



## **Redesign Plan**

**Arenac Eastern High School**

**Arenac Eastern School District**

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# **Executive Summary**

## Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

## **Description of the School**

**Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?**

Arenac Eastern Middle/High School is a small school located in a rural, farming community where many of its residents are retired. The total number of students in grades 6-12 is 122 with 68 of those students being high school students (9-12) the other 54 students making up the middle school (6-8). The socioeconomic status of much of the community is at or below poverty level. Almost 100% of our student population receives free or reduced lunches.

Over the last three years our student enrollment has gradually declined. Just last year we had 142 students in the middle-high school. That is a significant loss of 20 students from the 2012-2013 school year to the current (2013-2014) school year. Some of the factors responsible for this trend are losing students to "school of choice," smaller incoming kindergarten classes compared to graduating senior classes, and few new families moving into the district due to limited availability of housing and limited employment opportunities within the community. This impacts the school in different ways. School funding is cut due to the drop in student enrollment. This has led to an ongoing impact on staffing and programming as cuts are made based on a declining funding.

## **School's Purpose**

**Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.**

The Arenac Eastern School District envisions the future of the district to be a collaborative educational process that involves all stakeholders to work together to improve instruction and the overall program of the district.

It is the mission of the Arenac Eastern Schools to assist students in their quest to demonstrate proficiency in life skills by providing a balanced curriculum that includes instruction in academics, social, physical, emotional and critical thinking skills.

The Arenac Eastern School district believes that the core academic subjects are the foundation of the curriculum. All aspects of professional development of staff, infusion of technology and improvement of instruction are paramount to the success of students.

## **Notable Achievements and Areas of Improvement**

**Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.**

The school's notable achievements and areas of improvement in the last three years have been in our Middle School writing MEAP scores. With a change in curriculum and in teaching strategies, the Middle School students have consistently demonstrated an improvement in writing proficiency. The Arenac Eastern Middle school has also competed in a Science Olympiad hosted by Delta College for the past seven years. Every year we competed, we ranked within the top five, within a six county region. This year marks the first year of full implementation of inclusion amongst our special education population. Next year we will use formative assessments/monitoring with the administration of the Michigan Interim Assessments. Arenac Eastern is striving for full conversion to the CCSS and implementation of the Next Generation Science Standards.

## **Additional Information**

**Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.**

Arenac Eastern School district has the advantage of having small class sizes. This allows for a more focused and individualized approach to teaching and addressing students' needs. More one on one instruction can take place for optimal student learning and achievement. The small school district provides a safe learning environment where all students are accepting of each other in spite of individual differences. There is a feeling of a close community and support where no real "cliques" exist.

# **Priority School Assurances**

## **Introduction**

All priority schools are required to certify yes/no to each of the following assurances and upload a copy of the required documentation in ASSIST.

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**Priority School Assurances**

| <b>Label</b>            | <b>Assurance</b>  | <b>Response</b> | <b>Comment</b>                 | <b>Attachment</b> |
|-------------------------|---|-----------------|--------------------------------|-------------------|
| Teacher Evaluation Tool | Our district has implemented an evaluation tool, that includes a significant connection to student growth, to assess the effectiveness of teachers. | Yes             | Our District is using the 5D+. |                   |

| <b>Label</b>                  | <b>Assurance</b>   | <b>Response</b> | <b>Comment</b> | <b>Attachment</b> |
|-------------------------------|--|-----------------|----------------|-------------------|
| Administrator evaluation tool | Our district has implemented an evaluation tool, that includes a significant connection to student growth, to assess the effectiveness of leaders. | Yes             |                |                   |

# **Operational Flexibility Assurance**

## **Introduction**

To ensure that all priority schools are in compliance with the required Michigan Department of Education Assurances it is required that acknowledgement and submission of certain documentation be completed.

### Assurance of Operational Flexibility

All identified Michigan priority schools must complete and submit the following operational flexibility assurances as part of their Redesign Plan no later January 30, 2014.

| Label | Assurance   | Response | Comment | Attachment |
|-------|---|----------|---------|------------|
|       | Our school assures the Michigan Department of Education that under our current collective bargaining agreements, board policies, and operating procedures that the school building has the authority and autonomy to implement all redesign plan requirements as written. This assurance requires that schools upload either an Executed Addendum or a Memorandum of Understanding as evidence on the following screen. | Yes      |         |            |

| Label | Assurance  | Response | Comment | Attachment                |
|-------|--|----------|---------|---------------------------|
|       | <p>Our school has an executed addendum to the districts applicable collective bargaining agreements which includes all the following elements required by Section 8 of the MCL 380.1280c:</p> <p>Section (8) An addendum to a collective bargaining agreement under this section shall provide for any of the following that are necessary for the applicable school intervention model to be implemented at ___ School.</p> <p>(a) That any contractual or other seniority system that would otherwise be applicable shall not apply at ___ School. This subdivision does not allow unilateral changes in pay scales or benefits.</p> <p>(b) That any contractual or other work rules that are impediments to implementing the redesign plan shall not apply at ___ School. This subdivision does not allow unilateral changes in pay scales or benefits.</p> | Yes      |         | AE Adendum Signature Page |

| Label | Assurance   | Response | Comment                      | Attachment |
|-------|---|----------|------------------------------|------------|
|       | Our school has a Memorandum of Understanding (MOU) outlining the commitment to hold a negotiated addendum meeting to address requirements of Section 8a of MCL 380.12080c | No       | Currently there isn't a MOU. |            |

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| Label | Assurance   | Response | Comment | Attachment             |
|-------|---|----------|---------|------------------------|
|       | <p>Our Local Educational Agency (LEA) will comply with all applicable requirements, policies and conditions for implementing the Reform/Redesign Plan. The LEA understands that if it fails to develop an approvable plan, or does not make satisfactory progress on the plan implementation and/or student achievement, the Michigan Department of Education/State School Redesign Officer may issue an order placing the school under the control of the State School Reform/Redesign School District (SSRRD). If the school is placed under the control of the SSRRD, under Section 6 of the MCL 380.1280c, the SSRRD will impose for the school one of four intervention models and impose an addendum to applicable collective bargaining agreements in effect for the school as necessary to implement the school intervention model as required by Section 8 of the MCL 380.1280c.</p> | Yes      |         | Redesign signature Pg. |

# **Transformation Redesign Diagnostic**

## Introduction

The Transformation Model addresses four specific areas: 1) developing teacher and school leader effectiveness; 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. Overall, you will write a reform/redesign plan to address eleven separate requirements. The reform/redesign plan should be developed for implementation through the 2015-16 school year.

**PART A: REFORM TEAM PERSONNEL**

**Please list the individuals involved in the development of this reform/redesign plan. Use a separate line to list each individual, and include name, title or role, and email contact information.**

William Lake Building Principle lakew@arenaceastern.org

Ashley Cardinal Teacher cardinala@arenaceastern.org

Tracy Ready Teacher readyt@arenaceastern.org

Amy Huff Teacher huffa@arenaceastern.org

Janet Kennelly School Improvement Facilitator jkennelly@sisd.cc

Gayle Matoy School Improvement Facilitator gmatoy@charter.net

Jon Hartwig Intervention Specialist rjonhartwig@gmail.com

Arnae Sajdak District Representative asajdak@standish-sterling.org

**PART B: TEACHING AND LEARNING PRIORITIES**

**State two or three “big ideas” for your reform/redesign plan that are intended to change teaching and learning in ways that promote student growth in your school.**

**Big Idea #1**

The Arenac Eastern High School teaching staff will improve academic proficiency for all students in all core content areas by developing and implementing best practice instructional strategies. Through our data dialogues, we have agreed that we lack both knowledge and utilization of appropriate instructional strategies. In analyzing our ACT and MME data, we have found that over a five-year period (2009-10 to 2013-14) the average proficiency scores were: writing 25%, reading 30%, science 15%, social studies 30% and math 15%. The result is in an overall weakness in all content areas. All teachers in our district will receive job-embedded training and support in both learning and using differentiated strategies to fully engage each and every student and to maximize academic proficiency.

**Big Idea #2**

To improve proficiency of all Arenac Eastern High School students and to make students career and college ready, the high school teaching staff will create, implement, and communicate curriculum to all teachers in all core content areas. Through the Collaborative Learning Cycle during data dialogue, we discovered a lack of student achievement on the ACT and MME in all subjects tested. The five year averages of proficiency levels were: science 15%, math 15%, reading 30%, writing 25%, and social studies 30%. This data analysis led to the causal theory that across content areas there are gaps in our curriculum. Through mapping of our core content areas, our scope and sequence will be created if missing. If a curriculum currently exists, it will be updated and defined. All curriculum will be aligned to career and college ready standards. To ensure implementation, we will allot time for discussion and collaboration across all grade levels and subject areas to improve student achievement.

**State what data were used to identify these ideas****Data Supporting Big Ideas**

In the past, Arenac Eastern High School has not been a data-driven school. Although data has been viewed, it was not ever used to drive our instruction. Through the Collaborative Learning Cycle, we have taken a hard look at the data provided by the MME and the ACT tests over a period of five years, beginning in the '09-'10 school year and extending to the '13-'14 school year. The data showed a trend of low proficiency in all content areas. We also looked at results from the Fall 2014 NWEA test given to 9th through 11th grade students. The NWEA data showed the same trend of low proficiency in math and language arts, especially among 9th and 10th grades where students had an average proficiency of math 19%, reading 26%, and language usage 30%. Using this, we have determined two causal theories on which to focus, including the Arenac Eastern high school teachers both creating and implementing core standards-based curriculum in all content areas and also working to learn and implement best-practice strategies for instruction. These strategies will include, but are not limited to, building Professional Learning Communities, developing a Multi-Tiered Support System, and implementing Instructional Learning Cycles.

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

**Requirement #1: Replace the Principal and increase leadership capacity at the school.**

**Indicator 1A: In your response, describe how the district has taken on of the following actions: (a) a new principal has been hired that meets all five turnaround competencies, (b) the current principal meets all five turnaround competencies, and (c) a principal with turnaround competencies will be hired before the end of the planning year. \*Note: (a) and (c) are the only options if you plan to apply for a School Improvement Grant.**

**Indicator 1B: Describe how the district will increase leadership capacity. Ensure that this plan addresses at least one of the big ideas around which this plan is developed.**

As a district we did not replace our Principal. We just went through the process of hiring Mr. Lake at the beginning of the 2013-2014 school year and he assumed the position in late October of 2013. At his previous district he was the math department head during a turnaround of the entire district. Mr. Lake was instrumental in rallying the math department around the superintendent's big ideas for changing the instructional strategies and culture in the district. While at his former district he was presented with over 20 PD days in two years about topics including Patricia Davenport's, "Plan-Do-Check-Act" process, a book study of Marzano's, "Instructional Strategies that Work". We feel that his vast knowledge of the PDCA process is proof of his ability to act quickly in a fast cycle. Mr. Lake was a vital part of the SIP team and a separate team that disaggregated MEAP data to do data talks with the students and write goals for the math department. An example of being able to focus on early wins and big payoffs would be at Mr. Lake's former district he wrote a test based on the top 10 CCSS that was administered to his classes 4 times per year and the students graphed their own results keeping in mind that this was to raise state standardized tests scores for the big payoff. During the interview process Mr. Lake shared us with that his former superintendent relied on him to help break the organizational norms by doing peer evaluations and presentations at PD.

The superintendent, curriculum director, and board of education will provide professional support to the principal and all teachers allowing them full implementation of the Priority Plan they have developed. Arenac Eastern High School only has 6 high school teachers, so due to the small size the high school requires all the teachers to be leaders and involved in the priority plan.

To implement the Transformational Plan, Title IIA funding will be used to hire outside coaches and pay for professional learning to support the teachers and principal. These include broadening the understanding appropriate instructional practices. The principal receives support from his mentor the superintendent, curriculum director, and BAISD. He collaborates with MASSP which he is a current member of along with attending administration meetings at Standish-Sterling Community schools on a monthly basis. He will be attending specific workshops spring 2015 and fall 2015 that support the priority plan. The following are a few of the workshops and trainings the principal will attend: Adaptive Schools Training, Cognitive Coaching, teacher evaluation, school improvement, and Title I meetings as determined by the curriculum director and superintendent.

**Requirement #2: Use rigorous, transparent, and equitable evaluation systems for teachers and principals.**

**Indicator 2A: In your response, detail the collaborative process used to create a teacher evaluation plan and explain how the evaluation includes student growth as a significant factor (by 2015-16, at least 50% of teachers' evaluations must be based on student growth). Attach the teacher evaluation and Administrator Evaluation.**

**Indicator 2B: In your response, detail the collaborative process used to create a leader evaluation plan and explain how the evaluation includes student growth as a significant factor (by 2015-16, at least 50% of leaders' evaluations must be based on**

**student growth). Attach the teacher evaluation and administrator evaluation.**

Development of Arenac Eastern's teacher and administrative evaluation tools are in transition to meet the current Teacher Evaluation law for priority schools, which has specific guidelines that 50 percent of student growth is used in teacher evaluation for 2015-2016. The 5D Model was introduced the fall of 2014 after discussion between the superintendent and AE union president. The union president discussed this model among her team and concluded the 5D tool was acceptable. The principal received extensive training on how implement the tool in 2013-2014. He attended a review session the fall of 2014. Currently, he is using the 5D tool to evaluate his teaching staff for the 2014-2015 school year. The district has decided to use a combination of the following data to determine 50% of student growth is met or exceeding the evaluation: NWEA and local common assessments (chapter tests and unit exams). The local assessments will be created by teachers and approved by the principal and curriculum director to be used at the beginning of 2015-2016.

The collaboration among the BAISD Superintendents the School Advance tool determined the selection of the evaluation tool for AE's principal. This training is taking place in the spring 2015 for the superintendent for implementation in the fall of 2015-2016. The effectiveness of the principal will come from 50% of student growth, which is determined in the teachers' evaluations. Currently the superintendent is using an evaluation tool that was developed a number of years ago.

**Requirement #3: Identify and reward school leaders, teachers, and other staff members who have increased student achievement. Additionally, the school will remove leaders and staff members who have been given multiple opportunities to improve professional practice and have not increased student achievement.**

**Indicator 3A: In your response, identify the strategies that will be used to identify and reward school leaders, teachers, and other staff members who have increased student achievement. This process must reward educators for positively contributing to increased student achievement and for implementing the instruction program with fidelity (outlined in requirement #6).**

**Indicator 3B: In your response, 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, and who have not met criteria based on the teacher evaluation system.**

The superintendent and the AE teachers union collaborated and created a policy for a merit pay stipend of a \$100.00 for teachers who are deemed highly qualified through the evaluation process. This policy had its first reading at the February 2015 board meeting. The final reading is scheduled for the March 2015 board meeting and will go into effect for this school year. The criteria used to evaluate teachers for merit pay will be collected through 4 walkthroughs using the 5D teacher evaluation model. The teachers receiving the merit stipend will be determined by the building principal and then passed to the superintendent for final approval by June 30th.

Arenac Eastern's High School building principal is responsible for the completion of all evaluation processes associated with the school. The superintendent will be responsible for evaluating the building administrator at least twice per year. The superintendent is also responsible for monitoring the building leader's progress towards professional goals as stated in the principal's individual development plan. When building administrators are found to be minimally effective or ineffective after three consecutive evaluations, procedures for removal from the workforce will be enacted. Principals that are effective will be offered extended contracts.

The rewards system for administrators in discussion currently and will be determined by April 2015 to be implemented for the fall of 2015-16.

3B

Teachers that are ineffective that isn't implementing the instructional program will develop an Individual Development Plan which will include written personal goals, appointed mentor teacher, regularly scheduled collaborative meetings with the principal, and attend specified

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professional development. The teacher can be removed from 1-3 consecutive years of being ineffective based on the recommendation of the building principal.

**Requirement #4: Provide staff with ongoing, high quality, job-embedded professional development aligned with the school's comprehensive instructional program. This should be designed with school staff to ensure that staff can facilitate effective teaching and learning and have the capacity to successfully implement the school reform strategies.**

**Indicator 4A: In your response, describe the school's plan for professional development. The plan must: (a) reflect the "Big Ideas" (see Part B), (b) offer repeated opportunities with a common focus, (c) be high quality, (d) be job-embedded (e.g. integrated into the work day), (e) align to the instructional program described in requirement #6, and (f) include a process for monitoring the impact of PD on instructional practices.**

Indicator 4A: The results of data dialogue, examining multiple data sources, indicated an immediate need for intensive professional development in the following areas:

- engaging and effective instructional strategies, including close and critical reading to teach all subjects areas,
- career and college readiness aligned curriculum for Reading, Science, Math, Writing, and Social Studies.

The Arenac Eastern leadership team explored available, high quality, researched-based, professional development opportunities and constructed a plan specifically targeted to the "big ideas" and the instructional programs, identified during the Collaborative Learning Cycle. The activities will be on-going, during the next four years, with offerings during district professional development days, after school, and throughout the summer, with stipends for all sessions held outside of the school day.

Instructional coaches will provide job-embedded and on-going professional development by continually supporting the classroom implementation of the strategies learned. Coaches will help identify purpose and target practices and provide conferences for immediate feedback. All teachers will be trained in Professional Learning Communities and will meet a minimum of 8 times a month to examine data to apply new skills, analyze student learning, identify areas of deficiency, and devise plans to modify instructional practices to close the gaps.

During PLCs teachers will examine student work from all the core subject areas. Due to the small size of Arenac Eastern high school, each teacher may represent an entire department, but staff will work together focusing on specific students who are struggling. Teachers will be looking at a range of student work including but not limited to formative/summative assessments, daily assignments, and latest NWEA/MEAP/ACT scores. Using the above data, teachers will share effective strategies that worked in their classrooms in order to help facilitate effective teaching and learning in all the core subject areas.

### Year One

This year, 2014-15, will be the preparatory phase. Teachers will be given intense professional development in a number of proven best-practice strategies that can be piloted and implemented over time. ELA and Social Studies teachers will be piloting MAISA units; these units provide a career and college readiness aligned curriculum and will help in reaching the goals. Professional development and job embedded training in Instructional Learning Cycles (ILC) and will pilot the use of ILCs during semester two.

Also in 2014-15, all teachers will receive training in teaching and learning strategies associated with Multi-Tiered Systems of Support (MTSS). This program will occur during the second semester of the school year, and will provide focused support for students who are not

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achieving and will be data-driven using results from the NWEA for setting up tiers.

### Year Two

In 2015-16 we will begin implementation of the strategies we learned in the previous year. This year we will also have rigorous professional development in reading strategies. We have chosen to implement MTSS in all grade levels and classes. Infrastructure will be reviewed to determine how best to set up our school day in order to provide time for Tier 3 interventions in our MTSS model. All classes will be aligned to career and college readiness standards, content will meet required scope and sequence, and pacing guides will be completed. ILCs and PLCs will be fully implemented across all core content areas and PLCs will meet twice a week for at least 30 minutes each. By completing all of the above, we will be able to address the gaps in student learning and increase student achievement.

### Year Three

In 2016-17, Arenac Eastern teachers and administrators will work to improve teacher training in the teaching of math and science. Professional development in those two content areas will be the focus for this school year. The principal will implement changes in infrastructure using the model that was developed by the team in the previous school year. These changes will add time for Tier 3 interventions and/or provide common planning times for teachers.

All math and science teachers will have rigorous professional development in best practices for math and science. This professional development might include training in inquiry-based learning or differentiated learning. Strategies will include Thinking Maps, Reader's Apprenticeship, and Reading in the Discipline Area with regard to teaching students to read like scientists, mathematicians, etc. Professional development will be provided through Great Lakes Bay Region, consultants, and/or SVSU.

### Year Four

We will be at full implementation of all things previously determined to be needed. Adult responsibility for full implementation will be monitored through walk-throughs, PLCs, and ILCs by the principal. Also, data dialogue will occur during PLC time; it will be used to continue to track achievement.

**Requirement #5: Implement strategies to recruit and retain staff with skills necessary to meet the needs of students in a transformational school. These can include strategies such as financial incentives, increased opportunities for promotion and career growth and more flexible work conditions.**

**Indicator 5A: In your response, identify the strategies the district will use to recruit teachers to this school based on student needs and assign teachers to this school based on student needs.**

**Indicator 5B: In your response, identify the strategies the district will use to retain teachers at this school.**

### 5A

Arenac Eastern School district ensures its job postings meet the requirement for HQ, It is then placed on various websites. Do to the northern rural small school district very few candidates apply. Another challenging factor is the decline in student enrollment most of the positions are not a full time position. The closest university with a teaching college is Saginaw Valley State University, which is 50 miles away. The district does welcome student teachers to the district. When assigning teachers to the classroom they first must be highly qualified for the position. The district desires teachers that understand students that come from rural socio economic backgrounds. To

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retain the teachers the district hires Arenac Eastern does provide high quality professional development. Teachers will be allowed to attend one state conference a year to grow their instructional practices. The expenses for the conference will be paid with grant monies from the district.

## PART D: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES

**Requirement #6: Use data to identify and implement an instructional program(s) that is based on research and aligned from one grade to the next, as well as with state academic standards.**

**Indicator 6A: In your response, detail the process the school used to select an instructional program. The process must address how the school used a diagnostic process that (a) used multiple data sources to understand priority designation, (b) links the instructional program to disaggregated data by subject, grade level, and subgroups, (c) identified and prioritized underlying causes of low student performance, (d) describe a three-year sequence for improving instruction in all content areas related to priority school designation.**

**Indicator 6B: In your response, describe your instructional program. The school's instructional program must: (a) reflect the "Big Ideas", (b) include specific teaching and learning strategies (Tier I) for school-wide implementation, (c) align with career & college ready standards, (d) be based on research, relevant data, and outcomes of data dialogue (if applicable), (e) provide an overview of the implementation timeline, resources, and staff responsible for implementation over three years, and (f) describe a plan to track adult implementation of instructional program**

6A

The Arenac Eastern Priority Team consisting of staff with varied degrees of experience and administration, analyzed five years of MME/ACT data from 2009-'10 to 2013-'14 using the Collaborative Learning Cycle, along with NWEA testing data, to identify main causes that lead to becoming a priority school.

The following are underlying causes for low student achievement:

- Inconsistent leadership
- Lack of effective teaching strategies
- Incomplete curriculum, inadequate vertical and horizontal alignment
- Absence of job-embedded professional development
- Implementation of programs with fidelity
- Infrastructure that maximizes student achievement
- Lack of adult accountability

Through the data-driven process we have determined two underlying causal theories, using the "Five Causal Categories." Our team determined that the two causes that are overarching throughout grade level and subject areas are, a lack of Instructional Strategies and a lack of Curriculum. These will be addressed with professional development throughout the remainder of this year and implemented over a defined timeline during the next 3 years.

After discussion, it became apparent that improving overall Instruction is needed to improve our students' proficiency. By implementing research based strategies and effective data-driven instruction, teacher effectiveness will improve and promote higher student achievement. Arenac Eastern will invoke Professional Learning Communities (PLCs), the development of Multi-Tiered Systems of Support (MTSS), and engage in Instructional Learning Cycles (ILC). These strategies will create greater collaboration among our teachers and allow for intensive data analysis that teachers will use to guide learning in their classrooms.

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career and college readiness standards, to all teachers in all core content areas. Using the CLC and data dialog we have concluded that low student proficiency across all subject areas was caused by a lack of career and college readiness aligned curricula. We will create a scope and sequence, or update, if curriculum currently exists, through mapping our core content areas. Through curriculum mapping we will be able to ensure vertical and horizontal alignment in our core areas; for implementation, time will be allotted for discussion and collaboration among all grade levels and subject areas to improve student achievement.

The strategies were selected utilizing a comprehensive diagnostic process which included:

Analyzing multiple data sources (MME/ACT/NWEA)

Priority team met for several 7 hour days using the CLC

Discussion and leadership from School Improvement Facilitators and Intervention Specialist

Discussion and assistance from Curriculum Coordinator

Examining all content areas and grade levels allowed us to prioritize and narrow down to the final two causal theories

Data Dialogues

Our findings were data-driven, using multiple sources. We found no real subgroups to exist at Arenac Eastern; all students are performing at low levels. We do note that our low grade level enrollments, which average less than 20 students per grade, may be a contributing factor. Looking at the five year averages of MME scores, we found our students proficiency levels to be ranging from a low of 15 % in math and science to a high of 30% in reading and social studies. Because of the low proficiency levels, the two Big Ideas of improving both curriculum and instructional strategies were developed to address both academic proficiency and our priority status. The instructional program described in 6B will be used to ensure that Arenac Eastern students improve in academic proficiency.

### 6B

We have researched a variety of programs and strategies to implement at Arenac Eastern High School. The following instructional strategies were prioritized with the use of student achievement data and tailored around the big idea that we must improve student academic achievement. Arenac Eastern will improve student achievement by increasing teacher effectiveness through a rigorous, data-driven program of instruction developed through implementation of best-practice teaching strategies and through a career and college ready aligned curriculum.

This year, 2014-15, will be the preparatory phase. Teachers will be given intense professional development in a number of proven best-practice strategies that can be piloted and implemented over time.

-Arenac Eastern teachers will receive professional development in Instructional Learning Cycles (ILCs) and will pilot the use of ILCs during semester two. Training will be provided through the Great Lakes Bay Region consultants. This will ensure that we are implementing effective instruction in all high school classrooms.

-Also in 2014-15, all teachers will receive training in Multi-Tiered Support Systems(MTSS). This program will occur during the second semester of the 2014-15 school year. This will provide focused support for students who are not achieving and will be data-driven using results from the NWEA for setting up tiers.

-MAISA units will be piloted in ELA and social studies classes the 2014-15 school year, also. Continuing professional development will be provided through Great Lakes Bay Region. These units provide a career and college ready aligned curriculum and will help in reaching the goals of our second big idea.

-Lastly, all teachers will be trained in Professional Learning Communities during the 2014-15 school year. (A Review of Research on the Impact of Professional Learning Communities on Teaching Practice and Student Learning. Teaching and Teacher Education, Volume 24, Issue 1, January 2008, Pages 80-91).We will develop teams comprised of content area teachers and special education personnel. A schedule for PLC meetings will be in place before the beginning of the next school year. Documentation of these meetings will be available

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in Google Drive. Data dialogues will occur during this time.

In 2015-16 we will begin implementation of the strategies we learned in the previous year. This year we will also have rigorous professional development in reading strategies. We have chosen to focus on reading skills because use of the Collaborative Learning Cycle to examine our data showed an overall weakness that transcends all content areas. Our findings support the focus on reading because we realize that if our students cannot read at grade level, they will not be able to achieve proficiency on either formative or summative assessments in any content area.

- In 2015-16, teachers will implement MTSS in all grade levels and classes, implement PLCs with meetings scheduled 2 times per week with a minimum length of 30 minutes, and have full implementation of MAISA units in all ELA and social studies classes.

- Teachers will align all classes and all curricula to meet career and college readiness with both vertical and horizontal alignment. Content will meet the required scope and sequence. Pacing guides will be completed for all content area subjects by the end of this school year. This will be done with support from BAISD.

- All high school teachers will be trained in the following best practice reading strategies, including but not limited to, Thinking Maps, Close and Critical Reading (Reading for Understanding), Reader's and Writer's Workshop, and Document-Based Questions. Training will be provided by local ISD and consultants.

- Instructional Learning Cycles will be implemented in this year with continued job-embedded training provided by Great Lakes Bay Region.

- In this year, a team of teachers and administrators will review the infrastructure of the high school to determine how best to set up the school day in order to provide time for Tier 3 interventions in MTSS. For example, this might mean a reconfiguration of the class hours to provide time for remedial classes or addition of common planning periods for high school teachers.

In 2016-17, Arenac Eastern teachers and administrators will work to improve teacher training in the teaching of math and science. Professional development in those two content areas will be the focus for this school year.

- The principal will implement changes in infrastructure using the model that was developed by the team in the previous school year. These changes will add time for Tier 3 interventions and/or provide common planning times for teachers.

- All math and science teachers will have rigorous professional development in best practices for math and science. This professional development might include training in inquiry-based learning or differentiated learning. Strategies will include Thinking Maps, Reader's Apprenticeship, and Reading in the Discipline Area with regard to teaching students to read like scientists, mathematicians, etc. Professional development will be provided through Great Lakes Bay Region, consultants, and/or SVSU.

In 2017-18

- We will be at full implementation of all things previously determined to be needed.

Overall, Arenac Eastern is going to improve the academic achievement of our students. We will modify instructional strategies and develop curricula that are career and college aligned. The adult responsibility for implementation will be monitored by the principal through walk-throughs, PLCs, and ILCs. Also, data dialogue will occur during PLC time; it will be used to continue to track achievement.

**Requirement #7: Promote the continuous use of student data (such as formative, interim, and summative assessment data and student work) to inform and differentiate instruction to meet academic needs of individual students.**

**Indicator 7A: In your response, describe how the school promotes the continuous use of individual student data (such as; formative, interim, and summative). This plan must: (a) outline expectations for regular and on-going building-wide use of data, (b)**

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**describe the structure and process for educators to collaborate to analyze data and plan for Tier II and Tier III instruction, and (c) identifies instructional program outcomes and a plan to assess for impact**

Arenac Eastern will implement the use of Professional Learning Communities(PLC) in which we will review multiple sources of data including NWEA, MME, ACT and local data to inform and differentiate instruction to meet the individual needs of students. Teachers will participate in Instructional Learning Cycles(ILC) to close achievement gaps. The purpose of these ILCs, PLCs and data dialogues is to improve student achievement with a focus on instructional strategies. We will meet twice a week where staff will examine: local formative and summative assessments as well as national-level (NWEA) and state-level assessments, student work, and local survey data from students, parents and staff.

Teachers will collect pre- and post- test data at the beginning and end of each core unit. NWEA data will be collected three times per year to identify students for Multi-Tiered Systems of Support(MTSS) for ELA and math. PLCs will continue to meet weekly and analyze the results of data dialogue for these assessments to design intervention strategies and schedules for Tier 2 and Tier 3 students according to their instructional needs. The principal will attend PLCs and conduct weekly walk-throughs to observe classroom instruction and monitor fidelity.

During PLC time, Arenac Eastern teachers will be checking progress of students by looking at individual work and discussing strategies for differentiated instruction that will positively impact student progress. Because Arenac Eastern does not have multiple teachers per subject area, PLC grouping will be based on shared students as opposed to shared content areas. As a small school, with class sizes ranging from 14 - 22, much of our PLC time will be spent discussing individual students, including such things as what strategies work with those students. Teachers will provide data showing the impact of these successful strategies. Strategies that haven't produced successful outcomes will also be discussed, and teachers will either modify those strategies or research to find alternative strategies that have been proven to make students successful.

Successful outcomes will be measured by the following:

- Students will increase proficiency levels on state standardized assessments such as M-STEP/NWEA/ACT/SAT.
- Students will read at grade level as assessed by the STAR reading test.
- Students will graduate meeting the Michigan Merit Curriculum requirements within 4 years.
- Teachers will use data from PLCs/ILCs to drive classroom instruction.

## PART E: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT

**Requirement #8: Establish schedules and strategies that provide increased time for instruction in core academic subjects, enrichment activities, and professional learning for teachers.**

**Indicator 8A: In your response, describe the district's plan for increasing time for core academic subjects that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.**

**Indicator 8B: In your response, describe the district's plan for increasing time for enrichment activities that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.**

**Indicator 8C: In your response, describe the district's plan for increasing time for professional collaboration that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.**

### Core Subjects

Arenac Eastern High School will conduct a "Time-on-Task" analysis to identify time that is not being used for effective instructional time. This analysis will give the data to adjust the schedule for more time for ELA and math instruction.

### Enrichment

Arenac Eastern High School will continue to have a part time Title I teacher to support the learning of students below grade level on a daily basis. The extra time is given to students during their elective classes (ie gym, art, music) twice a week for thirty minutes. The focus will be to provide extended time for students to increase knowledge within the curriculum in the areas of ELA and math using researched based direct instruction strategies. Instruction will be based and evaluated upon student data (NWEA- for ninth and tenth graders and classroom assessments).

For the advance students advance courses are offered to them through a dual enrollment program and online through Michigan Virtual. Students also attend the Bay Arenac Career center to take CTE courses offered in many different careers.

### Professional Collaboration

Arenac Eastern High School has chosen the collaborative model for the use of their Title I set aside dollars since currently they do not have a PLC model established to discuss student achievement. This selection was based on the research provided in "What Works Clearinghouse." The teachers are given 24 hours with a stipend, beyond their contracted time to meet as a PLC to analyze data, collaborate on student achievement, and evaluate as it relates to the redesign plan. These days will be placed on the professional development calendar.

**Requirement #9: Provide ongoing mechanisms for engagement of families and community.**

**Indicator 9A: In your response, describe multiple strategies to engage families in reform efforts.**

**Indicator 9B: In your response, describe multiple strategies to engage community partners in reform efforts.**

Indicator 9A:

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Arenac Eastern Middle/High School serves a distinctly small and unique community of families. Our rural and sparse population has struggled to support the school's efforts to meaningfully engage stakeholders in students' education. Many years of experiencing low parental participation in school engagement efforts challenges our intent.

In addition to maintaining annual programming (e.g. PTA, Reading Night, Math Night, Parent-In-The-Classroom Support, College Night, Parent Teacher Conference sessions), Arenac Eastern's Priority status demands additional and unique programming intended to engage our families in the school's reform efforts. To that end and through a vision of sharing responsibility for engaging families in Arenac Eastern's Priority status-related reform plan, the district will create a new entity. The Priority School Parent Advisory Committee (PSPAC) is being formed through intentional recruitment of a core group of parents. The intent of PSPAC will be three-fold:

- 1) Develop sustained and meaningful community-wide awareness of causes behind Arenac Eastern's Priority status,
- 2) Develop broad awareness of, and potential impact of, Arenac Eastern's 2015/2016-2017/2018 Transformational Plan among all community stakeholders, and
- 3) Identify, promote, enact and maintain active and impactful Transformational Plan-related parent/family/community roles that enhance sustained and long-term student achievement gains.

Developing and launching the PSPAC is an intentional effort to engage our community in Reading, Math, Science, Social Studies and Writing student achievement-related improvement efforts. The new organization will enhance families' understanding of roles they must fulfill in support of students studies. By sharing responsibility with school personnel for increasing engagement, this strategy represents a new unique approach.

Indicator 9B: Arenac Eastern staff will work to create a connection with Saginaw Valley State University(SVSU). We will work to make a program called, "Students to Students," that will bring college students from SVSU to Arenac Eastern to volunteer in classrooms. This program will allow for the college students to earn volunteer hours and interact within the community, but more importantly it will provide volunteers in the classroom to assist with Tier 1 and Tier 2 interventions. Having volunteers in the classroom will allow for more interventions with the students as well as provide mentors for our students to look up to..

As well as "Students to Students," we will be working with local businesses including but not limited too, SSI Surveying Solutions, Dow Chemical, and Vantage Plastics. Similar to the parent program, volunteers from these companies will take part in the classroom helping with Tier 2 and Tier 3 students mainly after school. Having members of the community workforce volunteer will allow student engagement with successful members of the community; this will in turn, make connections with the world around them and understanding the need to succeed in the classroom. "Students to Students" and workforce volunteers will be a boost to our reform plan and help to improve our students' academic achievements.

## PART F: PROVIDING OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT

**Requirement #10: The district is providing the school with operational flexibility for issues such as staffing, calendars, time, and budgeting to implement a comprehensive approach to substantially increase student achievement and increase graduation rate. Indicator 10A: Describe how Operational Flexibility will be provided to the building in the following areas: staffing, use of time, professional learning, and budget. Also, describe a statement that the priority school improvement team and building leader will determine the school's Title I budget (subject to federal regulations). The district must also complete a signature page, signed by the Superintendent, School Board President, and Union Representative, which certifies that the school has the autonomy required to implement the plan as written (see template on AdvancEd site). Finally the district must upload either an Executed Addendum to the collective bargaining agreement OR a Memorandum of Understanding that commits the Superintendent, School Board President, and Union Representative to negotiate an addendum by August 1, 2014.**

A Memo of Understanding (MOU) was signed by Arenac Eastern Association, the Board of Education, and Arenac Eastern Superintendent of Schools, stating the District and Association are committed to meet requirements placed within the Transformation Plan. This agreement includes operation flexibility in the area of staffing, calendars, time, and budgeting. The MOU is attached

The building principal has the autonomy providing all state requirements are met for hiring and placing staff, development of the daily school schedule, professional learning plan based on the school's reform efforts, and budgeting decisions to meet the needs of the students, especially Title I expenditures.

Teachers at Arenac Eastern are assigned based on Highly Qualified staff. Most of the teachers are singletons teaching multiple grade spans. The teachers are evaluated annually using the 5D Evaluation tool based on the state legislation.

Arenac Eastern High School principal and teachers will select and conduct interviewing for any open positions within the building. Placement decisions will be based upon potential candidate's credentials, abilities, written abilities, and reference checks. Recommendations will come from Arenac Eastern High Schools principal and teachers. This process is currently in place.

Arenac Eastern High School will be allowed to adjust their school calendar as needed. The calendar is being developed for the 2015 school year among the building principal and leadership team.

Arenac Eastern High School will have the ability to schedule their professional development days. The district places five full school days each school year for professional development. The building will have and set up professional development needs based upon the plan and the building data. A professional development calendar is being developed by the leadership team and administration.

Arenac Eastern High School's district-supplied operational budget will be adjusted as much as possible to support the Priority School related needs. This is a challenge due to the decline in student enrollment. Title I and Title II dollars along with other grant monies will be given to support the needs of the Priority building.

Professional development activities, determined through focused study of staff capacity and student data, will enhance our capacity to meet goals of significant improvement. Additional sustained specific professional development initiatives will be supported through Title IIA funding and any additional funds related to the high schools priority status. Arenac Eastern High School will work with multiple entities to seek and receive technical assistance as needed. Those include Bay Arenac Intermediate School District and MDE.

Arenac Eastern is being provided support from the Bay Arenac Intermediate School District. The BAISD contracted two people, Jon Hartwig and Jan.... to support the district. John and Jan are working with the high school staff to identify base line data and causes for the priority  
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status. They have already spent numerous days on campus helping the staff to identify root causes for the failure. Jon and Jan will continue to work with the building to lay the groundwork for moving forward.

The Michigan Department of Education offers technical assistance through the school year in the forms of different meetings. All the meetings related to priority status will be attended by district staff. The offerings all include the fall and spring school improvement meetings held in Lansing annually of which central office and staffs attend.

**Requirement #11: The school and 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.**

**Indicator 11A: In your response, describe how the district plans to access and provide supports for the school.**

**Indicator 11B: In your response, list the central office contact person responsible for monitoring and supporting the school.**

Arenac Eastern School District, inclusive of the Board of Education, Superintendent of Schools, Administrative staff, and teachers support all efforts put forth from this Transformational Plan in support of Arenac Eastern High School's unique needs associated with programming student achievement, priority plan maintenance and related circumstances.

Professional development activities, determined through focused study of staff capacity and student data, will enhance our capacity to meet goals of significant improvement. Additional sustained specific professional development initiatives will be supported through Title IIA funding and any additional funds related to the high schools priority status. Arenac Eastern High School will work with multiple entities to seek and receive technical assistance as needed. Those include Bay Arenac Intermediate School District and MDE.

Arenac Eastern is being provided support from the Bay Arenac Intermediate School District and contracted services with Standish-Sterling Community Schools. The BAISD contracted two people, Jon Hartwig and Jan.... to support the district. John and Jan are working with the high school staff to identify base line data and causes for the priority status. They have already spent numerous days on campus helping the staff to identify root causes for the failure. Jon and Jan will continue to work with the building to lay the groundwork for moving forward. Standish- Sterling Community School is providing central office support. They are sharing their Curriculum Director, Arnae Sajdak.

The Michigan Department of Education offers technical assistance through the school year in the forms of different meetings. All the meetings related to priority status will be attended by district staff. The offerings all include the fall and spring school improvement meetings held in Lansing annually of which central office and staffs attend.