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GOVERNOR

STATE OF MICHIGAN  
DEPARTMENT OF EDUCATION  
LANSING

MICHAEL P. FLANAGAN  
SUPERINTENDENT OF  
PUBLIC INSTRUCTION

December 28, 2011

Mr. Lacey James, School Leader  
Dream Academy  
248 Ninth Street  
Benton Harbor, MI 49022

Dear Mr. James:

The redesign plan submitted by your team for Dream Academy has been received and reviewed by the State School Reform/Redesign Office. The redesign plan was incomplete and requires changes before it can be approved. This letter fulfills the requirement of MCL 380.1280c, section 3, for the State School Reform/Redesign Officer to "issue an order" approving, disapproving, or requiring changes of redesign plans.

**Status of Redesign Plan: Changes Needed**

**Deadline: Wednesday, February 8, 2012 by 5:00 p.m.**

Reviewer comments have been provided to assist with the revision of the redesign plan. The review document will also be posted on the Michigan Department of Education's website on the [State School Reform/Redesign District](#) link by Friday, January 6, 2012.

Please email the revised redesign plan to [MDE-SROPlans@michigan.gov](mailto:MDE-SROPlans@michigan.gov) with a cover page that identifies the pages on which changes were made and highlight sections changed in the plan.

A letter approving or disapproving your final redesign plan will be sent via email by March 9, 2012. If you have questions, please contact the School Reform/Redesign Office at 517-335-2741.

Sincerely,

  
Deborah Clemmons  
State School Reform/Redesign Officer

cc: Principal  
Board President  
State Superintendent of Public Instruction

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**PART A: DEVELOP AND INCREASE SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS**

TRANSFORMATION	GETTING STARTED	PARTIALLY COMPLIANT	COMPLIANT	COMMENTS
<p><b>REQUIREMENT 1</b></p> <p>Replace the principal.</p>	<p><input type="checkbox"/> YES</p> <p>Continuing with existing principal who does <b>not</b> meet the two year rule.</p>	<p><input type="checkbox"/> YES</p> <p>Continuing with existing principal. An incomplete or incorrect description given as to how the principal meets the two year rule.</p>	<p><input checked="" type="checkbox"/> YES</p> <p>New principal in place or complete rationale given for keeping principal that falls under the two year rule.</p> <ul style="list-style-type: none"> <li>✓ Advertise, screen, interview, select, and hire new principal based on using turnaround competencies or criteria.</li> <li>✓ Establish a pipeline of potential turnaround leaders.</li> </ul>	
<p><b>REQUIREMENT 2</b></p> <p>Collaborative process used to create a teacher/leader evaluation plan that includes student growth as a significant factor.</p>	<p><input type="checkbox"/> YES</p> <p>Plan states that a collaborative process was used, but no details given.</p>	<p><input checked="" type="checkbox"/> YES</p> <p>Plan states that a collaborative process was used. Some details are provided. No mention is provided about how student growth will be included as a significant factor in the evaluation.</p>	<p><input type="checkbox"/> YES</p> <p>Plan states that a collaborative process was used. Complete details are provided, including how student growth will be included as a significant factor in the evaluation.</p> <ul style="list-style-type: none"> <li>✓ Percentage of student growth used in the evaluation. (MCL 380.1249 Section 2 (a) (i) states 25% by 2013-2014.)</li> </ul> <p><b>Leader and Teacher Evaluation tool is attached in Appendix A.</b></p>	<p>Draft of Teacher Evaluation System was provided. The plan indicates teachers had input and voted to adopt it.</p> <p>No school leader evaluation was submitted.</p>

<b>TRANSFORMATION REQUIREMENT 3</b>	<b>GETTING STARTED</b>	<b>PARTIALLY COMPLIANT</b>	<b>COMPLIANT</b>	<b>COMMENTS</b>
<p>Identify and reward school leaders/teachers/staff who have increased student achievement and remove those who have been given multiple opportunities to improve professional practice and have not increased student achievement outcomes.</p>	<p>No plan or minimal plans are indicated in either the reward or remove categories.</p> <p><input type="checkbox"/> YES</p>	<p>A partial plan is in place that identifies how staff members can be rewarded and/or removed.</p> <p>No mention is made of opportunities that staff will have to improve practice.</p> <p><input checked="" type="checkbox"/> YES</p> <p><input type="checkbox"/> YES</p>	<p>A plan has been completed to identify and reward school leaders, teachers, and staff that have increased student achievement.</p> <ul style="list-style-type: none"> <li>✓ A transparent and fair plan detailing how personnel that increase academic achievement are rewarded.</li> <li>✓ Identify and establish non-monetary incentives for performance.</li> <li>✓ Provide training to those conducting evaluations to ensure fidelity to standardized procedures and to ensure that the evaluation process is documented.</li> </ul> <p>A plan has been completed to remove personnel that have been given multiple chances to improve professional practice and did not.</p> <ul style="list-style-type: none"> <li>✓ A transparent plan that details how leaders and/or staff will be removed if instruction and student achievement does not improve.</li> <li>✓ Work with teachers and unions at each stage of development and implementation.</li> <li>✓ Secure sufficient funding or alternative methods for long-term program sustainability.</li> <li>✓ Established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.</li> <li>✓ Provide performance-based incentives using valid data on whether performance indicators have been met.</li> </ul>	<p>The plan mentions teacher bonuses linked to student growth on MME/ACT. There is no indication of performance measures for staff in Grades 9, 10, and 12 to participate in the bonus system.</p> <p>The plan mentions that opportunities for support and growth will be provided by the district, but does not identify specifically what those are.</p> <p>More detail is needed regarding rewards for administrators and the process used to support and/or remove ineffective administrators.</p>

TRANSFORMATION	GETTING STARTED	PARTIALLY COMPLIANT	COMPLIANT	COMMENTS	
<p><b>REQUIREMENT 4</b> Provide staff with ongoing, high quality, job embedded professional development that is aligned and designed to ensure that staff can facilitate effective teaching and learning.</p>	<p>No plan or minimal planning is in place to provide staff with job embedded staff development.</p>	<p>A plan is in place, yet it is not job embedded, focused, or lacks a timeline. Professional development consists of a series of workshop activities that are not connected to the student outcomes indicated in the plan. Plan includes opportunity for staff to demonstrate new learning about effective teaching.</p>	<p><input checked="" type="checkbox"/> YES  <input checked="" type="checkbox"/> YES  <input type="checkbox"/> YES</p>	<p>Set clear goals and measures for employees' performance that reflect the established evaluation system and provide targeted training or assistance for employees receiving an unsatisfactory evaluation or warning. Reform seniority rights, and other job protections, to enable quick performance-based dismissals.</p> <p>A plan is in place (with timelines) that is well defined and occurs on a regular basis with follow-up and support aligned with instructional needs. The timeline for professional development includes a schedule of options for job-embedded professional development, options for determining implementation of PD, and options for sharing changes in classroom practice. The plan indicates that school staff was an integral part of designing the professional development activities to meet instructional needs. The plan differentiates for the varying needs of school personnel. Align professional development with identified needs based on staff evaluation and student performance.</p>	<p>Plan mentions individual PD plans while the Exhibit shows a series of workshops that do not appear to be individualized. Please clarify.</p> <p>Please provide evidence of ongoing follow up and support aligned with instructional needs.</p> <p>Please give evidence that the PD is/will be job embedded or connected to defined student outcomes.</p> <p><input type="checkbox"/> YES  <input type="checkbox"/> YES</p>

TRANSFORMATION	GETTING STARTED	PARTIALLY COMPLIANT	COMPLIANT	COMMENTS
<p><b>REQUIREMENT 5</b> 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.</p>	<p>The plan does not address strategies in these categories.</p> <p><input type="checkbox"/> YES</p>	<p>The plan addresses strategies for some of these categories.</p> <p>The plan includes providing a mentor and additional professional development activities to new teachers.</p> <p><input checked="" type="checkbox"/> YES <input type="checkbox"/> YES</p>	<p>Structure professional development to provide adequate time for collaboration and active learning.</p> <p>Create a school culture in which professional collaboration is valued, emphasized, and fosters a culture of continuous learning.</p> <p><b>Professional Development calendar is attached in Appendix B.</b></p> <p><input type="checkbox"/> YES</p>	<p>Plan mentions having supplemental support staff and opportunities to present PD. Additional strategies would strengthen the plan. For example, reduced teaching load/class size, at least five hours of planning time per week, opportunities for an active role in school decision making (hiring, budget, discipline, etc.), comp time, preferred parking, etc...</p> <p>Please describe recruitment and retention plans.</p>
<b>PART B: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES</b>				
<p><b>REQUIREMENT 6</b> School uses 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.</p>	<p>Plan does not describe how school has or is using data to identify and implement instructional programs.</p> <p><input checked="" type="checkbox"/> YES</p>	<p>Plan describes how school has/is using data to identify and implement instructional programs.</p> <p>Plan does not describe how programs are aligned vertically and with state standards.</p> <p><input type="checkbox"/> YES <input type="checkbox"/> YES</p>	<p>Plan describes how data have been used to identify and implement researched based instructional programs.</p> <p>Plan discusses how programs are aligned with state standards.</p> <p><input type="checkbox"/> YES <input type="checkbox"/> YES</p>	<p>Plan states that curriculum (KC 4) is aligned to state standards. Please provide evidence to support this claim (i.e. has the school created alignment documents, curriculum maps, etc.?) Please describe whether</p>

TRANSFORMATION REQUIREMENT 7 The school promotes the continuous use of individual student data to inform and differentiate instruction.	GETTING STARTED <input type="checkbox"/> YES  <input type="checkbox"/> YES Plan describes minimal use of student data to inform instruction. Data use is primarily from state assessment results.  No mention is made of how data is used to differentiate instruction.	PARTIALLY COMPLIANT <input type="checkbox"/> YES  <input type="checkbox"/> YES School has a plan for using student data to inform instruction.  Some mention is made of data use that comes from formative and interim assessments to differentiate student instruction.	COMPLIANT <input checked="" type="checkbox"/> YES School has a plan for using student data to inform instruction. ✓ Plan details PD on data use and describes how teachers have easy access to data on their students. ✓ Details are provided on the use of data in addition to state assessments (formative, interim) and how it will be used to inform and differentiate instruction. ✓ Teachers are trained on data usage and can access assigned student's data with ease. ✓ Teachers prepare standards-aligned lessons and differentiated activities. ✓ Student learning assessed frequently using standards-based classroom assessments. Parent communications are frequent and include useful information about	COMMENTS Plan mentions quarterly data reviews and data dialogues. Describe data use in ongoing, day by day, instructional decision making.  This section could benefit from the addition of process detail.  Please clarify what will be included on the Student Strengths template and how that data will be used to improve student academic achievement.
and how teachers reviewed the curriculum (along with student data) to determine strengths, weaknesses, redundancies, or gaps in vertical alignment and alignment to standards.  Provide evidence that KC4 is research based.  Please include process details regarding how data from the assessments are used to drive delivery of the KC4 curriculum. (i.e., how do you know strategies and lessons are research based?)				

	<p>homework practices.  <input checked="" type="checkbox"/> Plan includes varied modes of instruction (teacher-directed whole-class; teacher-directed small group; student-directed small group, etc.).  <input checked="" type="checkbox"/> Teachers employ effective classroom management.</p>				
<b>PART C: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT</b>					
<p><b>REQUIREMENT 8</b>  Increased time for core academic subjects; enrichment activities for students; collaboration time for teachers.</p>	<p>Plan does not address the three components of the requirement.  <input checked="" type="checkbox"/> YES</p>	<p>Plan only partially addresses all three components of the requirement.  <input type="checkbox"/> YES</p>	<p>Plan addresses all of the components of increased time:  <input checked="" type="checkbox"/> Use creative strategies to allocate funds or flex schedules to support extended learning time.</p>	<p><input type="checkbox"/> YES</p>	<p>Plan mentions after school, Saturday school, and summer enrichment but does not indicate whether extended time is part of regular daily attendance for all students. Please clarify.   Provide details as to how the time will be utilized (i.e., core instruction, enrichment).   Provide detail and evidence of teacher collaboration time.</p>

TRANSFORMATION	GETTING STARTED	PARTIALLY COMPLIANT	COMPLIANT	COMMENTS
			<p>All Core academic subjects included.  <input checked="" type="checkbox"/> Monitor progress of the extended learning time programs and strategies being implemented, using data to inform modifications.  <input checked="" type="checkbox"/> Enrichment activities for all students.  <input checked="" type="checkbox"/> Assess areas of need, select programs, and strategies to be used and identify community partners. Create and sustain partnerships to support extended learning.  <input checked="" type="checkbox"/> Create enthusiasm for extended learning programs and strategies among parents, teachers, students, civic leaders, and faith-based organizations through information sharing, collaborative planning, and regular updates.  <input checked="" type="checkbox"/> Collaboration time for all teachers.  <input checked="" type="checkbox"/> Ensure that teachers use extra time effectively when extended learning is implemented within the school program by providing targeted PD.</p> <p><b>The following schedules are attached in Appendix C.</b></p> <ul style="list-style-type: none"> <li>a. Daily school schedule.</li> <li>b. Teacher collaboration schedule.</li> <li>c. Student schedule that demonstrates increased learning time.</li> </ul>	<p><input type="checkbox"/> YES</p> <p><input type="checkbox"/> YES</p> <p><input type="checkbox"/> YES</p> <p><input type="checkbox"/> YES</p>

TRANSFORMATION	GETTING STARTED	PARTIALLY COMPLIANT	COMPLIANT	COMMENTS
<b>REQUIREMENT 9</b> Provide ongoing mechanisms for family and community engagement.	<input type="checkbox"/> YES Plan gives minimal information regarding how families and the community will be involved.	<input checked="" type="checkbox"/> YES Plan gives some information about how families and/or the community will be engaged in the transformation efforts.	<input type="checkbox"/> YES Plan contains detailed information about multiple strategies that will be used to integrate the family and the community into the improvement efforts.	Plan mentions generic strategies with no detail provided regarding which businesses/community organizations will be contacted and a process for carrying out these endeavors. Please describe.  It is unclear how family members will be engaged in the initiatives identified here. Provide some examples.

PART D: PROVIDING OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT				
REQUIREMENT 10	GETTING STARTED	PARTIALLY COMPLIANT	COMPLIANT	COMMENTS
Provide operational flexibility to the school (staffing, calendars, time, and budgeting) to implement a comprehensive approach to increase student achievement and graduation rate.	<input type="checkbox"/> YES Plan gives minimal information about the flexibility the district will provide to the school.	<input checked="" type="checkbox"/> YES Plan describes some details pertaining to the operational flexibility that the district will provide to the school.	<input type="checkbox"/> YES Plan details the operational flexibility in staffing, calendars, time, and budgeting. <ul style="list-style-type: none"> <li>✓ Align resource allocation (money, time, human resources) with the school's instructional priorities.</li> <li>✓ Negotiate union waivers if necessary.</li> <li>✓ Consider establishing a turnaround office or zone to also include transformation and other models.</li> <li>✓ Examination of current district policies and structures related to central control and make modifications to fully support transformation.</li> <li>✓ Re-orient district culture toward shared responsibility and accountability, and establish performance objectives for the school.</li> </ul>	Plan states that the school has operational flexibility. Please provide evidence in the form of examples of recent school-level operational decisions.

TRANSFORMATION REQUIREMENT 11	GETTING STARTED	PARTIALLY COMPLIANT	COMPLIANT	COMMENTS
<p>The district will ensure that the school receives ongoing, intensive technical assistance and related support from the district, the ISD, MDE, or other external partners.</p>	<p>Plan gives minimal details about how the district will support the school's efforts.</p> <p><input checked="" type="checkbox"/> YES</p>	<p>Plan describes how the district will support the school's efforts, but does not mention any assistance from other partners.</p> <p><input type="checkbox"/> YES</p>	<p>Plan details how district will support the school's reform efforts.</p> <p>Plan describes technical assistance that will be sought from outside sources to assist the school that should include at least one from the list below:</p> <ul style="list-style-type: none"> <li>• ISD</li> <li>• MDE</li> <li>• External Provider</li> </ul>	<p>It appears the plan reflects the technical assistance already in place from the management company and authorizer. There appears to be a new connection with the RESA.</p> <p>Please describe how often SIP meetings are scheduled and please indicate how the assistance from the authorizer, management group, and RESA is targeted, ongoing, and different from what has happened in the past.</p>
PART E: RUBRIC REVIEW OF OVERALL PLAN				
TRANSFORMATION REQUIREMENT 12	GETTING STARTED	PARTIALLY COMPLIANT	COMPLIANT	COMMENTS
<p>Plan is clear and cohesive.</p>	<p>Plan shows little evidence of planning for a cohesive approach that will lead to significant gains in student achievement. No plans are in place to sustain improvements after the end of the plan.</p> <p><input checked="" type="checkbox"/> YES</p>	<p>Planning appears to be complete for year 1, but years 2 &amp; 3 are not well spelled out. Minimal reference is made to the longer term plan to sustain improvements after the end of the plan.</p> <p><input type="checkbox"/> YES</p>	<p>Plan shows evidence of a well-thought out approach to improving student achievement over a three-year period. Cohesive activities are planned that are designed to lead to significant gains in student achievement. Appropriate staff is in place to oversee implementation activities. Plans are in place to sustain improvements.</p> <p><input type="checkbox"/> YES</p>	<p>Plan should define a comprehensive Year 1 strategy and look ahead with a three year timeline.</p> <p>Plan needs process details for most components.</p> <p>Distinguish between established programs/initiatives, newly implemented reform efforts, and initiatives yet to be implemented.</p>

## **PART A: DEVELOP/INCREASE SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS**

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

The School Leader, Lacey James, was hired July of 2009, and is entering his third year at Dream Academy, which meets the 2 year rule. He is an effective school leader that has made multiple strides towards student/school achievement. The School Leader has high expectations of all students and teachers, shows an emphasis on instruction, facilitates the provisions of professional development, and uses data to evaluate students' progress among others. These qualities display a continuous cycle in facilitating, improving, and promoting the academic progress of students, which are steps towards school improvement.

Over the past two years, data show that Dream Academy increased student enrollment and decreased a staff turnover rate of 87percent. Dream Academy instituted positive behavior supports school wide to address a safe and secure environment. SWIS data show significant improvement; 20 percent decrease in student referrals in one year (2009-2011). which support the expectations of a safe and secure environment. Although Dream Academy did not meet state requirements academically, Dream Academy showed overall improvement in all core areas on the MME. (The improvement slope could not be factored into the equation since there is less than 4 years of testing data.) Also, benchmark data from the Scantron Performance Test indicates that students made gains in both Math and Reading, for each grade level.

Lacey James has developed partnerships with businesses, civic organizations, and other community groups to promote adult participation in children's education and to maximize the resources available to support learning. The programs that Dream Academy has implemented in the past two years are: Dual enrollment at Lake Michigan College, Co-op at two local elementary schools, and Community Connections.

- 2.) Detail the collaborative (teacher and principal) process used to create a teacher and leadership evaluation plan and explain how the evaluation includes student growth as a significant factor. (Maximum 1250 characters)**

The evaluation tool that is (see attachment) was disseminated to all staff, and was discussed at a staff meeting on August 22, 2011. Multiple opportunities were provided for staff to offer input in the design process of the evaluation system. All staff members agreed to adopt the Comprehensive Teacher Evaluation System. This system is an ongoing process that occurs throughout the year. Artifacts and documents referenced in this system need to be collected and acted upon regularly. This new generation of teacher/leader evaluation will be viewed as a positive partnership that is a continual process that sparks regular conversations. The

formalization of this information, submitted each spring for all teachers, is simply the cumulative articulation of performance conversations that have been ongoing throughout the year. This tool will help all teachers, coaches, and leaders' better focus on the business of education to meet ever-rising achievement standards. This tool strives to give us all a common language and rigorous set of instructional expectations that will set us apart. Its implementation choices seek to honor site and leader autonomy while ensuring system accountability.

**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)**

In the 2011-2012 school year, Dream Academy has an incentive program for staff members who improve overall student achievement at the classroom level and show gains (5-10%) on MME/ACT tests. They will be eligible to receive a bonus, and participate in an incentive program that provides resources for their classrooms.

Further in acknowledgement of the power of parent-school partnerships to support student success, teachers will also receive incentives by encouraging/obtaining parents to participate in the PTO. This increased participation in PTO, will enhance positive relationships with parents and effective collaboration for the benefit of all students.

The district is prepared to move or replace teachers or administrators who cannot demonstrate progress in student achievement. Since we are a charter school, we are all at-will employees. The district is not restricted to any union contracts that would interfere with the removal or movement of staff. All staff members are aware of this policy and will be informed if data shows that they are not meeting expectations of growth. Teachers identified at the "Ineffective" level shall be provided an Individual Development Plan by the school leader that clearly outlines steps for improvement. Teachers who fail to make improvements in regards to ineffective status on evaluations after support and opportunity for professional growth is given by the district, will be dismissed.

**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)**

In order to provide on-going job embedded professional development, an individual professional development plan will be developed for each teacher and administrative staff that is reflected of needs identified in order to improve instructional quality. Based on the review of individual plans, a calendar of professional development activities will be developed and made available to all staff at the beginning of each school year. Dream Academy has implemented elements of Diploma Plus as well as best practices. The Diploma Plus model is built around four essentials for success: Performance-Based Education Approach, Supportive School Culture, Future Focus on College and Careers, and Effective Supports for Teachers and Schools. Dream Academy staff will utilize Professional Development training to implement Diploma Plus strategies to embed a common focus.

**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)**

Dream Academy will create a merit pay based on data collected as well as performance evaluations to determine promotions and career growth. Also, incentives for career growth will include opportunities to conduct professional development workshops for other staff on effective implementation of strategies to improve student achievement, and participation and leadership of school committees and activities.

Due to the small size of our staff, there are not many opportunities for promotion, but the school leader has created a collaborative and supportive environment for staff through leadership and support matrix. The supports offered to teachers to assist them in classrooms are supplemental support staff, staff initiatives, and opportunities to attend nonscheduled professional development days upon request.

## **PART B: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES**

**6.) Specify how the school will use data to identify and implement an instructional program that is research based and aligned from one grade to the next as well as with state standards. (Maximum 6250 characters)**

The ongoing professional development with data analysis will help the academy to review and implement the continued use of data to inform instruction. Lesson Plans, walkthroughs, and

pacing guides will reflect the use of data and will be measured by the use of instructional strategies that support the outcomes of the data analysis.

In the 2011-2012 school year, Dream Academy's School Leader, Instructional Coach and Teachers will become acquainted with a data warehouse system so that data can be stored and easily accessed by all Dream Academy staff members. This data system will facilitate teachers and administrative staff reviewing achievement data and using the data to work collaboratively to design and implement an instructional plan. Staff will also use student achievement data from a variety of assessment activities to inform instruction including teacher-made local assessments, quarterly benchmark assessments and national normed assessments. Dream Academy administer EXPLORE, PLAN, test to measure student achievement in English, mathematics, reading, and science. The assessments measure achievement because each is firmly based in the curriculum of the grade level for which it is intended. Dream Academy has implemented Kent County's Collaborative Core Curriculum (KC4) which is aligned with the Michigan Curriculum Framework and Grade Level Content Expectations. Utilizing Curriculum Crafter, teachers will identify researched-based instructional strategies that are aligned with the academy school improvement goals as well as state standards.

#### Key Features of a Data System

- Integrate multiple types of assessment and performance data;
- Import data from school information system to avoid redundant data entry;
- Be sufficiently flexible to address individual school characteristics, priorities, and diverse information needs;
- Show the relationships among multiple student characteristics, multiple educational factors, and multiple performance measures;
- Present data in formats that relate to the questions posed by teachers and administrators and that lend themselves to analysis and decision making;
- Help evaluate specific programs
- Allow for longitudinal analyses on specific student cohorts
- Communicate results to pertinent constituencies

#### **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)**

The school leader and instructional coach will create a template that teachers and students will use to identify student strengths. This template will be a tool for student's comprehension of classroom learning targets and to give staff member's data on individual students.

The school improvement team will do quarterly reviews of student achievement data. These reviews will determine student groupings, programs for intervention as well as acceleration. School Leader will conduct quarterly data dialogues with teachers and other staff members to

encourage development of new strategies to inform instruction and meet the learning needs of individual students. Data dialogues will coordinate with the academy's published assessment calendar.

Also, as an inclusive school, Dream Academy uses a wide range of teaching styles within the classrooms. Therefore, the curriculum process addresses a variety of students' learning needs. Accommodations are made for low-achieving students within the regular classroom. At the beginning of the year, pacing guides are done to ensure curriculum coverage.

### **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)**

Dream Academy will provide increased learning time in the school calendar by offering all students after school learning opportunities, Saturday school and summer enrichment program.

After school will be Monday thru Friday 3-5:00 pm starting October 14, ending June 14, 2011; (192 hours)

Saturday School will be scheduled two times a month from 9am-1:00 pm starting October 5, and ending June 8, 2011 (Free lunch will be provided). (96 hours)

Dream Academy's summer enrichment program will begin June 12, ending August 9<sup>th</sup> from 8am-12:30pm (144 hours)

Increased collaboration time for teachers. In order to develop and increase teacher effectiveness, a school calendar will be developed to provide collaborative time for teachers.

- 9.) Describe strategies for continuous engagement of families and community. Detail how the school will provide for the ongoing family and community engagement.**

Strategies for ongoing family and community engagement will include student visit to community organizations, businesses, cultural centers, and colleges and universities to engage in learning opportunities that support core subject investigations and research. Community members and professionals will be invited to the school to work with students in classrooms as well as participate in career exploration days. Family members will be engaged through workshops and seminars designed to empower them in aiding in their children's education. These will include Reading for All literacy programs, Technological Literacy Programs, and classroom visitation days. Staff will also conduct home visits to students and parents.

#### **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)**

As a Charter school, we are given the flexibility to make changes necessary in the academic program at Dream Academy in order to improve student achievement and provide a positive school climate for learning. Dream Academy functions as its own District. The School Leader is responsible with collaborating with the staff team and other partnerships (Leona Group, Berrien RESA, and Bay Mills Community College) to provide effective assistance of staffing, budgeting, time, and implementing school improvement goals and strategies, as well as reviewing our yearly school calendar.

School Leader and Guidance Counselor Schedule mandatory meetings to review transcripts with all up-coming seniors to track graduation status.

Free Credit Recovery Class: Aventa's online credit recovery curriculum provides a comprehensive and flexible way to help students pass courses and get the high school credits they need to graduate. Our credit recovery courses are offered in a wide variety of subjects. The online courses are crafted to keep students on task and moving forward, utilizing a "chunked" methodology to increase retention, as well as pre-recorded audio and pre-teaching of vocabulary.

**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)**

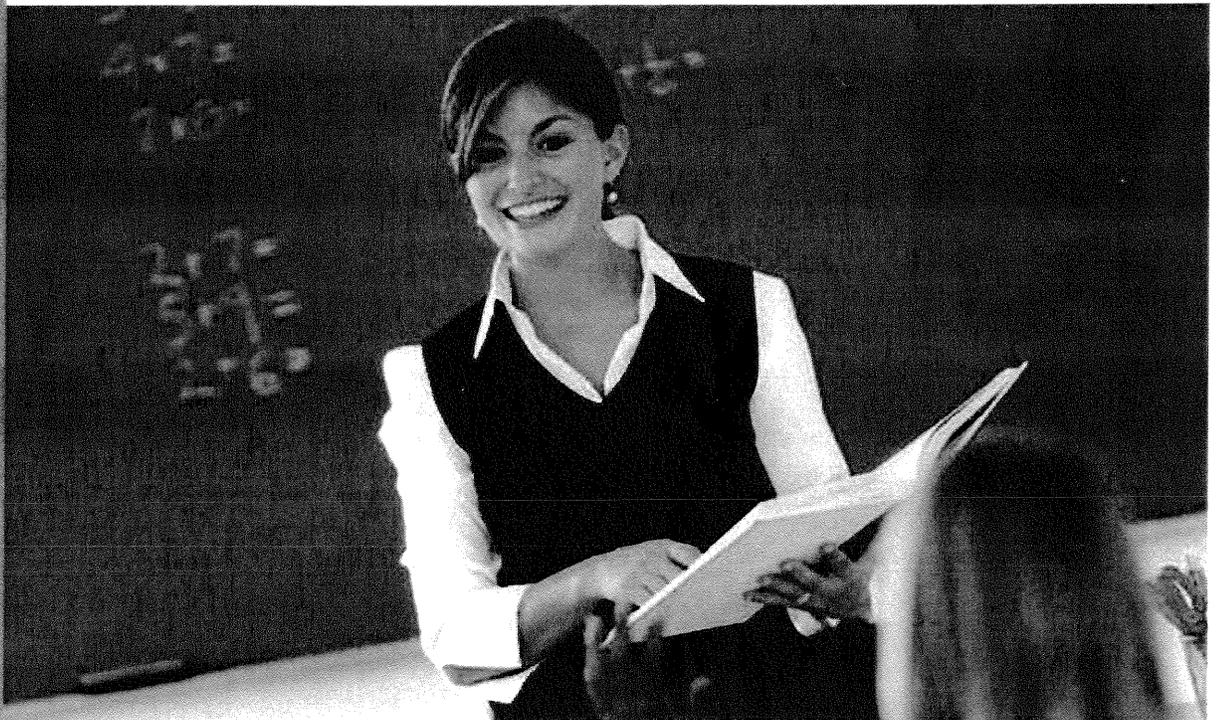
Our management company The Leona Group (continuously twice a week) will ensure that Dream Academy receives the necessary technical assistance needed to effectively implement the transformation model. Raymond Gant (Regional Vice President)/Tamasha James (Quality School Initiative)/Jean Taraskiewicz (State & Federal Programs Coordinator).

Authorizers Bay Mills; Ernie Burnell/ Quality Performance Group (QPR) Director who visits quarterly to monitor testing data, and school documentation.

(Berrien RESA) will be attending each scheduled SIP meeting. Through their designated school improvement facilitator (Joyce Miller), assistance will be provided in revising the school improvement plan to ensure that goals, strategies and activities are aligned with data, as well as to implement monitoring and evaluating components.



# **Comprehensive Teacher Evaluation System**



**“ Excellence is an art won by training and habituation. We are what we repeatedly do. Excellence, then, is not an act but a habit. -Aristotle ”**

## The origins of this tool . . .

This tool has a variety of influences that led to its development. The most pressing is the passage of **HB 4627**, which requires that, by 2015/2016, all Michigan teacher and principal evaluations be composed of student achievement measurements at a rate no less than 50%. Additionally, the intensified **scrutiny of data by authorizers** in charter reviews played a significant role increasing Leona's emphasis on data in the teacher evaluation process. In a state regulatory and accountability emphasis on **AMO levels** and school **rankings**, a focus on student achievement is more crucial than ever to our survival. Most importantly, this tool is an opportunity to specifically articulate and **promote the best instructional practices** of our field. It is hoped that this tool will help all teachers, coaches, and leaders better focus on the business of education to meet ever-rising achievement standards. This tool strives to give us all a common language and rigorous set of instructional expectations that will set us apart. Its implementation choices seek to honor site and leader autonomy while ensuring system accountability.

## Implementation guidance . . .

The overall message with this system is that **evaluation is an ongoing process that occurs throughout the year**. You will notice that many of the artifacts and documents referenced in this system need to be collected and acted upon regularly. This new generation of teacher evaluation needs to be viewed as an organic, continual process that sparks regular conversations. The formalization of this information, submitted each spring for all teachers, is simply the cumulative articulation of performance conversations that have been ongoing throughout the year.

This tool is divided into two essential parts:

- **Pages 1-4:** The *mandatory* formal evaluation
- **Pages 5-21:** The *optional* supplemental documents

You will notice key elements for each area of evaluation:

- **Artifacts:** This evidentiary methodology stems from our work with AdvancED, and these are some of the suggested tools you can choose to use to substantiate ratings. Some of these artifacts are forms included in this packet. Others are reports that need to be generated from other data sources.
- **Comments:** These are the 'meat' of each evaluation area. You are encouraged to include comments that contain references to specific artifacts for as many areas of evaluation as possible.
- **Contributors:** Although all evaluation determinations come directly from the leader, note that these tools invite the input of designated appraisers on a campus. These tools may be completed by assistant leaders, instructional coaches, special education coordinators, ELL facilitators/coordinators, students, teachers, support areas, and other leaders who play integral, specialized roles on a campus. This system encourages collaboration to promote fair, accurate evaluations, but make no mistake: all evaluation determinations must come directly from the leader.
- **Areas of Evaluation:** 'High leverage' areas for boosting student achievement were sought and included in this tool. The fundamental goal behind the included items is to refocus our teachers on the most important components of learning: student achievement and classroom instruction.

# Teacher Evaluation Draft- Michigan

TEACHER'S NAME		SCHOOL	SUBJECT(S)
DATE of HIRE	TIME in POSITION	APPRAISAL PERIOD	NEXT APPRAISAL
____/____/____	_____ years _____ months	_____ fall _____ spring YEAR: _____	_____ fall _____ spring YEAR: _____
APPRAISER'S NAME		APPRAISER'S TITLE	DATE of THIS APPRAISAL
_____		_____	____/____/____

## Rating Overview

<b>3</b>	<b>HIGHLY EFFECTIVE</b>	Always exceeds performance standards, demonstrates a level of mastery appropriate to mentor others.
<b>2</b>	<b>EFFECTIVE</b>	Consistently meets performance standards and meets expectations.
<b>1</b>	<b>INEFFECTIVE</b>	Fails to meet most performance standards. An improvement plan must be implemented.

## High Leverage Factors for All Students

%	Area of Evaluation	1	2	3
<b>50% MEASURABLE INDIVIDUAL ACHIEVEMENT GROWTH</b>				
40%	Individual classroom growth Pre and post assessments for all courses taught show growth for all students who begin and finish their courses.	70% or less	70%-90%	90%-100%
<b>artifacts:</b> pre and post tests, course retention rates, MEAP, MMA/ACT, Plan/Explore, DIBELS, Scantron, NWEA, ITBS, AIMSWeb, DRA, etc. Include data for the teacher's most recent consecutive 3 years or, if 3 years of data are not available, as many years as available. <b>comments:</b>				
10%	Overall school growth The school reaches the goals outlined by its performance management plan and is able to demonstrate growth for all students.	Not Fully Met	Achieved	Exceeded
<b>artifacts:</b> AYP data, <u>GALILEO</u> data, student growth data <b>comments:</b>				
<b>50% INSTRUCTION AND CORE EXPECTATIONS</b>				
	Engages all students effectively			
The teacher uses deliberate engagement strategies that keep students tuned in to the class. Teachers may do this through CPS systems, strategic partnering, cooperative learning, 'do now' and closing activities, requiring 100% work before moving forward, 'popcorn', calling on students randomly, constant circulation through the classroom, call and response, and more. <b>artifacts:</b> engagement walkthrough tools, engagement portion of student survey, observations/EEP, classroom walkthrough tool, course pass rates <b>comments:</b>				
	Employs scaffolded, rigorous, and relevant lessons			
The teacher creates lessons that mesh with maps and pacing guides. Teachers provide necessary background building to make content comprehensible, then move forward through Bloom's Taxonomy to provide activities and assessments rich in rigor. <b>artifacts:</b> lesson plan review, rigor & relevance portion of student survey, student pass rates, maps and pacing guides, observations/EEP, classroom walkthrough tool, integration of common core reading and writing standards, grade distribution report <b>comments:</b>				

JWA Scantron

Area of Evaluation	Ineffective	Effective	Highly Effective
<p><b>Delivers effectively</b></p> <p>The teacher utilizes strategies and techniques that grab students' attention and make content material as impactful as possible. Teachers may do this through innovative technology integration, multiple intelligence activities, dramatic activities, dynamic storytelling, hands-on activities, problem-based learning, projects that offer choice, connecting material to students lives and today's world, etc. Classroom procedures are in place that support student learning and instructional goals.</p> <p><b>artifacts:</b> dynamic portion of student survey, observations/EEP, classroom walkthrough tool</p> <p><b>comments:</b></p>			
<p><b>Monitors, adjusts, and differentiates using formal/summative assessment data</b></p> <p>The teacher collects data from grade level appropriate quizzes, tests, and assignments . . . then uses the data to modify whole-class instruction AND differentiate on an individual level. Students receive regular communication about what they have and haven't mastered and are given appropriate support to achieve unmet objectives.</p> <p><b>artifacts:</b> assessment portion of student survey, grade book data, course pass rates, lesson plan review, maps, pre-post test analysis, use of MEAP etc. data, grade distribution report</p> <p><b>comments:</b></p>			
<p><b>Monitors, adjusts, and differentiates using informal/formative assessment data</b></p> <p>The teacher has students explain concepts and assignments to each other. Students are required to provide live, grade level appropriate feedback (CPS systems, thumbs up/down, multiple choice cards, etc) to show understanding during instruction. Students may be asked to repeat instructions to the teacher or each other.</p> <p><b>artifacts:</b> assessment portion of student survey, grade book data, course pass rates, lesson plan review, observations/EEP, classroom walkthrough tool, maps, pre-post test growth, remediation calendar of activities, ELL/SPED documentation, democratic understanding protocol, grade distribution report</p> <p><b>comments:</b></p>			
<p><b>Collaborates openly and regularly</b></p> <p>The teacher projects a true 'growth mindset' by always striving to improve and grow. He/she collaborates regularly with peers/coaches/administration about student learning, curriculum, and instruction, then responds in word and action to improve instructional skill. The teacher pursues individualized professional development that is meaningful to his/her practice and works cooperatively with others.</p> <p><b>artifacts:</b> professional development certificates, transcripts, service on school improvement team or other teams, completion of goals on prior year's evaluation, observations, service record as a mentor teacher or coach</p> <p><b>comments:</b></p>			
<p><b>Sets the physical stage for learning</b></p> <p>The teacher designs and maintains a physical classroom that supports learning in both aesthetic and function. Seating arrangements maximize supervision and data collection. Minimal space is taken up by teacher desk and storage, as room for student learning and movement takes priority. The classroom walls hold rich instructional materials and a variety of student-created models for class assignments. The room is streamlined so that it is not visually distracting to students who struggle maintaining attention. The room is also organized, orderly, and clean so that the teacher communicates a subtext of professionalism, competence, and pride. Students are seated to best facilitate learning and technology is situated so that it can be easily used and seen by all.</p> <p><b>artifacts:</b> physical classroom audit, seating chart, observations/EEP, classroom walkthrough tool</p> <p><b>comments:</b></p>			
<p><b>Sets the emotional stage for learning and builds relationships</b></p> <p>The teacher designs and supports an environment that is safe, nurturing, structured, and conducive to learning. The teacher is encouraging to all students and actively builds relationships with students that are productive and positive. The teacher leverages relationships to encourage pro-social behavior in contexts outside of the classroom (both on and off campus). The teacher actively uses innovative strategies to motivate unmotivated students and prevents or internally handles minor class management issues effectively.</p> <p><b>artifacts:</b> relationships portion of student survey, adherence to PBS plan, SWIS data, retention rates, attendance rates, referrals to counselor/admin/social worker or other behavior interventionists (when necessary), observations/EEP, classroom walkthrough tool</p> <p><b>comments:</b></p>			

<b>Focuses on learning more than teaching</b>			
Although cognizant of instructional materials and strategies, the teacher's written plans and classroom management provide such a solid foundation for instruction that they are free to seriously focus on measuring how well students are grasping the material.			
<b>artifacts:</b> course pass rates, reconciliation between lesson plans/maps and grade book, MEAP/Scantron or other benchmark assessment scores, assessment & feedback portion of student survey, student engagement walkthrough tool, student engagement documented on lesson plans, observation/EEP			
<b>comments:</b>			

Area of Evaluation	Ineffective	Effective	Highly Effective
<b>CORE EXPECTATIONS</b>			
<b>Special education compliance</b>			
Teacher completes special education paperwork by deadlines. Teacher makes necessary modifications and accommodations for all special needs students in every class taught. Teacher communicates proactively with parents, students, and Special Ed coordinator			
<b>artifacts:</b> quarterly SpecEd review, parent feedback, observations/EEP, classroom walkthrough tool, SpecEd pass rates, SpecEd transfer requests, accommodations and modifications as documented in lesson plans, annual reporting findings, IEP documentation			
<b>comments:</b>			
<b>ELL compliance (if applicable)</b>			
Teacher makes content comprehensible for ELL students and provides modifications and support to foster their success. Teacher completes necessary ELL paperwork by given deadlines.			
<b>artifacts:</b> ELL review tool, parent feedback, observations/EP, classroom walkthrough tool, ELL pass rates, ELL transfer requests, lesson plans, SIOP			
<b>comments:</b>			
<b>Professionalism and risk avoidance</b>			
The teacher behaves, in word and action, in a professional manner at all times with both internal and external stakeholders. Healthy boundaries are drawn between teacher and student that foster positive, productive relationships. Teacher follows all school and company guidelines regarding transport, social media, and communication. Conduct during staff meetings, parent meetings, professional development sessions, and classroom instruction is polished, controlled, positive, and professional. The teacher protects confidentiality and interacts with all stakeholders in a respectful, productive manner.			
<b>artifacts:</b> observations/EEPs, classroom walkthrough tool, corrective actions, relationships portion of student survey, social media audit, peer evaluation rating for professionalism			
<b>comments:</b>			
<b>Operational support</b>			
Teacher provides wholehearted operational support to the front office. Attendance policies, grading deadlines, and other criteria are met.			
<b>artifacts:</b> office or support staff feedback, completion of assignments			
<b>comments:</b>			
<b>Support of site mission, vision, and culture</b>			
The teacher participates in and supports the overall mission, vision, and culture of the school. This is evident in interactions within and outside of his/her classroom. The teacher willingly reaches outside of the classroom to support enrichment programs, recruit teachers and students, and build strategic partnerships that benefit the students, school, and community. The teacher is able to create safe, positive classroom climates in line with the school's overall mission that offer an optimum learning environment for all students. The teacher strives to inspire and motivate all students.			
<b>artifacts:</b> observations/EEPs, classroom walkthrough tool, relationship portion of student survey			
<b>comments:</b>			

## Employee Credentials

yes	no	credential	expiration date
		Michigan teaching certificate type: ___ provisional ___ standard ___ other (specify) level: ___ K-5 ___ 6-8/6-9 ___ 9-12 ___ K-12 ___ other: ___ Specific endorsement(s) required: endorsement: endorsement:	___/___/___
		"Highly qualified" documentation on file	<b>Update annually</b>

## Employee Comments

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### GOALS/OBJECTIVES

Use the space below to list your instructional improvement goals to focus on during the upcoming performance appraisal period. Please base your growth goals on the above areas of evaluation.

area of evaluation	personal goal	strategies for reaching goal

The signatures below indicate that a conference has been held and the appraisal has been reviewed between the employee and the appraiser. The employee's signature indicates that s/he has reviewed the appraisal. The employee may include his/her comments, which will become part of the employee's file. The school leader's signature indicates that if s/he was not the appraiser, s/he has reviewed the appraisal and supports the ratings and comments as indicated.

EMPLOYEE'S SIGNATURE	DATE ___/___/___
APPRaiser's SIGNATURE	DATE ___/___/___
SCHOOL LEADER'S SIGNATURE	DATE ___/___/___

# DREAM ACADEMY



*"Building bridges to lifelong learning"*

248 Ninth Street • Benton Harbor, MI 49022

Tel: 269.926.1587 • Fax: 269.926.2371

[www.dreamcharteracademy.com](http://www.dreamcharteracademy.com)

I have reviewed the Transformation Plan and as a Board we agree with the Dream Academy redesign plan which is to become effective at the commencement of the 2012-2013 school year.

By:

Date: 11/23/11

Board President:

Allysa Blackmon



Date	Title or Purpose/Skill	Goal of Professional Development
8/25/2011	Motivating Hard to Reach Uninterested and Disruptive Students w/ Dr. Allen	Learn strategies to improve student motivation and reduce classroom discipline problems.
8/30/2011	No Data Left Behind w/ Dr. Karen Lee (Ill.2.C3)	Improve analysis of student performance data.
8/31/2011	Grade Quick w/ Patti Peterson	Improve in this area to enhance team cohesiveness.
9/12/2011	School Kick Off	Engage learners.
10/4/2011	Reading Apprenticeship	Gather informational tools that will engage, motivate, and empower students to develop the tools they need to improve their content area reading.
10/7/2011	Literacy Matters w/ Dr. Fogarty (Ill.2.B1)	Develop Strategies for guided reading, in both narrative and informational texts, that every teacher can use to support literacy. Teachers will learn simple and effective strategies that foster literacy in their classrooms and dynamic classroom strategies ready for immediate back-home use.
10/14/2011	Designing Assessments to Effectively Measure the Common Core and Other Essential Standards	Improve in aligning assessment methods and their ingredients to standards/target process
11/4/2011	Data!Decision!Dialogue! (Ill.2.C3)	Develop understanding in three concepts to enhance student achievement: meaningful teams, managed data and measurable goals. The analysis of data will guide instructional decision-making.
11/9/2011	Using Explore & Plan Data for School Improvement	Utilize Explore and Plan data to set student achievement targets at: improving individual student results, increasing college readiness, as part of the growth model in teacher evaluations and improving curriculum and instruction.
12/9/2011	Math Instruction: Best Practices (Ill.2.B1)	Teachers leave with a renewed focus on these proven practices that challenge students to think, problem solve and make sound decisions about their abilities and motivation in the mathematics classroom, mental math and memory devices, multi modal tools and techniques, and problem solving strategies.
1/13/2012	Diploma Plus	Focus on improving performance based curriculum, instruction, and authentic assessments.
3/2/2011	TBA	
4/20/2012	TBA	
5/18/2012	TBA	