



## **Redesign Plan**

**Ann Arbor Trail Magnet School**

**Detroit City 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?**

Ann Arbor Trail is a PreK-8 school that houses 510 students. Ninety percent of the homes are owned by a long standing population. During the last 3-4 years that has been an increase in the renter population and a decrease in the property values. The school is 90% African American with a 5% population of Hispanic and 5% Caucasian. The community is more diverse with the population reading 55% African America, 25%, Caucasian, 10% Arabic, 10% Hispanic. Ann Arbor Trail is nestled in a small community west of Detroit's Rouge Park. Approximately 50% of the students come from outside of the community. Since Ann Arbor Trail is a Magnet School students apply for entrance from anywhere in the city or the surrounding communities. The school and community has had a very low crime rate over the years, however, recently with the housing market, status of the city and populations moving to other locations for work; the crime rate has increased with the growing number of vacant homes and unemployment. This is a strong working community and they are committed to supporting and collaborating with the school. Unfortunately the mainstay residence in the community and older and their child or grandchildren are grown and have moved to other communities.

## **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.**

Ann Arbor Trail Magnet PreK-8 School is dedicated to the pursuit of excellence in education. Included in this pursuit is the understanding that parents and teachers must work together as partners. Educational research supports the notion that a sufficient impact on achievement is observed in situations where parental involvement is high. The quality of education to which we all aspire is the result, not only of planning, but also of the continuous growth by parents, teachers and administration.

Our beautiful school borders Redford and Dearborn in a quiet park like setting west of River Rouge Park. We are a small school that has a family atmosphere. Our single floor building makes for a smooth transition from class to class. The size of the building also provides for greater collaboration and cooperation among staff.

It is our goal to recognize the entire child. To do so, we have several programs to recognize students throughout the year. Students that maintain an honors level throughout the school year will participate in an end of the year recognition luncheon. The school's Birthday Club recognizes students and staff birthdays throughout the school year.

"On Time, On Task, On a Mission." These three characteristics must be evident in order to create an exemplary school which develops strong traditions and prides itself on offering children a safe, secure and challenging learning environment. Our school vision is built upon the principle of the school as a community of learners and leaders. Grade level teacher's work as collaborative teams when planning curriculum, designing and implementing an academic program that is consistent throughout their grade level. Teachers individually enhance the program with their own creative, artistic and technological skills and style.

## **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.**

It is the belief of the staff and parents at Ann Arbor Trail that we are responsible for providing our students with a strong educational foundation beginning in preschool. We ensure our students success with district provided interventions as well as school based interventions. Some of these interventions include partnerships with local non-profits, businesses, private providers, and government, as well as onsite programs, such as "Book in a Bag", early transition, and more. Assisting students to stay on course for success in their core. The Reading and Math programs assigned to our primary students for early intervention. This concept is structured so that students are not continuously falling behind grade level in these core subjects. This approach is used to assist the teachers with setting up and guiding student usage of their data folders. This allows for better scheduling, lesson planning, team development, conference, professional development, and instructional assessment.

Our school has always used technology to support our instructional program. We use different formats to provide important messages to stakeholders and to receive feedback from them, edmodo, gaggle, email, and websites. It is imperative to our success that all parties are aware of where we are headed and that we are communicating our vision and mission to all.

Moving forward, we need to look at these areas for growth:

Although we ensure that our students are reading at proficient levels in the core math, and science as well as social studies and writing need additional support and attention. It is essential that our students are provided with all the skills necessary to have great success at each grade level.

## **Additional Information**

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

It is the goal of every staff person at Ann Arbor Trail Magnet School to educate every child that enters the building efficiently, effectively, and rigorously. It is our commitment that every child will move forward prepared for the challenges that awaits them at the next level. Our students will not only be prepared academically, but they will also be prepared to provide service to the community and global society at large. To ensure that we are preparing our students for a larger more competitive and diverse working environment, we afford our students with many educational experiences which include: NASA Space Camp, DAPCEP, 2 weeks of Classrooms without Walls, World Language, Music (band/vocal), sports, and much more.

# **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		Teacher Evaluation

<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		Leadership Evaluation

# **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		DFT LOU

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	An addendum already exists (see attachment).	

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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		

# Turnaround Redesign Diagnostic

## Introduction

The Turnaround Model addresses four specific areas: 1) developing teacher and school leader effectiveness, 2) implementing comprehensive instructional reform strategies; and 3) extending learning time and community-engagement. The Turnaround Model includes among other actions, replacing the principal and at least 50 percent of the school's staff, adopting a new governance structure and implementing a new or revised instructional program. Overall, you will write a reform/redesign plan to address nine 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.**

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## **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. (These should come from the data dialogue that initiates your planning efforts.)**

Ann Arbor Trail Magnet staff members, based on analyzing and discussing data, are working on improving teacher collaboration in all grade levels.

1. Improve teacher collaboration, in all grade levels by designing high functioning Professional Learning Communities, (PLC).

Ann Arbor Trail's teachers will work within "Team Clusters" to begin collaboration of ideas and strategies to help improve our teaching and learning. Teams will consist of kindergarten-2nd grades, 3rd-5th, and 6th-8th. The administrators in collaboration with parents, students, teachers, instructional specialists and staff will analyze student achievement data to identify areas of mastery and areas of needed interventions. This analysis is ongoing throughout the school year and adjustments are made based upon analysis findings. Grade level/cross grade-level decisions about curriculum, instruction and assessment happens during monthly grade level/cross-grade level meetings. Weekly staff meetings allow for staff, teachers and administrators collaboration to make these decisions and monthly PACSA meetings as well as school to home communication to ensure that parents are involved in the decisions regarding curriculum, instruction and assessment as well. Ann Arbor Trail recognized the extreme importance of involving parents in the decision making process and to this end, strives for a high level of communication with parents regarding all decisions regarding their child's education process.

2. Dramatically improve students abilities to strategically read and comprehend informational text across the curriculum.

Students begin to show a decline in overall achievement in fifth grade. A program is needed that provides middle school students with the academic interventions they need on an individual basis. Tier three students in grades five through eight need to be identified immediately at the beginning of the school year and assistance needs to be provided to ensure their academic success. A math program needs to be implemented at Tier II and III students in grades three through five to properly ensure they are properly prepared for middle school math requirements. Teacher turnover rate needs to be stabilized. A high percentage of Ann Arbor Trail's subgroup populations out perform subgroup students statewide. Ann Arbor Trail stakeholders have analyzed existing data to identify underlying causes that explain why our achievement is low enough to have placed it in the state's bottom 5%. We used multiple data sources to understand our priority school designation. The instructional program was chosen based upon the following data which is disaggregated by subject, grade and subgroups. To determine if students have achieved our goal, analysis will occur in the classroom with the use of data folders, Data Director assessments, Star Reading Reports, Star Math Reports, Accelerated Reader and Accelerated Math programs, MAPNWEA and MEAP results.

**State what data were used to identify these ideas**

The data used to identify these ideas included the MEAP results. There has been a substantial decline in Ann Arbor Trail's MEAP scores over the past two years. The cumulative Math MEAP scores of 3rd - 8th grade Ann Arbor Trail students in 2012-13 was 17.0%, decreasing in SY 2014-2015

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2013-14 to 11.1%. The cumulative Reading MEAP scores of 3rd - 8th grade Ann Arbor Trail students in 2012-13 was 56.1%, decreasing in 2013-14 to 37.2%. The cumulative Science MEAP scores of 3rd - 8th grade Ann Arbor Trail students in 2012-13 was 12.1%, decreasing in 2013-14 to 5.0%. The cumulative Social Studies MEAP scores of 3rd - 8th grade Ann Arbor Trail students in 2012-13 was 3.8%, decreasing in 2013-14 to 0.0%. We also reviewed the schools attendance records, as well as MiSchoolData.org and the Assessment and Accountability School Report Card. Our goal was created through a data dig of assessment results, starting with the 2012-13 school year. A lack of improvement in data trends has been observed. Proficiency levels over the past 4 years for reading have been a range of 28% to 79%. During the implementation year, We found an overall weakness in all subject areas and in all grade levels and our performance trend over time demonstrated a significant lack of student growth. We previously determined that there were numerous system barriers including a lack of cohesive accountability, a lack of knowledge in best practice instructional strategies, and a lack of sufficient instructional leadership to support high academic performance for all students in each subject area and in each grade level. Throughout implementation, we have addressed the system barriers and have developed some instructional leadership to help support high academic performance. We are moving in a positive direction. We still see an obvious lack of knowledge in best practice instructional strategies. In order to leverage our reform efforts, we determined the focus should be increasing teacher effectiveness and building a rigorous, data-driven, engaging program of instruction. These goals produce a high yield, strong interconnectedness with all content areas and grade levels. Additionally, the system focus on PLCs, MTSS, and educational coaching which will support our learning environment as we rapidly transform from a traditional school to a strategic school in order to successfully ensure academic excellence for all students.

## PART C: DEVELOP 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: In your response, 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.**

Detroit Public Schools is committed to placing turnaround leaders in all Priority Schools. The principals identified are key leaders because they are able to focus on early wins by implementing professional learning communities and effective leadership teams with a core focus on instruction and academic achievement. These principals have the capacity to decipher systemic barriers and make strategic adjustments to align with instructional and academic needs. They are able to identify academic trends within their data and promote data dialogue within collaborative teams to address achievement gaps for school improvement. The principal was also chosen because they continuously reflect on their practices, current systems and most importantly, student achievement. They are able to rapidly make needed adjustments based on current research, data and have the ability to cultivate innovativeness through collaboration at their school site. They possess leadership skills to create an environment that breaks away from organizational norms and directly aligns the needs of their individual school site to promote academic gains.

The District is committed to the placement of principals who are able to rapidly adhere to the needs of their school and make site-based decisions to drive student achievement. The principal has the capacity to collect and analyze demographic, academic, culture & climate data and align resources to address the needs of their school.

The District is committed to the placement of principals who have the ability to rally the buy-in of key stakeholders regarding rapid transformation and "Big Ideas." This buy-in is created through shared leadership and collaborative efforts through the use of ILTs (Instructional Leadership Teams) and PLCs (Professional Learning Communities).

Principal Darron Jackson, appointed in July of 2013, has identified and developed a plan to make major changes in school culture, teacher capacity, and school leadership. He has reorganized high-performing certified teachers across grade levels and used data review to focus on mission-critical interventions in key low performance areas. He also developed a school-wide PBIS and MTSS system to meet student needs.

The early wins and big pay offs from his leadership include a reduction in student referrals and suspensions from the previous school year and an overall increase in school wide attendance rate.

As the principal he was able to identify and focus on early wins to build cohesive teams centered on student achievement and garner strong perception data around school culture and climate.

During his tenure at Ann Arbor Trail PreK-8 School Principal Jackson was able to break organizational norms and manage up. For example, he, along with his administrative team, identified the need for lower class sizes for the most critical grades, subjects and students and

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changed the school schedule to reflect double doses of instruction in mathematics and in English Language Arts with the last hour offering various elective choices for at-risk students and enrichment in grades 4-8. Evident from data support, Principal Jackson also secured partnerships with Inside Out Literary Project, Project Seed Math, Neighborhood Legal Services Financial Literacy & STEM, for instructional support.

As a turnaround leader Principal Jackson was able to galvanize staff, in an effort to act quickly in a fast cycle. He recognized the need for high-quality formative assessments that provide ongoing information on student achievement and committed to extended time in data teams and PLCs to allow for approximately 1 hour and 45 minutes per week for teachers to collaborate on the use of data to understand student learning needs and then adjust instruction accordingly.

Lastly, however most important, it is imperative to galvanize staff around big ideas. Principal Jackson has had the opportunity to create buy-in through, weekly staff meetings to discuss the Reform Plan ideas, monitor progress toward proposed Reform Plan goals, and to provide support to all staff members. The topics of these meetings are in the form of PLCs on explicit instruction, use of data to inform instruction, and MTSS. Staff updates one another on the implementation of the "Big Ideas". Principal Jackson also holds weekly meetings with his leadership team to identify and remove obstacles that inhibit the implementation of the Reform Plan.

In another place and time, Principal Jackson was able to galvanize staff efforts around increasing student achievement and culture and climate changes at Crockett Technical High School and Munger Elementary Middle School. There, as an assistant principal, he helped increase 11th grade ACT scores with the implementation of targeted Saturday ACT Prep program and increased high school graduation rate from one of the lowest to one of the highest in the district. He also developed and implemented a comprehensive entrance and dismissal process that increased classroom instruction and enhanced school safety measures school wide.

Through research-based efforts and the District's commitment to turnaround competencies of assigned principals, the District has developed a differentiated series of professional development to build and enhance site-based leadership capacity.

An example of the district's differentiated efforts can be observed through a collaborative effort with Learning Science International (LSI) school leadership coaching will take place. There will be a focus on providing targeted systematic support for principals in developing their skills as instructional leaders. This systematic approach will align with the development of school leaders and teachers within the school (DPS & LSI, 2014). Through an instructional audit, these efforts will include site specific components such as, but not limited to, English Language Learners (ELL), Professional Learning Communities and Culture & Climate.

Job embedded professional development is given to each priority school principal and the members of the Instructional Leadership Team. The professional development model incorporates the collaborative efforts of Priority School principals, teacher leaders, and site-based instructional specialists. School leaders have the opportunity to learn and enhance the process of developing and improving systems for sustainability.

Through District provided individualized efforts, consultants provided school leadership with research based on Lozotte's (2006) Continuous School Improvement System to facilitate the acknowledgment of "Big Ideas". This facilitation allowed school leadership teams to collaborate regarding efficiency of current systems, update of systems that are misaligned to the Reform/Redesign efforts and to increase their knowledge base of proven strategies in regards to rapid school turnaround.

Leadership coaches, principal mentors, and consultants provide professional development. Turnaround consultants will be utilized to assist principals with the enhancement, development and/or implementation of Instructional Leadership Teams and Professional Learning Communities.

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Detroit Public Schools is also committed to providing professional development training to increase leadership capacity within the five competencies. The Office of School Turnaround maintains the data snapshot tool that encompasses each school's big ideas, achievement, and demographic data. This tool is used to provide customized professional learning opportunities that focus on the big ideas outlined in each school's individual plan.

DPS will continue to support the school improvement efforts of all Priority Schools through its monthly Priority Schools Professional Development Series. Monthly district-wide/constellation meetings are utilized to review core instructional programs, build practitioner capacity of current research and best practices, school/district data review and address effective operational management procedures.

**Requirement #2: The district uses locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environments to meet the needs of students.**

**Indicator 2A: In your response, detail the collaborative process used to create a teacher and leader 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**

**Indicator 2B: Also, detail the process to screen existing staff and criteria used to rehire no more than 50% of staff and select new staff. Attach the teacher evaluation and administrator evaluation. (Narrative)**

The District has developed evaluation processes for teachers and school leaders that is based on a set of professional standards that define effective teaching and leadership, student achievement outcomes, and continuous improvement and accountability. These evaluation processes reflect the interdependence of evaluation, professional development, and accountability, and are grounded in the belief that the assessment of teachers and instructional leaders must be based on a set of clearly defined performance standards that are connected to student performance outcomes. Professional development and support must be directly linked to performance standards; and teachers and leaders must be held accountable for meeting these expectations. These understandings represent the foundation from which the teacher and principal evaluation process was designed.

The teacher evaluation system (TES) began during the 2011-2012 school year. This system was first rolled out to the principals who in turn shared it with their entire staff in order to explain its inception as well as to seek teacher input.

Teacher Evaluation is a year-long opportunity for teachers to develop, refine, rejuvenate and reflect upon their teaching practice in: pedagogical skills, student growth, classroom management, relevant special training, and educator responsibilities. The following information will help the evaluator and the teacher successfully implement the Teacher Evaluation process.

The evaluation process, which is transparent, rigorous, and equitable is based on a professional growth model with five core elements. The Five Core Elements are as follows:

- I. Demonstrated Pedagogical Skills
- II. Student Growth as Predominant Factor
- III. Classroom Management
- IV. Relevant Special Training

### V. Educator Responsibilities

Principals in-service their teachers on the evaluation process which includes a breakdown of the Detroit Educator Evaluation Process Manual. Each teacher is requested to complete a Professional Learning Plan or input documentation into My Portfolio utilizing PD360. Teachers are able to access the teacher evaluation rubric, manual, and all forms via Learning Village. Between September and November, all teachers receive an initial observation conducted by the principal or their designee (DFT members are not able to conduct observations). All administrators participate in inter-rater reliability training and coaching. The observer can use the Observation360 electronic template which will allow them to send their feedback via email and PD360 through the focus tab.

Observers should conduct an initial meeting (post-observation) with the teacher to complete the following:

- Review your observation with the teacher
- Review the teacher's PLP and make recommendations
  - o Administrator and/or designee and the teacher sign the PLP
- Provide the teacher access to the evaluation materials: rubric, observation form, etc.
- Help review the list of possible assessments to use as measures of tracking student growth.
- Teachers should select a minimum of two data sources.

During the months of November through April, teachers are provided with support and assistance. Administrators and teachers can recommend struggling teachers for additional support by submitting the Request for Assistance and Support form to their Assistant Superintendent. Administrators can also recommend PD360 videos to support professional growth and conduct additional walkthroughs and/or observations as needed/desired. A formal mid-year observation must be conducted for struggling teachers and new teachers. All teachers should be encouraged to continue implementing their PLPs, collecting artifacts and documentation to support each core element.

Beginning in April, observers should begin conducting their end-of-year observations utilizing the End of Year Teacher Evaluation form. Each administrator must conduct a conference with their teachers to determine an element summary score based on the artifacts, data, and documentation collected or provided by the teacher as evidence for each core element. The administrator then completes the annual rating form to determine and record effectiveness Label per rating scale, record attendance and discipline information and list contributions and accomplishments for each teacher. Throughout the year, teachers should continue to collect artifacts and documentation of their professional growth and fine-tune their professional learning plans.

For the 2013-2014 school year 30% of the teacher evaluation was based on student growth (student growth is measured through a process of triangulation using external data, school-wide/benchmark data and classroom data.). Currently, for the 2014-2015 school year, 40% of the teacher evaluation is based on student growth. The percentage is set to increase by an additional 10% increment to 50% for the 2015-2016 school year. This increase is set to directly align with the State of Michigan's 50% student growth mandate.

All teachers are assigned an official score based on a 100-point scale. Identified Ineffective teachers will complete the evaluation process and be assigned a score of 69% or less.

In 2013, the District began the work of improving our existing principal evaluation system, in collaboration with a focus group of school principals that is based on a continuous improvement model and shared accountability for student learning and achievement. The primary purpose of the evaluation system is to improve the capacity of the principal to improve teaching and learning by creating a shared vision of effective leadership, providing meaningful feedback to principals that support the refinement of their work, providing qualitative and quantitative data that drive the design/adjustments of the comprehensive principal professional development plan, and creating a system of

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accountability. The District has revamped principals' employment agreements and compensation structure to base each principal's tenure and compensation upon certain specified performance indicators, particularly student achievement.

**Requirement #3: The district will implement such strategies as financial incentives, increased opportunities for promotion and career growth and more flexible working conditions designed to recruit, place and retain staff to meet the needs of students in a transformational school.**

**Indicator 3A: In your response, identify the strategies that will be used to recruit staff based on student needs.**

**Indicator 3B: In your response, identify the strategies that will be used to assign staff based on student needs.**

**Indicator 3C: In your response, identify the strategies that will be used to retain staff.**

### RECRUITMENT

The district actively recruits highly qualified teachers in the areas of ELA, mathematics, social studies and science. New recruits are hired on the basis of content area certification, experience in working with at-risk youth and evidence of a proven track record in meeting student needs. Teachers will meet the needs of non-proficient students and assist in closing the achievement gap.

Additionally, there are opportunities to earn additional income via afterschool and summer school programs. This should be an attractive offer, as these selected teachers will earn an additional salary. Administrators may also elect to identify staff members for pre-leadership by serving as their mentor and giving them an opportunity to serve in a "guided leadership" role on their prep periods.

A partnership initiative between Wayne State University (WSU), the Detroit Public Schools (DPS) and the Detroit Federation of Teachers (DFT) is designed to expedite the opportunities for current non-certified employees to obtain teacher certification and ultimately increase the certified teacher pool for the district. Project Pathways will assist the Turnaround Schools in increasing the pool of qualified teachers.

The District-University Student Teacher Program is designed to attract pre-service teachers from Detroit-area universities, as well as in and out-of-state schools of education, by offering support through the final phase of the traditional teacher certification process. They are led and mentored by Turnaround Schools' Cooperating Teachers.

### Assignment

The district will assign all teachers to schools based on certification and endorsements. Existing staff within the school district will be assigned to classrooms based on teacher vacancies in the school. The school leadership team will assign teachers based on school data, experience and level of expertise.

The District continues to support student teachers with regards to advancement of becoming a certified teacher. Positions include both Instructional and Administrative responsibilities. Growth and/or career opportunities include Cooperating Teachers, Coaches, Instructional Specialists, Academic Engagement Officers, Assistant Principals, and Principals.

### RETENTION

Detroit Public Schools values its teaching staff and believes in increasing opportunities for those instructional staff who demonstrate interest in personal growth beyond the classroom. The teachers that exhibit the following: outstanding teaching skills, classroom management, student growth, and an eagerness to improve the operations of the school are often selected to become lead teachers in their grade level or content area. The lead teaching staff is given the responsibilities of attending curriculum meetings to retrieve information and share with their

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colleagues, via professional development. They will be aggressive in ensuring that their grade levels are meeting classroom expectations and duties. These individuals have the opportunity and are encouraged to apply for positions within the building as they arise. In turn, the principal also utilizes these lead teachers to create a school leadership team. The leadership team is comprised of building administrators, lead teachers, instructional specialists, content coaches, and DPS parents. This team will have confidence in the vision and mission of the District, their respective school site, and are willing to ensure that student achievement is the primary priority.

Promotional Opportunity and Career Growth for teachers in our Priority Schools have numerous career path opportunities. In addition to the aforementioned items, teachers employed at Priority School sites have the opportunity to gain specialized certification by becoming Reading Recovery and READ 180 teachers. These specialized trainings for Reading Recovery and READ 180 Program are aligned with meeting student needs at the elementary, middle and high school levels. Any teacher can be eligible for the program(s) due to sustained growth in their classroom. Criteria for consideration will be that teachers submit their bid.fff

Teachers can earn additional income via afterschool and summer school programs. In addition, Professional Development opportunities will provide teachers with workshop pay and State Continuing Education Clock Hours (SCECHs) that can be used towards certification renewal. Also, when PD opportunities are offered off-site that are aligned with the school's Big Ideas, exemplary staff members will be given first choice in attending these PD with the expectation that they will bring back any resources and information attained at the PD to the school to share with the staff at staff meetings and /or professional development trainings. These efforts are supported and viewed in a leadership capacity

## PART D: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES

**Requirement #4: The district provides staff ongoing, high quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that staff can facilitate effective teaching and learning and have the capacity to successfully implement the school.**

**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.**

Starting in the 2015-16 school year, opportunities for teachers will be provided to collaborate throughout the year. During this time, teachers will work in collaborative teams to analyze students work. Data collected from the PLC's will be used to guide individual classroom instruction. This will be supported through the use of instructional coaching within the classroom. Within the Professional Learning Communities, staff will utilize an Instructional Learning Cycle to analyze the effects of teaching on students learning and finding solutions to immediate problems of practice to influence their day to day practices. Training for ILC's will be provided for teachers by Wayne RESA as well as Detroit Public Schools solutionwhere sites. These learning cycles will help improve teacher collaboration throughout the building and aid in increasing students ability to read and comprehend informational text. All staff will be surveyed upon the completion of the professional development to impact the planning of future professional learning to ensure the professional development is of high quality and meeting the specific needs. As a result of those surveys, professional learning will then be differentiated for staff so that specific needs will be met.

The staff is encouraged to keep a running record of all professional development/trainings in which they engage in and outside of the school, in their data folders/binders. Ann Arbor Trail will also receive ongoing training and targeted assistance from the school's Instructional Specialist on best practices, contemporary pedagogy, and technology implementation as it relates to English Language Arts on a weekly basis or as needed beginning September 2015-June 2016.

The principal, Academic Engagement Administrator and Instructional Specialist will evaluate the effectiveness of the implementation of best practices, research strategies through data monitoring, peer support/mentoring, and classroom observations. Ann Arbor Trail's staff will also utilize the implementation of Individual Professional Development Plans to provide support and assistance to staff members. In addition, staff will participate in webinars for additional learning opportunities. Social Studies, Math and Science Team Leaders will continue to attend District and State sponsored professional development after school and keep the teaching staff informed of new policies, procedures, or teaching pedagogies relevant to these subject areas during staff meeting as needed beginning September 2015-July 2016

Staff will also attend out-of-state conferences/workshops as deemed necessary based on specific levels of deficiency or areas that need strengthening based on observations from administrative staff, PD 360 evaluations and data results. Such as: The Annual Administration

Supervision Curriculum and Development Conference in March 2015 or The Michigan Institute for the Young Child in April 2015. All teachers are expected to give a brief synopsis as to what they learned from their professional development trainings/sessions if the PD or training was NOT attended by the whole staff via email or verbal overview during a staff meeting proceeding 2 weeks after the PD session. Each teacher and staff member is expected to complete and Professional Learning Plan where they will outline their weaknesses and strengths and explain what professional development they will need to strengthen their weaknesses. Through the process of lesson plan review, and observations (formal/informal), administrators will determine if the concepts/information gathered in professional development sessions are being implemented.

**Requirement #5: The district has adopted a new governance structure, which may include, but is not limited to, requiring the school to report to a new "turnaround office" in the LEA or SEA, hire a "turnaround leader" who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability.**

**Indicator 5A: In your response, detail how the NEW governance structure will assist in decision making, sharing of information between the district and building, and removal of barriers to reform plan implementation. that will assist with the building turnaround process. Describe a process for monitoring implementation progress to inform plan refinement and how regular reporting will occur to all key stakeholders**

**Indicator 5B: Describe how Operational Flexibility will be provided to the building in the following areas: staffing, use of time, professional learning, and budget. Also complete and attach the Assurance of Operational Flexibility for Priority Schools, signed by the Superintendent, School Board President and Union Representative, which certifies that the school has the autonomy required to implement the reform/redesign plan as written (Must complete the Assurance of Operational Flexibility and attach required evidence as stated in the Assurance Form). Include a statement that describes how the priority school improvement team and building leader will determine the school's Title I budget (subject to federal regulations).**

Current DPS Office of School Turnaround Structure: Roles and Responsibilities

The District has created an Office of School Turnaround which includes the following staff:

Assistant Superintendent for Priority Schools - The Assistant Superintendent is responsible for the coordination, monitoring and evaluation of all Priority School support (such as Wayne RESA, external partner providers and others), in order to fully implement the selected reform model. In addition, the Assistant Superintendent will be responsible for monitoring the effectiveness of the level and type of support provided by external providers.

Director of 21st Century: Focuses on academic achievement by providing enrichment activities that focus on real life experiences and community involvement. Family services are also incorporated. A pastoral model is implemented which looks at the needs of the whole child. There are twenty DPS schools in the 21st century program, 16 of which are Priority Schools.

Student Achievement and Assessment Manager(s): The SAAM's are responsible for supporting schools in the collection and analysis of school-wide, district and classroom data to ensure data driven decisions. The SAAM's also facilitate and organize the professional development process for priority schools that are based on data with a focus on job embedded professional development. This includes instructional audits, leadership coaching and instructional coaching based on each building's specific needs.

Instructional Specialist(s): Work with school teams (Instructional Leadership Teams, Professional Learning Communities) and Title I professionals.

School Improvement Coaches: Priority School Coaches are responsible for providing on-site professional development and support for

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principals and teachers around the work required to implement the reform model and change the trajectory of student achievement. Coaches are also responsible for collecting data and evidence that will be shared with the Assistant Superintendent of Priority Schools.

Grant Compliance Office: The Grant Compliance Office will support the District in determining how to effectively utilize the District set-aside to meet the individual needs of all Priority Schools.

MDE (State Reform Office) is utilized to review the Reform/Redesign plans for Priority Schools and provide feedback on the state level.

Sharing Information, Removing Barriers and Informing Plan Refinement

DPS Priority Schools undergo a process including the following entities: DPS (Office of School Turnaround), and Wayne RESA. These offices support personnel and coaches by attending on-going structured monthly meetings. These meetings take place on the last Wednesday of each month. The purpose of the meeting is to create a forum to discuss Priority School quick wins, challenges, brainstorming and need-to-know information.

Additionally, schools meet to coordinate services on a monthly basis with the DPS Office of School Turnaround, Wayne RESA, and other partners. In these meetings, schools review their Reform/Redesign Plans and determine additional next steps to inform plan refinement.

**Requirement #6: The district uses data to identify and implement an instructional program(s) that is research-based and vertically aligned from one grade to the next, as well as aligned 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, (b) disaggregated data by subject, grade level, and subgroups, (c) identified and prioritized underlying causes of low student performance.**

**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 Instruction) 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 identifies timelines, resources, and staff responsible for implementation of the instructional program.**

Students begin to show a decline in overall achievement in fifth grade. A program is needed that provides middle school students with the academic interventions they need on an individual basis. Tier three students in grades five through eight need to be identified immediately at the beginning of the school year and assistance needs to be provided to ensure their academic success. A math program needs to be implemented at Tier II and III students in grades three through five to properly ensure they are properly prepared for middle school math requirements. Teacher turnover rate needs to be stabilized. A high percentage of Ann Arbor Trail's subgroup populations outperform subgroup students statewide. Ann Arbor Trail stakeholders have analyzed existing data to identify underlying causes that explain why our achievement is low enough to have placed it in the state's bottom 5%. We used multiple data sources to understand our priority school designation. The instructional program was chosen based upon the following data which is disaggregated by subject, grade and subgroups.

6B.1. The Instructional program reflects the big ideas in the sense that Ann Arbor Trail School Professional Learning Communities (PLC) meet to determine best teaching practices using cross-curricular, and grade level teams to determine the academic needs of students. For example, Ann Arbor Trail's teachers will work within "Team Clusters" and collaborate strategies and ideas to help improve teaching. Teams

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will consist of kindergarten-2nd grades, 3rd-5th, and 6th-8th. The administrators in collaboration with parents, students, teachers, instructional specialists and staff will analyze data to identify areas of mastery and areas of needed interventions. This analysis is ongoing throughout the school year and adjustments are made based upon analysis findings. Grade level/cross grade-level decisions about curriculum, instruction and assessment happens during monthly grade level/cross-grade level meetings. Staff meetings allow for staff, teachers and administrators to collaborate and make these decisions, and PACSA workshops aids in the dissemination of information to the parents. Ann Arbor Trail recognized the extreme importance of involving parents in the decision making process and to this end, strives for a high level of communication with parents regarding all decisions regarding their child's education process. Our second "Big Idea" is to improve students' reading comprehension. Students begin to show a decline in overall achievement in fifth grade. A program is needed that provides middle school students with the academic interventions they need on an individual basis. Tier three students in grades five through eight need to be identified immediately at the beginning of the school year and assistance needs to be provided to ensure their academic success. The instructional program was chosen based upon the following data which is disaggregated by subject, grade and subgroups. To determine if students have achieved our goal, analysis will occur in the classroom with the use of data folders, Data Director Assessments, Star Reading Reports, Star Math Reports, Accelerated Reader and Accelerated Math programs, MAP/NWEA and MEAP results.

6B.2. The instructional program will use the following teaching strategies to develop understanding of reading comprehension. Teachers will facilitate evidence based conversations with students, dependent on the text. Additionally, teachers will use the "thinking-aloud" method to demonstrate how to find evidence within the text, and generate questions worth exploring. The teacher will scaffold for difficulties that text present to students, and provide opportunities to write from multiple sources about a single topic to evaluate their understanding.

6B.3. Alignment with career and college readiness (CCSS) - This program will be aligned to the Common Core Standards and pacing guides for each teacher. This will occur in each grade and has the intention to both create continuity and to ease the transition while also promoting the writing process. There is an alignment to career and readiness standards.

6B.4. Research based and/or relevant - Several studies have been published in peer-reviewed publications supporting the use of the Lucy Calkins Writing Workshop approach to teaching writing to children, "All children, not those with innate talent, can learn to write well."

6B.5.

The overview of implementing the instructional program will consist of teacher collaboration planning time to engage with various reading text to prepare and identify appropriate text-dependent questions and strategies. On a quarterly basis, teachers will collect data on teaching strategies implemented and determine the effectiveness by comparing data using Star Reading, MAP, or Data Director to determine necessary intervention strategies based on student needs. Lead teachers from appropriate grade levels will disaggregate the data, and guide teachers in discussion of intervention strategies or different teaching pedagogy that may be implemented.

### Teaching and Learning Strategies

Low achieving K-5th grade students are identified using three forms of data. First we use the Renaissance Learning STAR Reading/Math test scores. Students whose Star cut score appear in the blue (On Watch = Below 40th percentile), yellow (Intervention = Below 25th percentile), and red (Urgent Intervention = Below 10th percentile) are identified as below grade level. Students that are below grade level, we will begin providing interventions such as Learning A-Z, Moby Max, Accelerated Reading and Accelerated Math Programs to increase our students academic achievement. Teachers will also utilize Summative and Formative assessments to determine students growth or understanding of their academic goal.

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The STAR test is given three times during the school year (Beginning, Middle, End). The second type of data gathered is from monthly student writing samples. Low achieving students are identified during PLC meetings to discuss strategies to increase students achievement. Students are also identified to participate in the Inside Out writing program. The final type of data gathered is from the District Benchmark (MAP) which is given three times during the year. We identify low achieving students by looking at the bottom percentile from the test. Again, intervention strategies are provided to increase student achievement. Effective use of classroom data increases the probability that more students will demonstrate proficient and higher levels of performance. When to collect that data and how to ensure quality assessment practices are essential components in reaching our desired target. (Stiggins, 1997) pg 10. The diagnostic thinking of teachers, every day in every classroom, is most likely to increase the probability that students will grow and achieve. Checking at intervals and making adjustments (best facilitated by formative assessment practices) in student learning and teaching will have high payoffs for student achievement. True diagnostic thinking requires teachers to reflect consciously on student learning and then connect their conclusions to the most effective next steps. When faculty knows and understands and understands principles of sound assessment and quality information about students, and because they involve students in the assessment process as part of their effective instruction, a range of benefits will accrue to all. (Stiggins, 1997, pg. 7) Consistent Formative Assessment throughout the lesson will identify needs of the students, signaling to the teacher if differentiated instruction needs to occur. Vertical/Horizontal Teaming and Grade Level Articulation of the data occur at weekly Content Area PLCs and Grade Level PLCs. Staff shares strategies for improvement, then reflect upon successful lessons, and finally discuss areas for remediation.

6B.6. Plan of attack to track adult implementation - The principal, Academic Engagement Administrator and Instructional Specialist will evaluate the effectiveness of the implementation of best practices, research strategies through data monitoring, peer support/mentoring, and classroom observations. Ann Arbor Trail's staff will also utilize the implementation of Individual Professional Development Plans to provide support and assistance to staff members. Through the process of lesson plan review, and observations (formal/informal), administrators will determine if the concepts/information gathered in professional development sessions are being implemented.

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

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

Improving teacher collaboration by developing Professional Learning Communities (PLC) to analyze student achievement data is one of the "Big Ideas" identified by the Reform Team to have a significant impact on student achievement at Ann Arbor Trail School. Professional development in PLCs is scheduled to occur in August, 2015. In addition, two instructional specialists' positions have been added to help guide, support, and monitor the PLC development process.

Additional time has been allotted in the schedule for teachers and staff to fully implement PLCs to analyze data into the instructional learning process.

Beginning in Fall, 2014 PLC Teams, content and grade level will meet each Wednesday for 1 hour and 45 minutes. During this time the PLC clusters will collaborate with follow the structured process outlined below:

1. Gather data and identify the gap between present performance and expected performance, using formative, interim, and summative

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assessments.

2. Study the data to determine if and why there is a gap in performance. Teachers are asked to consider curriculum maps, lesson plans, and assessments when evaluating where and why the gap occurred.
3. Collaborate with grade level teachers and Instructional Specialists to address closing the gap using best practice strategies. Identify students who require Tier 2 and Tier 3 interventions and create an Individual Development Plan for each student that outlines how the gap will be closed.
4. Implement the plan and progress monitor the impact of the interventions put in place.
5. Adjust the instruction as needed and then repeat the steps in the problem-solving process again.

Leadership will alternate attendance at different grade level PLC cluster meetings on a weekly basis, and provide feedback and support to teachers. PLC Cluster meeting notes will be documented and reviewed by leadership to assure the process is followed with fidelity and will be used to identify future potential professional development needs. Multiple data sources will be used by teachers to evaluate student progress and growth. Universal screeners will be incorporated to provide early identification of students requiring Tier 2 and Tier 3 interventions (Star Math and Star Reading). Standardized practice tests (NWEA/MAP) will be used to predict how students will perform on end-of-year tests (M-STEP) and to inform instruction at K-8 grade levels. Finally, lesson plans will be reviewed weekly in PLC and Data Team meetings to assure interim assessments are used at key instructional times to measure critical content skills.

## PART E: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT

**Requirement #8: The district establishes schedules and implements strategies that provide increased learning time.**

**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.**

**Indication 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.**

Increased Time for Core Subjects:

The district has increased time in all core subject areas. Reading has a 120 minute block. Math has a 90 minute block. Science and Social Studies have a 45 minute daily block.

Time for Enrichment: Enrichment activities are built into daily lessons through the use of core programs in Imagine It Reading and Envision Math.

Imagine it designates independent work time for 25 minutes. The teacher will create work stations at which the students work on increasing their knowledge in the areas of fluency, comprehension, phonemic awareness, phonics, and word knowledge.

Math utilizes a block schedule. Teachers use the first 45 minutes to teach the current lesson according to the curriculum pacing.

The second 45 minutes is used for enrichment. Teachers will integrate Differentiated Instruction and Intervention for the diverse students in the classroom such as ELL, Special Education, struggling and advanced students (i.e., Differentiated Instruction Strategies, Accelerated Math, Math Facts in a Flash, Mathematics Projects).

The activities will be utilized to cultivate and enhance pupil collaboration, socialization skills, increase engagement, build self-esteem and efficacy.

Time for Professional Learning:

The District values professional growth and improvement of its teachers. With this information being of high value and outlined in the District's Academic Plan there was collaboration with the Detroit Federation of Teachers in negotiated new contractual language allowing for increased professional learning time. The traditional one (1) hour Wednesday meeting was extended by an additional hour. The teachers also share a school wide common preparation periods on Fridays. During these school collaboration periods, teachers and administrators will work in ILTs, PLCs, pairs, groups, teams or even alone as appropriate to attend site-based professional development, prepare lessons plans, conduct data dialogues, and develop and coordinate work needed to realize the school's local improvement plan. Darling-Hammond (2006) stated that teacher preparation/knowledge of teaching and learning, subject matter knowledge are leading factors in teacher effectiveness and directly impacts student achievement. It is with this knowledge that the District continues to promote job-embedded professional development, collaboration and professional growth.

Additionally, In an effort to reduce systemic barriers of increased professional learning the District will assign two additional teachers to each priority school. These substitutes will be utilized to provide a continuum of student instruction during Job-embedded professional development (Learning that occurs while teachers and administrators engage in daily work. While performing their jobs, participants learn by doing, reflect on their experiences, and have shared dialog about their insights, MDE, 2012) for instructional staff. The aforementioned professional development in which substitutes will be used includes ILT Meetings, PLC Meetings, and other defined District initiatives.

**Requirement #9: The district provides appropriate social, emotional, and community services that support students.**

**Indicator 9A: In your response, detail the mechanism the school will use for identifying student needs, outline the supports that will be provided at the school ( including what specific needs will be addressed), and specify the supports that will be provided through community agencies (including what specific needs will be addressed)**

Students at Ann Arbor Trail that need support in the areas of social, emotional and community services are identified through teacher and parent referrals, and after student data has been analyzed, teachers fill out the Title I Referral form. The form is used to identify students that need additional support.

Ann Arbor Trail will provide appropriate social, emotional, and community services that support the student needs in the form of staffing and special programs. The highly qualified full-time counselor, part-time speech pathologist, part-time psychologist, and part-time social worker serve as Ann Arbor Trail Resource Coordinating Team (RCT). This team provides students with services on a referral basis and assesses the needs of students to ensure that referred students receive appropriate school and community-based services.

The counselor has created a yearly plan of action to address bullying/conflict resolution, career pathways, college exploration, and positive behavior management. The counselor provides individual and group therapy sessions for students who are referred by staff and parents.

The part-time social worker, speech pathologist, and psychologist work two days weekly and provide scheduled visits to recipients of Specialized Student Services. Beginning in September, the Social Worker coordinates Lenscrafters Optical program, Bel-tone Hearing services, and Mobile Dentist to service our students. We have an active parent organization, The Parent Advisory Council on Student Achievement (PACSA) that meets monthly, every 3rd Wednesday from 4:00 p.m. - 6:00 p.m. Ann Arbor Trail Staff encourages parent and community input through surveys and participation on our School Improvement Plan Team. Ann Arbor Trail Families receive communication with Ann Arbor Trail Staff through Parent Connect, Robo Call messages, Parent Teacher conferences, Family Math and Science Nights, and monthly PACSA meetings. Ann Arbor Trail has an array of partners to help meet the needs of our students such as: We partner with churches throughout the community to provide Foster Grandparents where they assist the teacher and students with one on one support.

The Wal-Mart Mentoring Program provides lifelong skills of pursuing jobs and carrying out their dreams. Police and Fire Department provide presentations on being safe, bullying, and gun violence. The counselor partners with Sand Castle Counseling. Another system of support that is provided to our students is Heart of a Champion. It is a character education program utilizing high level materials that engage learners to implement important character traits into their lives. S.T.E.M. partners are BOSCH, DPS Go Green and 2 Attention to assist in developing lesson plans and activities. We continuously seek additional community contacts and assistance to strengthen our programs tailored to the needs of our students. DHS has placed an employee called success coach in our school because high numbers of families are already receiving assistance through the department. The worker works closely with administration, social worker, attendance agent and teachers to monitor attendance and address barriers to attending school when they arise. Pathways is an innovative approach to providing human services that targets five outcome areas: attendance, education, health, safety and self-sufficiency. The Pathways to Potential approach relies on three critical elements to help clients reach their greatest potential: go where the client is located, work one-on-one with families to identify and remove barriers and connect them to a network of services and help families find their pathway to success. In Pathways schools, DHS places employees called success coaches in schools where high numbers of families are already receiving assistance through the department. These workers work closely with school principals, social workers, attendance agents and teachers to monitor attendance

and address barriers to attending school when they arise.