:30: Refreshor on curriculum crafter and curriculum mapping, development, and alignment
Friday, February 1, 2013 8:30 - 3:30: Data Review and Analysis
Friday, March 15, 2013 8:30 - 3:30: TBA - Decision based on data analysis
Friday, April 12, 2013 8:30 - 3:30: TBA

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)

High School Schedule

1st hour: 7:30 - 8:30

2nd hour: 8:35 - 9:35

3rd hour: 9:40 - 10:40

4th hour: 10:45 - 11:45

Lunch: 11:50 - 12:10

5th hour: 12:15 - 1:15

6th hour: 1:20 - 2:20

7th hour: 2:25 - 3:25

Optional 8th hour: 3:30 - 4:30

Middle School Schedule

1st hour: 8:30 - 9:30

2nd hour: 9:35 - 10:35

3rd hour: 10:40 - 11:40

4th hour: 11:45 - 12:45

Lunch: 12:50 - 1:10

5th hour: 1:15 - 2:15

6th hour: 2:20 - 3:20

7th hour: 3:25 - 4:25

SAMPLE MIDDLE SCHOOL SCHEDULE

3/28/12 FY 13 WAYPOINT ACADEMY

Student No: 555555 JANE DOE FEMALE Age: 13

Dis: 903 Sch: 390 WAYPOINT Class: 08 Year: 12 Phone: 555-9242

01 SCIENCE 8 RIME B 08 YEAR

02 MATH 8 BECK B O1 YEAR

03 BEG MATH 8 BAYN L 03 YEAR

04 ENGLISH 8 FULL S 04 YEAR

05 BUS TECH KOYI J LAB YEAR

06 PHYS ED DOWN M MPR YEAR

07 SOC STUD 8 DYKE E 06 YEAR

SAMPLE HIGH SCHOOL SCHEDULE

Student No: 888888 JOHN DOE MALE Age: 17

Dis: 903 Sch: 390 WAYPOINT Class: 11 Year: 12 Phone: 555-8633

01 PHYS ED/HLTH DOWN M MPR YEAR

02 US HST & GEO HENR R 15 YEAR

03 PREALGEB BECK B 01 YEAR

04 ENGLISH III HEAC S 03 YEAR

05 ALGEBRA II HUGH C 16 YEAR

06 BIOLOGY II VOGE K 13 YEAR

07 CR ONLINE KOYI J LAB SM2

Optional 08 CR ONLINE KOYI J LAB SM2

Staff Collaboration Schedule

1st hour: Math Chair, HS/MS Math teachers

2nd hour: ELA Chair, HS/MS ELA teachers

4th hour: Social Studies Chair, MS Social Studies teacher

5th hour: HS ELA, HS/MS Social Studies teachers

6th hour: HS Math, HS/MS Science, HS/MS ELA

Professional Learning Communities

Group 1: Math Chair, HS/MS Science, HS/MS Math, Special Education Teacher, RtI specialist, adminsitrator

Group 2: ELA Chair, HS/MS ELA, HS/MS Social Studies, Special Education Teacher, RtI Specialist, administrator

Group 3: Social Studies Chair, HS/MS Social Studies, HS/MS ELA, Special Education Teacher, RtI Specialist, administrator

Letter of Understanding between South Lake Education Association and South Lake Schools.

Date: 11/18/11

In accordance with the Transformation Model and extended school day (see attached) required by the state of Michigan, SLEA and South Lake Schools agree to the following effective for the 2012-2013 school year.

All High School SLEA members will work 35 additional minutes each day, from 7:30-3:00 with a 55 minute prep period and a 30 minute lunch period.

All SLEA members will be compensated for this additional time at their personal per diem rate.

SLEA and South Lake Schools will mutually agree on how this time will be utilized and on any adjustments in compensation.

Pamela Balint / 11-18-11

Pamela Balint, Superintendent Date

South Lake Schools

Timothy L. Allen / 11/18/11

Timothy L. Allen, President Date

South Lake Education Association

Letter of Understanding Between South Lake Schools and South Lake Education Association

The parties agree that up to 20 hours of Professional Development may be required for High School staff outside contractual requirements in conjunction with implementing the MDE-SRO plan for the 2013-2017 school years. This additional time will be paid at the curriculum hourly rate unless otherwise mutually agreed upon by both parties.

Pamela Balint

Pamela Balint Superintendent, South Lake Schools

Timothy L. Allen President, South Lake Education Association

WAYPOINT ACADEMY
BOARD MEETING
4:00 PM
2900 E. Apple Avenue, Muskegon MI 49442
April 23, 2012

MINUTES

1. Call to Order

   The meeting was called to order at 4:05 pm.

2. Record Attendance

   Present: Helsen, Fisher, Olsen, Seyferth, Thompson, Workman
   Also Present: Dan Warren from GVSU; Karen Buie-Jenkins One Plus Management; Reedell Holmes, Superintendent; Mia Clark, Dean of Students; Lynn Korabik, Business Manager; Melinda Van Lente, Registrar from WayPoint Academy; Michele Genter, parents
   Excused Absent: Cutler, Scott, Starr

3. Approval of Agenda

   Motion by Workman, supported by Thompson to approve the Agenda. Motion carried unanimously.

4. Approval of the March 26, 2012 Board Meeting Minutes

   Motion by Seyferth, supported by Olsen to approve the March 26, 2012 Minutes as presented. Motion carried unanimously.

5. Staff/Student Report

   No report at this time.

6. Information/Action Items

   - Payment of Bills

     Motion by Olsen, supported by Seyferth to approve the payment of the bills. Motion carried unanimously.

   - School Redesign Plan

Motion by Workman, supported by Thompson to approve the submission of the School Redesign Plan. Motion carried unanimously.

Fisher wanted the minutes to reflect that there is no bargaining unit at WayPoint Academy.

7. Committee Reports – None at this time.

- Academic Achievement – Chair

  No report at this time.

- Culture of Learning – Chair

  No report at this time.

- Student Enrollment – Chair

- Life and Career Readiness – Chair

  No report at this time.

- Board Policies and Personnel – Thompson

  No report at this time.

- Finance and Facilities – Olsen

  No report at this time.

- Fund Development – Chair

  No report at this time.

8. Superintendent's Report

Mrs. Buie-Jenkins reported there are three administrator meetings Monday, April 30, 2012: MAISD will be conducting Common Core dialogue training for Administrators to learn more about Common Core Standards; GVSU has a principal's meeting; Michigan Department of Education School Redesign Plan (PLA School) Meeting in Lansing. Former Cincinnati Bengal's great Ken Johnson who is a well known motivational speaker will speak with WayPoint's High School students on Tuesday, April 24, 2012. MAP testing will begin April 24 and will run three weeks ending on May 4. ARRA Grant

was approved by Michigan Department of Education which was offered to improve basic programs and school improvement. Title I Consolidated Application was approved. WayPoint will be honoring all teachers and staff for Teacher's Appreciation Week, which is to be announced by the superintendent during the month of May. Academy Board of Directors is encouraged to take part in this honor.

9. One Plus Management Report

Mrs. Buie-Jenkins reported that the average daily attendance for the month of April was 93%. Average enrollment for March was 256. MAP testing begins April 24, 2012. There are no outstanding compliance reports due and all of the 2011-2012 compliance reports have been submitted in a timely manner. Graduation ceremony is in the process of being finalized. OPM's immediate focus is on Sprig MAP testing, 100% of seniors graduating on time, and completing the 2012-2013 school year.

10. Grand Valley Report

Dan Warren reported that all tickets for the Tiger game were gone. With all of the requests, they went fast. Lissa Bruhan will be available for the Academy Board of Directors training before the next scheduled board meeting, Monday, May 21, 2012 at 3:00 pm to train the board members on basic MAP testing principals and dialogue. If there were any board members that were absent from this training, they would have to attend another two hour training per GVSU requirements.

11. Unfinished Business

There was no unfinished business.

12. Correspondence

There was no new correspondence.

13. New Business

There was no new business.

14. Public Comment

There were no public comments.

There was a motion to move into executive session to review contract negotiations with OPM.

Motion by Seyferth, supported by Thompson to go into executive session. Motion carried unanimously. Executive session began at 4:40 pm.

Motion by Thompson, supported by Workman to adjourn from executive session. Motion carried unanimously. Executive session ended at 6:00 pm.

15. Adjournment

Motion by Workman, supported by Olsen to adjourn the meeting. Motion carried unanimously.
The meeting was adjourned at 6:10 pm.

Bob Cutler, Secretary