

**SCHOOL INFORMATION**

District: Reading

School Name: Reading High School

Address: Chestnut Street, Reading, Michigan 49274

School Code: 03159

**REFORM MODEL SELECTED: PLEASE READ EACH MODEL DESCRIPTOR AND THEN SELECT ONE.**

- Transformation** – The Transformation Model addresses four specific areas: 1) developing teacher and school leader effectiveness, which includes replacing the principal who led the school prior to commencement of the transformational model; 2) implementing comprehensive instructional reform strategies; 3) extending learning and teacher planning time and creating community-oriented schools; and 4) providing operating flexibility and sustained support.
- Turnaround** - The Turnaround Model includes among other actions; replacing the principal and at least 50 percent of the school's staff, adopting a new governance structure and implementing a new or revised instructional program.
- Restart** – The Restart Model closes the school and reopens it under the management of a charter school operator; a charter management organization; or an educational management organization selected through a rigorous review process. A restart school would be required to enroll, within the grades it serves, any former student who wishes to attend.
- Closure** – The Closure Model would close the low-achieving school and enroll the students who attended that school in other high-achieving schools in the district.

**-DIRECTIONS-**

**FIRST TIME SUBMISSIONS:** If you are submitting a reform/redesign plan for the **first time** please complete page 2 and then proceed to the following pages to complete your plan:

<b>Transformation Model:</b>	<b>Your plan will start on page 4</b>
<b>Turnaround Model:</b>	<b>Your plan will start on page 6</b>
<b>Restart Model:</b>	<b>Your plan will start on page 8</b>
<b>Closure Model:</b>	<b>Your plan will start on page 11</b>

**REVISIONS ONLY:** If you are submitting revisions, please place an X indicating whether it is the first or second revision:

REVISION:  1  2

All revisions must be submitted in a different, **BOLD** font, and clearly identified in the table of contents. **Only submit the section(s) you want to revise.**

**ALL COMPLETED REDESIGN PLANS MUST BE SUBMITTED ELECTRONICALLY TO:**

[MDE-SROplans@michigan.gov](mailto:MDE-SROplans@michigan.gov)

For additional help, please contact the State Reform Office at 517-335-2741.

<p style="text-align: center;"><b>SCHOOL INFORMATION</b></p> <p>District: Reading</p> <p>School Name: Reading High School</p> <p>Address: 301 Chestnut Street, Reading, MI</p> <p>School Code: 03159</p>	<p style="text-align: center;"><b>CONTACT PERSON FOR REDESIGN PLAN</b></p> <p>Name: Chellie Broesamle</p> <p>Position and Office: Superintendent</p> <p>Telephone: 517-283-2166</p> <p>Fax: 517-283-3519</p> <p>Email: chellie.broesamle@readingrangers.org</p>
<p><b>LEA SCHOOL SUPERINTENDENT/DIRECTOR</b></p> <p>Printed Name: Chellie Broesamle</p> <p>Signature: X _____</p> <p>Date: _____</p>	<p>Telephone: 517-283-2166</p> <p>Fax: 517-283-3519</p> <p>Email: chellie.broesamle@readingrangers.org</p>
<p><b>LEA SCHOOL PRINCIPAL/DIRECTOR</b></p> <p>Printed Name: Rick Bailey</p> <p>Signature: X _____</p> <p>Date: _____</p>	<p>Telephone: 517-283-2142</p> <p>Fax: _____</p> <p>Email: rick.bailey@readingrangers.org</p>
<p style="text-align: center;"><b>LEA SCHOOL BOARD PRESIDENT</b></p> <p>Signature: X _____ Date: _____</p>	
<p style="text-align: center;"><b>LOCAL TEACHER BARGAINING UNIT</b></p> <p>Signature: X _____ Date: _____</p>	
<p>The Local Educational Agency (LEA) agrees to comply with all applicable requirements of all state statutes, federal laws, executive orders, regulations, policies and conditions governing this program. The LEA understands and agrees that if it materially fails to comply with the terms and conditions of the redesign plan, fails to make satisfactory progress or does not have an approved plan, the Michigan Department of Education/State School Reform/Redesign Officer may issue an order placing the LEA into the State School Reform/Redesign School District, imposing for the LEA one of four intervention models, and an addendum to applicable collective bargaining agreements in effect for the school as necessary to implement the school intervention model.</p>	

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## THE TRANSFORMATION MODEL STARTS HERE:

**Descriptor:** The **Transformation Model** addresses four specific areas: 1) developing teacher and school leader effectiveness, which includes replacing the principal who led the school prior to commencement of the transformational model; 2) implementing comprehensive instructional reform strategies; 3) extending learning and teacher planning time and creating community-oriented schools; and 4) providing operating flexibility and sustained support.

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

### I. TRANSFORMATION MODEL COMPONENTS

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

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

The capacity of school leadership was analyzed and a structure was put in place to take advantage of personal strengths within the administration. Chellie Broesamle has seven successful years as a high school principal in the Jonesville School District. ACT scores have consistently been at or above the state level. She has experience with modifying scheduling to create the greatest benefit to the students. She is well versed in the school improvement process and has established professional learning communities dedicated to improving student achievement. Chellie will serve as the new high school principal and lead the transformation process beginning with the 2012-13 school year.

2. Detail the collaborative (teacher and principal) process used to create a teacher and leadership evaluation plan and explain how the evaluation includes student growth as a significant factor. (Maximum 1250 characters)  
Several meetings took place with staff during the 2010-11 school year and over the summer of 2011 between the administration and the bargaining unit along with the MEA uniserve director. With the impending changes to teacher evaluation, much time was spent in mutually developing a tool that would guide teacher growth and instruction. The evaluation tool is a modification of the Charlotte Danielson model with student growth added as a significant factor. The need for pre and post tests and relevant growth data was shared with teachers at professional development meetings on August 31, 2011 and the newly adopted tool was presented at staff meetings at the elementary and high school on November 7, 2011. A resolution was sent to the state on October 28, 2011 declaring exemption from future state tools for

evaluation and the tool is available on our website: [readingrangers.org](http://readingrangers.org). A copy has been included in Appendix A.

Please attach a copy of the Evaluation Tool in Appendix A of this template.

3. Specify how the school will identify and reward school leaders, teachers, and other staff members who have increased student achievement. Additionally, describe how the school will remove leaders and staff members who have been given multiple opportunities to improve professional practice and have not increased student achievement outcomes. (Maximum 3750 characters)

The school will identify school teachers and leaders who are highly effective using the agreed upon evaluation tool. **The evaluation tool is based on the Charlotte Danielson model and all of the administrators will be trained in its use. The new principal has used this model for over ten years.**

- **Highly effective teachers will have 90-100% of their students showing growth on state and local tests as well as scoring at the highly effective levels on the four other categories of the evaluation tool which include: Planning and Preparation, Classroom Environment, Instruction and Professional Responsibilities.**
- **Effective teachers will have 80-89% of students showing growth on state and local tests and will have to meet the effective level of the other four categories listed above.**
- **Minimally effective teachers will have 60-79% of students showing growth on state and local tests and ineffective teachers would have 0-59% of students showing growth.**

**The Charlotte Danielson Model has a very detailed rubric spelling out the requirements for each category to meet the highly effective, effective, minimally effective and ineffective levels. Our evaluation tool is included in appendix A. All teachers have received a copy of the rubric and the administrator has been trained in its use. Any teacher with a less than effective rating in any category will not be considered effective and will be put on an individual development plan or IDP. Ineffective teachers will remain on an IDP for three years. If the teacher's evaluation and/or student data does not demonstrate improvement, they will be removed.**

Those teachers who are determined to be highly effective will be rewarded with opportunities for leadership in the district. Teachers will be given the opportunity to serve as core content leaders and team leaders based on their effectiveness in the classroom. They will also have the opportunity to serve as mentors to their peers **for which they will receive compensation according to their contract. After the student achievement data is gathered for the final teacher evaluation, highly effective teachers will be recognized for their achievements with certificates of recognition. They will be considered lead teachers. They will be given preference when applying for a Teacher Incentive Grant provided by the district to purchase materials for their classrooms. They will also**

**have preference in attending professional development and sharing what they have learned with the rest of the staff.**

**Those teachers who are determined to be ineffective or minimally effective will be placed on an Individual Development Plan or IDP to assist them in improving their practices. These plans will consist of opportunities for mentoring, observations of highly effective teachers, professional development in their areas of need, self-help education in the form of publications by Marzano and DuFour and other assistance as determined by the administrator and the teacher. If after a plan has been developed and followed, the teacher does not show improvement to the level of effective or highly effective, they will be removed from their position.** According to the new tenure law, a teacher and leaders who are evaluated as ineffective for three years will be removed.

**The Reading Community Schools Administrative Personnel Performance Review was developed in collaboration with Jonesville Community Schools as they share a superintendent. This document is reviewed each year for effectiveness in an attempt to have the best measure possible to work toward school improvement. This year student growth was added to the document. The administrator is evaluated on the percentage of teachers meeting the effective level for student growth in the district. The administrative review extensively covers the many job responsibilities of school leaders.**

4. Describe plans and timelines for ongoing, high quality; job embedded professional development (subject specific pedagogy, differentiated instruction or a deeper understanding of the community served). Show how professional development is aligned and designed to ensure that staff can facilitate effective teaching and learning and have the capacity to successfully implement the school reform strategies. (Maximum 6250 characters)

The school improvement team makes plans for professional development based on the gap analysis completed on school data. The professional development for this school year is focused around Data Director training so that the staff has a tool to analyze the growth of their students in a timely manner. They are also taking part in Evidenced Based Literacy Instruction (EBLI) to improve the reading fluency and comprehension of our students. Training in co-teaching and differentiated instruction has also taken place in order to assist all of our learners. Reading has a large special education population and we are working hard to ensure that we meet their needs. The final focus of the professional development plan is the acquisition of Curriculum Crafter and the training provided by Kent ISD. This tool will allow teachers to align their lessons to the new Common Core and make sure that we are meeting the state standards. Teachers will be working with the Red Cedar Reading Project through Michigan State University at a summer retreat as well as attending the Jackson ISD Middle School Math Initiative. All of this professional development is

planned and designed in a collaborative way in is included in each building's school improvement plan as well as the district improvement plan. The staff has sought out training that has proven results. They have researched different methods of instruction and tools that will help them raise student achievement. The professional development calendar for the 2011-12 school year is attached.

Please attach a copy of the Professional Development calendar into Appendix B

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

Teachers will progress in their step schedule if their students continue to show growth. **Highly effective teachers will be encouraged to be Lead Teachers. They** will be take leadership roles in their content area departments which can add to their resume and potentially benefit them. Teachers will be provided stipends for additional professional development during the summer months. Reading will negotiate with teachers who have proven to be successful at other schools for a starting wage that will encourage them to come to our school to teach. **When openings arise, postings will be made in the Chronicle of Higher Education and to colleges and universities throughout the state of Michigan. We will also send lead teachers to college fairs to recruit outstanding candidates. We have a close working relationship with Hillsdale and Spring Arbor Colleges to provide student-teacher experiences. All newly hired teachers will be required to attend the New Teacher Academy offered by the Hillsdale County ISD. This group of teachers meets with the director of general education once per month to discuss relevant topics ad take part in book studies. Lead teachers will also serve as mentors to new students and will be compensated according to the contract. Highly effective lead teachers will also be utilized for retraining marginal or ineffective teachers.**

**We will work to retain and promote our highly effective staff by asking them to develop and teach classes for which they have interest and expertise. Next year we will be adding Accounting, Advanced Placement English and Web Design to our curriculum by following this policy. Those teachers who are highly effective will help to create the professional development calendar and can take training they deem necessary to continue to improve their instructional practice. Flex hours have been implemented to encourage retention of our high performing staff members that may have other obligations such as young families. A Faculty Incentive Grant is in place a Reading Community Schools. Ten thousand dollars is set aside each year when the budget allows for teachers who are using researched based practices to improve student achievement to apply for additional funds to enhance their classrooms.**

**PART B: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES**

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

Reading Community Schools will be utilizing Curriculum Crafter from Kent ISD which is aligned to the Michigan content standards and is updated as the Common Core is released. This tool will allow us to update, revise and align curriculum in a fraction of the time because it is web-based and updated consistently. It provides instructional unit planning K-12 and provides an easy way to maintain vertical alignment. Teachers can easily see what is to be taught to students at each grade level within their content area. It will also assist with time management and the scope and sequence of courses. **This tool, which used to be called K-4, will allow us to design our own instructional program which truly meets the needs of the students and the benchmarks for the state of Michigan.**

**Planning of scope and sequence in core subjects will be done on a regular basis K-12.**

**Individual student data from STAR, EXPLORE, PLAN, ACT and Accuplacer tests will be used to schedule students into classes which fit their needs and help them progress in the best way possible. Data will be collected in every course with pre and post tests to determine strengths and weaknesses in student achievement, and this data will be used to inform curriculum planning, subject pacing guides, and teacher's lesson planning. STAR reading will be used at regular intervals throughout the school year to determine whether the curriculum and teaching methods are having the desired outcome on student achievement. This data will also provide needed information to identify at-risk students so that interventions can be designed to assist them. At-risk students will also be identified through teacher observation, student progress in the curriculum, pre and post tests, and standardized tests. Identified students' needs are analyzed to determine which research-based intervention or remediation program will work best for them. Some students will receive one-on-one assistance, while others will work in small groups to improve their skills. On-line learning programs with proven results will be utilized as well. A comprehensive Response to Intervention (RTI) process has been implemented K-12 to identify and provide interventions for students in need. Several trainings have been provided by the Hillsdale County ISD and teams have been developed in each building in the district to implement the RTI process with fidelity.**

7. Describe how the school promotes the continuous use of individual student data (such as; formative, interim, and summative) to inform and differentiate instruction to meet individual student needs. (Maximum 6250 characters)

Reading Community Schools has invested in Data Director as a means to compile student data at a central point and analyze it to differentiate instruction based on student needs. Each teacher utilizes pre and post tests to determine if the students learned the material that they covered. Common assessments will be given at the beginning of courses, at the midpoint and at the end to determine student growth. Data from STAR testing will be taken at the beginning and end of the school year to determine student growth in their reading level. Students will be placed in courses to assist them in reading if data shows that it is needed. Courses will be created to provide enrichment as well as skill building for students. Response to Intervention is in place in the elementary and high school and training is ongoing for those teams to make sure that at-risk students are getting the necessary help to be successful.

### **PART C: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT**

8. Explain how the school will establish schedules and strategies that provide for increased time for all students to learn core academic content, by expanding the school day, week or year (Specify the amount of time added). Include enrichment activities for students and increased collaboration time for teachers. (Maximum 3750 characters)

Reading High School adjusted their schedule to include 28 minutes of additional instructional minutes daily to address unsatisfactory academic performance in the past. Furthermore, we are currently in negotiations with the union to add additional minutes to the day, which in conjunction with the previous twenty-eight minutes would provide a total of an extra 107 instructional hours. We are currently in negotiations with the union to add days to the calendar as well. Two new schedules have been developed that add classes that provide enrichment activities based around the core content. Common planning times have been designed into the trimester and seven period schedules to provide more collaboration time for teachers. Additional professional development opportunities will be added over the summer for teachers. They will be given stipends to encourage attendance and to reward those who work to better themselves. Advanced Placement (AP) courses have been explored and added to the schedule to increase rigor in the curriculum. Accounting has also been added as an option for the fourth year of math. We are currently meeting with the teacher and leadership teams to determine which schedule best meets the needs of Reading High School.

Attach a copy of the daily school schedule, teacher collaboration schedule and a copy of a student schedule that demonstrates increased time in Appendix C

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

The school will continue to work with the Parent Action Committee that is currently in place to support the school and the students. **Parents are an essential part of preparing their children for school and helping them to be successful. The parents of children in Reading Community Schools will be provided with many opportunities to engage with faculty about their students and what they are learning. They will also serve as volunteers to work in the classrooms to assist students in improving their skills.**

The community is very dedicated to its schools. Every bond proposal that has ever come before them has been passed. They have set up a Ranger Room to provide clothing and supplies to needy students and their families. The athletic boosters are extremely active and support many projects throughout the schools. We will continue to engage them in these activities, but will add curriculum nights for parents and community members to learn what is being taught and offer ways to assist them and their children. We will also expand our volunteer tutoring program for struggling students in the 7<sup>th</sup> and 8<sup>th</sup> grades.

The community and school have an excellent relationship and serve to meet the needs of each other. Rotarians, Kiwanians and other community members volunteer to assist children with their learning. They tutor, give incentives for reading, offer awards and support for the needy. Octoberfest is put on by the Reading Chamber of Commerce as well as the Old Fashioned Christmas. Our students work to decorate the downtown and carve pumpkins for the Pumpkin glow. The Reading Fire Department comes into the schools to teach fire safety and helps with conducting drills. One other excellent community event is Reading Pride Day. All of the students go out into the community on this day to help residents and businesses with anything they have requested help with. They paint houses, rake leaves, beautify the cemetery and gardens and even paint the cross walks. This helps students gain a love of their community and builds a bond with community members. The American Legion is also active in the school and brings in speakers each year for the Veterans' Day Assembly. It is a tremendous educational experience. The positive relationship that exists with the parents and the community supports our students through, tutoring, supplying them with the tools they need to be productive as well as creating an enjoyable environment in which to live and learn.

**PART D: PROVIDING OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT**

- 10 Describe how the district will provide the school with operational flexibility (staffing, calendars, time, budgeting) to implement a comprehensive approach to substantially increase student achievement and increase graduation rate. (Maximum 3750 characters)

Each building has site-based management over their budget. They are required to work within district funding allowances. The newly assigned principal also has

complete control over the high school budget. The principal has the authority and support to enact the changes that are included in this plan to raise student achievement. The graduation rate is consistently around 95% at Reading High School, but we still strive to get to 100%. We will continue with those efforts. We have added e2020 as an additional opportunity for students who are behind to recover credits throughout the school year so they may graduate on time.

- 11 Describe how the district will ensure that the school receives ongoing, intensive Technical Assistance and related support from the district ISD, Michigan Department of Education, or other designated external partners or organizations. (Maximum 3750 characters.)

Reading High School will receive ongoing technical assistance with the Local Education Association resources to address the identified reform initiatives that have been proposed. Hillsdale Intermediate School District will be working with us as our external service provider. The Hillsdale ISD will provide ongoing training in Response to Intervention and the use of Data Director as well as other technical support. They are partnering with Jackson ISD to assist all of the LEA’s in Hillsdale County. Because our ISD is small and may not be able to meet our needs, we are also in contact with Calhoun ISD as the provider of Data Director and for additional professional development needs. We will also be working closely with Kent ISD and receiving professional development in Curriculum Crafter. **The Michigan Department of Education staff has helped us to determine where our weaknesses lie by going through our data with us. They came and shared information about test scores and the PLA process with our stakeholders at a board meeting. They have provided assistance with the development of our plan through trainings and workshops and have made staff available to review our plan while it was in progress. We will continue to seek guidance from the MDE as we follow through with our redesign plan.**

**TRANSFORMATION SCHOOLS WILL STOP HERE.  
RETURN TO PAGE 3 OF THIS DOCUMENT AND UPDATE THE TABLE OF CONTENTS  
PAGE NUMBERS AND MAKE SURE TO UPDATE APPENDIXES A-C**

**THE TURNAROUND MODEL STARTS HERE:**

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

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

## II. TURNAROUND MODEL COMPONENTS

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

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

Describe how the district will provide the school with operational flexibility (staffing, calendars, time, budgeting) to implement a comprehensive approach to substantially increase student achievement or increase graduation rates. (Maximum 3750 characters)

2. Describe how the school will use locally adopted competencies to measure the effectiveness of the principal and staff who works within the turnaround school. (Maximum 3750 characters)

Please attach a copy of the adopted competency tool or the evaluation tools that includes a significant connection with student growth in Appendix A of this template.

3. Specify how the school will screen all existing staff and rehire no more than 50 percent. (Maximum 3750 characters)
4. Detail how the school will implement strategies such as, increased opportunities for promotion and career growth, and/or flexible working conditions designed to recruit and retain staff to meet the needs of students in a transformational school. (Maximum 3750 characters)

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

5. Describe plans and timelines for ongoing, high quality; job embedded professional development (subject specific pedagogy, differentiated instruction or a deeper understanding of the community served). Show how professional development is aligned and designed to ensure that staff can facilitate effective teaching and learning and have the capacity to successfully implement the school reform strategies. (Maximum 6250 characters)

Please attach a copy of the Professional Development calendar into Appendix B

6. Describe the new governance structure adopted that will assist with the building turnaround process. The new governance may include a turnaround office, or a turnaround leader who reports directly to the superintendent. (Maximum 6250 characters)
7. Detail how the use of data will identify and implement an instructional program that is research based and aligned from one grade to the next as well as with state standards. (Maximum 6250 characters)

8. Describe how the school will promote the continuous use of individual student data (such as; formative, interim, and summative) to inform and differentiate instruction to meet individual student needs. (Maximum 6250 characters)

**PART C: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT**

9. Explain how the school will establish schedules and strategies that provide for increased time for all students to learn core academic content, by expanding the school day, week or year. How much extra time has been added? Also how will the increased learning time include other enrichment activities for students and provide for increased collaboration time for teachers? (Maximum 6250 characters)

Attach a copy of the school schedule, teacher collaboration schedule and a sample student schedule which demonstrates the increased learning time in Appendix C

Or

Executed Addendum to Support the Implementation of the Extended Learning Time Model

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

**TURNAROUND SCHOOLS WILL STOP HERE.  
RETURN TO PAGE 3 OF THIS DOCUMENT AND UPDATE THE TABLE OF CONTENTS  
PAGE NUMBERS AND MAKE SURE TO UPDATE APPENDIXES A, B AND C**

**THE RESTART MODEL STARTS HERE:**

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

**Directions:** The following items are required elements of the **Restart Model**. Write a concise, cohesive and comprehensive description after each requirement describing how the

09-6-2011

requirement will be implemented in the school. Each description should also identify who is responsible for implementation and when implementation will take place.

### III. RESTART MODEL COMPONENTS

#### **PART A: District Narrative**

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

#### **RESTART/Charter School Narrative Section**

#### **Part B: COMMUNITY ASSESSMENT**

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

### **Part C: STUDENT POPULATION**

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

### **Part D: EDUCATIONAL PROGRAM**

8. Describe the vision, mission and educational goals of the proposed charter school. The description of educational goals should be complete, measurable, ambitious, tailored to the expected student population, and coordinated with the mission and vision. (Maximum 2500 characters)
9. Describe the evaluation process and the criteria used by the development team to compare curricular and instructional approaches. Describe the approaches considered and explain why the approach chosen fits the Public School Academy (PSA) target market and its educational goals. Explain why other specifically identified approaches considered were not chosen. (Maximum 3750 characters)
10. Provide a general description of the curricula to be used. Explain how you have determined (or will determine) that these curricula will lead *all* students to mastery of the Common Core Standards, Michigan's Grade Level Content Expectations (GLCE) or High School Content Expectations (HSCE), as appropriate. (Maximum 2500 characters)
11. Provide an overview of the instructional design and program to be emphasized by the school, with particular emphasis on how this approach is unique and will enhance student achievement. Be sure to detail the research foundations for the educational approach to be utilized. Outline steps the school will take to ensure that its teachers understand, gain skills needed for and practice the instructional model chosen. (Maximum 2500 characters)
12. Detail the interventions and support services to be provided by the school, such as - extended time, Head Start, latchkey, extracurricular activities, tutoring, computer training, social work services, accelerated learning for advanced students. Additionally,

explain why these services were chosen to address the needs of the target population. Describe the plan for how the proposed services will be implemented. (Maximum 3750 characters)

13. Describe the ways in which the proposed charter school will ensure high-quality services to students with special needs. Describe how the services to students with special needs will be innovative. Include a description of how the proposed charter school will participate in development of the county-specific Intermediate School District (ISD) special education plan, which ensures compliance with the Individuals with Disabilities Act (IDEA). (Maximum 3750 characters)
14. Specify the proposed charter school's anticipated date of opening, and briefly describe the proposed school calendar and school day schedule. Identify if you will seek any waivers of federal or state requirements that you believe will be necessary to implement the proposed calendar and schedule. (Maximum 2500 characters)

### **Part E: STUDENT RECRUITMENT AND COMMUNITY INVLOVEMENT**

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

**RESTART SCHOOLS WILL STOP HERE.  
RETURN TO PAGE 3 OF THIS DOCUMENT AND UPDATE THE TABLE OF CONTENTS  
PAGE NUMBERS.**

## **IV. CLOSURE MODEL COMPONENTS**

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

### **PART A: ESTABLISH POLICY**

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

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

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

**PART C: OPERATE TRANSPARENTLY**

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

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

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

**CLOSURE SCHOOL MODELS WILL STOP HERE.  
RETURN TO PAGE 3 OF THIS DOCUMENT AND UPDATE THE TABLE OF CONTENTS  
PAGE NUMBERS.**

**APPENDIX A  
COPY AND PASTE YOUR:**

Copy of Leader and Teacher Evaluation Tool (for Transformation Schools)  
Or  
Copy of Adopted Competencies Tool (for Turnaround Schools)  
(unlimited characters)

**APPENDIX B**  
**COPY AND PASTE YOUR:**

Professional Development Calendar or Timeline

(unlimited characters)

**APPENDIX C**  
**COPY AND PASTE YOUR:**

Daily School Schedule, Sample Student Schedule and Teacher Collaboration Schedule  
Or  
Executed Addendum to Support the Implementation of the Reform Model



(Maximum 6250 characters)

## Reading Community Schools Teacher Evaluation Form

Teacher: \_\_\_\_\_

Evaluator: \_\_\_\_\_

Tenured  Probationary  1<sup>st</sup> yr.  2<sup>nd</sup> yr.  3<sup>rd</sup> yr.  4<sup>th</sup> yr.

Building: \_\_\_\_\_ Observation date(s): \_\_\_\_\_

Evaluation Dates: \_\_\_\_\_

Type of Report Annual \_\_\_ Periodic \_\_\_ Obser. \_\_\_ Progress \_\_\_

The process of evaluation indicates the evaluator's perception of the professional's performance, verifies this perception with written comments, and offers specific suggestions for improvement in the area(s) marked unsatisfactory. Detailed descriptions of each of the components on this form can be found in *Enhancing Professional Performance: A Framework for Teaching*, by Charlotte Danielson (1996) ASCD.

### Components of the Evaluation

**Key: Ineffective (0) Minimally Effective (2) Effective (3) Highly Effective (4) Total Possible=20 points**

#### 1. Planning and Preparation:

	Ineffective (0)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
1a. Demonstrating Knowledge of Content and Pedagogy				
1b. Demonstrating Knowledge of Students				
1c. Selecting Instructional Goals				
1d. Demonstrating Knowledge of Resources/ Designing Coherent Instruction				
1f. Assessing Student Learning				

**TOTALS**

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Comments:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

#### 2. The Classroom Environment:

	Ineffective (0)	Minimally Effective (2)	Effective (3)	Highly Effective (4)

2a. Creating an Environment of Respect and Rapport				
2b. Establishing a Culture for Learning				
2c. Managing Classroom Procedures				
2d. Managing Student Behavior				
2e. Organizing Physical Space				

**TOTALS**

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Comments:

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3. Instruction:

	Ineffective (0)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
3a. Communicating Clearly and Accurately				
3b. Using Questioning and Discussion Techniques				
3c. Demonstrating Flexibility and Responsiveness				
3d. Providing Feedback to Students				
3e. Engaging Students in Learning				

**TOTALS**

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Comments:

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4. Professional Responsibilities:

	Ineffective (0)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
4a. Reflecting on Teaching				
4b. Maintaining Accurate Records				
4c. Communicating with Families				
4d. Contributing to the School and District/ Growing and Developing Professionally				
4e. Showing Professionalism				

**TOTALS**

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Comments:

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**5. Student Growth – defined as the increase or improved performance of students, as individuals and/or as a group, in relation to appropriate developmental and/or academic achievement measurement. Student growth data will be measured by growth/progress between the initial and final student assessment(s) for each classroom each year.**

	<b>0</b>	<b>5</b>	<b>10</b>	<b>15</b>	<b>20</b>
	<b>0%-20%</b>	<b>21%-40%</b>	<b>41%-60%</b>	<b>61%-80%</b>	<b>81%-100%</b>
<b>Percent of Students Showing Improvement</b>					

**TOTALS**

Comments:

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**EVALUATOR’S NARRATIVE REMARKS (Including IDP Progress Assessment-if applicable):**

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Where a teacher has received a rating on an evaluation criterion of “Minimally Effective” or “Ineffective” the rating shall be substantiated with specific examples. In addition, the teacher and principal shall consult regarding a goal statement.

Overall performance of the Teacher

	Scores
1.) <u>Planning and Preparation:</u>	
2.) <u>The Classroom Environment:</u>	
3.) <u>Instruction:</u>	
4.) <u>Professional Responsibilities:</u>	
5.) <u>Student Growth:</u>	
<b>TOTAL</b>	

**90-100 Highly Effective**  
**70-89 Effective**  
**60-69 Minimally Effective**  
**0-59 Ineffective**

Signatures:

Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluator: \_\_\_\_\_ Date: \_\_\_\_\_

The teacher's signature indicates the report was received; it does not necessarily denote agreement with every factor of the evaluation. The teacher has the right to attach a statement to this evaluation if the teacher disagrees with factors included in this report, and/or the opportunity to have a different observer.

### **Student Growth**

*Student growth is defined as the increase or improved performance of students, as individuals and/or as a group, in relation to appropriate developmental and/or academic achievement measurement.*

Rationale: This rubric focuses on measuring student growth that accomplished three components:

- Collaborative practice between the educator and administrator
- Supports goals
- Supports the professional development of the educator

### **Data Sources/Assessments**

Data may include, but is not limited to:

MEAP  
MME  
ACT  
Explore  
PLAN  
MLPP  
AP  
End of Course/Unit Assessment  
Dibels  
NWEA  
Woodcock Johnson  
STAR  
Other Assessments

## Reading Community Schools Teacher Evaluation Form

Teacher: \_\_\_\_\_

Evaluator: \_\_\_\_\_

Tenured  Probationary  1<sup>st</sup> yr.  2<sup>nd</sup> yr.  3<sup>rd</sup> yr.  4<sup>th</sup> yr.

Building: \_\_\_\_\_ Observation date(s): \_\_\_\_\_

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Type of Report Annual \_\_\_ Periodic \_\_\_ Obser. \_\_\_ Progress \_\_\_

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1a. Demonstrating Knowledge of Content and Pedagogy				
1b. Demonstrating Knowledge of Students				
1c. Selecting Instructional Goals				
1d. Demonstrating Knowledge of Resources/ Designing Coherent Instruction				
1f. Assessing Student Learning				

**TOTALS**

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Comments:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

#### 2. The Classroom Environment:

	Ineffective (0)	Minimally Effective (2)	Effective (3)	Highly Effective (4)

2a. Creating an Environment of Respect and Rapport				
2b. Establishing a Culture for Learning				
2c. Managing Classroom Procedures				
2d. Managing Student Behavior				
2e. Organizing Physical Space				

**TOTALS**

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Comments:

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3. Instruction:

	Ineffective (0)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
3a. Communicating Clearly and Accurately				
3b. Using Questioning and Discussion Techniques				
3c. Demonstrating Flexibility and Responsiveness				
3d. Providing Feedback to Students				
3e. Engaging Students in Learning				

**TOTALS**

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Comments:

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4. Professional Responsibilities:

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4b. Maintaining Accurate Records				
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4e. Showing Professionalism				

**TOTALS**

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Comments:

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**5. Student Growth – defined as the increase or improved performance of students, as individuals and/or as a group, in relation to appropriate developmental and/or academic achievement measurement. Student growth data will be measured by growth/progress between the initial and final student assessment(s) for each classroom each year.**

	<b>0</b>	<b>5</b>	<b>10</b>	<b>15</b>	<b>20</b>
	<b>0%-20%</b>	<b>21%-40%</b>	<b>41%-60%</b>	<b>61%-80%</b>	<b>81%-100%</b>
<b>Percent of Students Showing Improvement</b>					

**TOTALS**

Comments:

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**EVALUATOR’S NARRATIVE REMARKS (Including IDP Progress Assessment-if applicable):**

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Where a teacher has received a rating on an evaluation criterion of “Minimally Effective” or “Ineffective” the rating shall be substantiated with specific examples. In addition, the teacher and principal shall consult regarding a goal statement.

Overall performance of the Teacher

	Scores
1.) <u>Planning and Preparation:</u>	
2.) <u>The Classroom Environment:</u>	
3.) <u>Instruction:</u>	
4.) <u>Professional Responsibilities:</u>	
5.) <u>Student Growth:</u>	
<b>TOTAL</b>	

**90-100 Highly Effective**

**70-89 Effective**

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MLPP  
AP  
End of Course/Unit Assessment  
Dibels  
NWEA  
Woodcock Johnson  
STAR  
Other Assessments

# READING COMMUNITY SCHOOLS

## ADMINISTRATIVE PERSONNEL PERFORMANCE REVIEW

Name of administrator: \_\_\_\_\_

Position: \_\_\_\_\_

Date of Evaluation: \_\_\_\_\_

Proficiencies are rated from 1 (low) to 5 (high) based on the following:

1. The administrator's performance is unacceptable and must be improved.
2. The administrator's performance falls short of standard.
3. The administrator's performance meets basic expectations.
4. The administrator's performance clearly exceeds expectations.
5. The administrator's performance clearly exceeds expectations and is consistently at an outstanding level.

### **Planning/Organizing**

Setting strategies and tasks that align with District Goals; work plans coincide with the continuous school improvement process and are completed on a monthly basis.

1      2      3      4      5

Demonstrates vision and provides leadership that appropriately involves the school community in the creation of shared beliefs.

1      2      3      4      5

Uses collaborative planning to help identify objectives that accomplish the school's mission and goals.

1      2      3      4      5

Develops and implements equitable and effective schedules.

1      2      3      4      5

Comments:

## **Situational Analysis/Decision Making**

Demonstrates ability to obtain and evaluate pertinent information to determine source of and alternative solutions to problems; ability to identify key issues and their implications; looks at policies and guidelines before making final decisions. Makes decisions in a time appropriate, sequential manner.

1      2      3      4      5

Comments:

## **Employee Relations**

Maintaining positive working relationship with staff.

1      2      3      4      5

Assigning work appropriately; following up to insure work is completed, goals and assignments are being fulfilled.

1      2      3      4      5

Evaluations are completes according to contract and law; IDP/PDP's are developed for all probationary teachers and all tenure teachers in need of an improvement plan.

1      2      3      4      5

Develops good employees morale and loyalty to the district; effectively gains staff support in achieving district goals and objectives; positive staff motivation.

1      2      3      4      5

Involves employees in the identification and solutions for work related problems, goals and objectives (i.e. project management team); makes effective use of personnel; encourages open communication.

1      2      3      4      5

Comments:

## **Student Leadership**

Maintains positive interaction with students:

1      2      3      4      5

Student discipline is consistent and fair; code of conduct is updated to align with school policies, state law, and staff/ parent/ student/ community expectations.

1      2      3      4      5

Promotes student achievement, leadership, and supports student involvement in school activities:

1      2      3      4      5

Comments:

## **Personal and Professional Growth**

Shows desire to excel on the job working steadily and actively toward district vision.

1      2      3      4      5

Shows initiative; is able to prioritize and work within schedules and deadlines; accepts change and challenges with a positive attitude.

1      2      3      4      5

Growth exhibited by continuing professional development; reads, attends conferences and continuing education.

1      2      3      4      5

Communicates openly and cooperates with other administrators; flexible, willing to ompromise and go beyond assigned duties to accomplish district goals.

1      2      3      4      5

Comments:

## **Written/Oral Communications**

Writing is concise, organized and clear; communications meet appropriate objectives conveying ideas persuasively and clearly, when writing, speaking extemporaneously, or giving prepared presentation.

1      2      3      4      5

Comments:

## **Community/Parent Relations**

Understands the local community; builds cooperative relationships between the staff, parents, community and school programs; communicates effectively with parents.

1      2      3      4      5

Demonstrated ability to lead staff, students, parents and community to become involved in creating and maintaining quality school programs. Demonstrates vision and provides leadership that appropriately involves the school community in the creation of shared beliefs.

1      2      3      4      5

Works with staff and community to create and maintain a safe and orderly learning environment.

1      2      3      4      5

Comments:

## **Innovation/Creativity**

Develops and implements new solutions, new procedures, new concepts and designs to curriculum, scheduling, and school programs. Demonstrates imagination and originality.

1      2      3      4      5

Comments:

## **Curriculum and instruction**

Works with staff and community representatives to identify a curriculum framework and common core of learning that support the mission and goals of the school.

1      2      3      4      5

Facilitates the allocation of financial resources within the school to best meet the needs of the instructional program.

1      2      3      4      5

Comments:

## **Student Growth**

Works closely with staff to improve student achievement. Results are gathered for each teacher to indicate success with student growth. A ranking has been established below to correlate with the success rate of the teachers in meeting the district standard of effective student growth.

- 1 Fewer than 59% of the building's teachers meet the effective level for student growth
- 2 Fewer than 69% of the of the building's teachers meet the effective level for student growth
- 3 70-79% of the building's teachers meet the effective level for student growth
- 4 80-89% of the building's teachers meet the effective level for student growth
- 5 90-100% of the building's teachers meet the effective level for student growth

**Summary comments:**

## **2011-2012 Professional Development Calendar**

### **Reading Community Schools**

August 30	Data Director Training- all staff will attend - training provided by Hillsdale ISD
August 31	Co-Teaching Training-all staff-training provided by school administration
September 1	Differentiated Instruction/RTI Training-all staff-training provided by Hillsdale ISD
September 26	School Improvement Workshop-all staff-training provided by school administration
October 24	Middle School Math Initiative-all middle school math teachers will attend-training provided by Hillsdale ISD and Jackson ISD
November 14	Evidence Based Literacy Instruction- training for all English teachers and special education teachers in 5-12 grades- held offsite at EBLI training center.
November 21	Evidence Based Literacy Instruction- Follow up training for all English teachers and special education teachers in grades 5-12- held offsite at EBLI training center.
November 28	Michigan Language Arts Conference- All English teachers in 6-12 grade will attend MLA conference
November 28	Middle School Math Initiative- All middle school math teachers will attend- training provided by math specialists through Hillsdale ISD and Jackson ISD.
December 6	Middle School Math Initiative- All middle school math teachers will attend- training provided by Hillsdale ISD and Jackson ISD.
February 24	Curriculum Crafter Training on use of software and alignment to the Common Core- all teachers will attend-training provided by Kent ISD.

June 6,7, 8

### Summer Workshops

Red Cedar Reading Project – all interested teachers will attend with stipend provided, training will be provided by Red Cedar Reading project out of Michigan State University.

Jackson ISD Math- all interested teachers will attend with stipend provided- training will be provided by math specialists from Jackson ISD

For the 2012-13 school year, the district improvement team will determine the needs of the staff in the spring and will develop a professional development calendar for the following year. Long term professional development will be provided for Data Director, Curriculum Crafter and Evidenced Based Literacy Instruction.

First Trimester

First Trimester	7:45 - 9:06	9:10 - 10:31	10:35 - 11:56	12:32 - 1:53	1:57 - 3:18
	Hour 1	Hour 2	Hour 3	Hour 4	Hour 5
<b>(Math)</b>					
<b>Affholter</b>	Senior Math A	Algebra 8A	Pre-Calc A	Trig A	PREP
<b>Johns</b>	Algebra A	Algebra 2A	Math 7A	Algebra 2A	PREP
<b>North</b>	Math 7A	Math 8A	Geometry A	Math 8A	PREP
<b>(Science)</b>					
<b>Clason</b>	Env. Issues A	Science 7A	PREP	Science 7A	Chem A
<b>Mueller</b>	Science 8A	Physics A	PREP	Science 8A	Physics A
<b>(Social Studies)</b>					
<b>Mulnix</b>	PREP	Govt	Bio A	Bio A	Econ
<b>Irelan</b>	PREP	Geog 7A	Hist 8 A	Hist 8A	Geog 7A
<b>Griffiths</b>	PREP	US Hist A	Eng 7A	Eng 7A	US Hist A
<b>(English)</b>					
<b>Poikey</b>	Eng 12A	PREP	Yrbk/Ind Reading	Eng 11A	Eng 12A
<b>Healy</b>	AP Eng	PREP	Eng 9A	Eng 9A	Eng 10A
<b>Spencer</b>	Eng 10A	PREP	Reading Intensive 7/8	World Hist A	World Hist A
<b>Caldwell</b>	Latin	PREP	Technical Writing	Eng 8A	Eng 8A
<b>Kerspilo</b>	PE 7/8	PE 9/Health	PE 7/8	PREP	Physical Conditioning
<b>Campbell</b>	Elementary	Elementary	Elementary	Accounting A	PE 7/8
<b>McDowell</b>	Art 8	Art 1 A	Advanced Art A	Elementary	Elementary
<b>Szekely</b>	Jr. High Band	HS Band	Elementary	Elementary	Elementary
<b>Stump</b>	Spanish I A	PREP	Spanish III A	Spanish II A	Spanish I A
<b>Price</b>	PCD	Family Living	Nutrition	PREP	Careers 8
<b>Johnson</b>	Web Design	Multi Media	PREP	Industrial Tech 1	Tech 7
<b>(Special Education)</b>					
<b>Falconi</b>	CI	CI	CI	PREP	CI
<b>Smith</b>	LD	LD	LD	PREP	LD
<b>Wiler</b>	LD	LD	LD	PREP	LD
<b>McNett</b>	LD	LD	LD	PREP	LD

First Trimester

Second Trimester	7:45 - 9:06	9:10 - 10:31	10:35 - 11:56	12:32 - 1:53	1:57 - 3:18
	Hour 1	Hour 2	Hour 3	Hour 4	Hour 5
<b>(Math)</b>					
<b>Affholter</b>	Senior Math B	Trig A	PREP	Trig B	ACT Prep
<b>Johns</b>	Algebra B	Algebra 2B	PREP	Algebra 2A	Algebra A
<b>North</b>	Math 7B	Geometry A	PREP	Geometry B	Math 7A
<b>(Science)</b>					
<b>Clason</b>	Env. Issues B	Science 7B	Science 7A	Chem A	PREP
<b>Mueller</b>	Science 8B	Physics B	Bio 2 A	Science 8A	PREP
<b>(Social Studies)</b>					
<b>Mulnix</b>	PREP	Bio A	Bio B	Govt	Bio B
<b>Irelan</b>	PREP	Hist 8A	Hist 8B	Geog 7B	Geog 7A
<b>Griffiths</b>	PREP	US Hist B	Eng 7A	Eng 7B	US Hist A
<b>(English)</b>					
<b>Pokey</b>	Eng 12A	PREP	Yrbk/Creative Writing	Eng 11A	Eng 12B
<b>Healy</b>	AP English	PREP	Eng 10A	Eng 9A	ACT Prep
<b>Spencer</b>	Eng 10B	PREP	Modern History	World Hist A	World Hist B
<b>Caldwell</b>	Great Novels	PREP	Reading Intensive 7/8	Eng 8A	Eng 8B
<b>Kerspilo</b>	Health	PE 7/8	Health	PREP	Physical Conditioning
<b>Campbell</b>	Elementary	Elementary	Elementary	Accounting A	PE 7/8
<b>McDowell</b>	Art 7	Art 1 B	Advanced Art B	Elementary	Elementary
<b>Szekely</b>	Jr. High Band	H S Band	Elementary	Elementary	Elementary
<b>Stump</b>	Spanish 1 B	Spanish II A	Spanish III B	Spanish 1 A	PREP
<b>Price</b>	Personal Living	PCD	Char Ed 8	PREP	Clothing
<b>Johnson</b>	Ind Tech 8	PREP	Tech 7	Multi Media	Multi Media
<b>(Special Education)</b>					
<b>Falconi</b>	CI	CI	CI	PREP	CI
<b>Smith</b>	LD	LD	LD	PREP	LD
<b>Wiler</b>	LD	LD	LD	PREP	LD
<b>McNett</b>	LD	LD	LD	PREP	LD

First Trimester

Third Trimester	7:45 - 9:06	9:10 - 10:31	10:35 - 11:56	12:32 - 1:53	1:57 - 3:18
	Hour 1	Hour 2	Hour 3	Hour 4	Hour 5
(Math)					
Affholter	Trig B	Algebra 8B	Pre- Calc B	Statisitcs	PREP
Johns	Algebra 2B	Algebra B	Math 7B	Algebra 2B	PREP
North	Geometry B	Math 8B	Math 8B	Math 7B	PREP
(Science)					
Clason	Science 7B	Bio B	PREP	Science 7B	Chem B
Mueller	Science 8B	Bio 2 B	PREP	Science 8B	Physics B
(Social Studies)					
Mulnix	PREP	Econ	Bio B	World Hist B	Econ
Irelan	PREP	Geog 7B	Hist 8B	Hist 8B	Geog 7B
Griffiths	PREP	Eng 7B	US Hist B	Current Events	US Hist B
(English)					
Poikey	Eng 12B	PREP	Yrbk/Ind Reading	Eng 11B	Eng 12B
Healy	AP English	PREP	Eng 9B	Eng 9B	Eng 11B
Spencer	Eng 10B	PREP	Modern History	World Hist B	Eng 10B
Caldwell	Eng 7B	PREP	Technical Writing	Eng 8B	Eng 8B
Kerspilo	PE 9	PE 7/8	Success 7	PREP	Physical Conditioning
Campbell	Elementary	Elementary	Elementary	Accounting B	Accounting B
McDowell	Art 8	Advanced Art C	Art 7	Elementary	Elementary
Szekely	Jr. High Band	HS Band	Elementary	Elementary	Elementary
Stump	Spanish 1 B	Spanish II B	Spanish II B	Spanish 1 B	PREP
Price	Nutrition	Character Ed 8	Personal Living	Family Living	PREP
Johnson	Web Design	PREP	Adv. Wood Tech	Ind. Tech 1	Tech 7
(Special Educ.)					
Falconi	CI	CI	CI	PREP	CI
Smith	LD	LD	LD	PREP	LD
Wiler	LD	LD	LD	PREP	LD
McNett	LD	LD	LD	PREP	LD

First Trimester

	Trimester				
Sample Schedule	Hour 1	Hour 2	Hour 3	Hour 4	Hour 5
7th grade student	Jr. High Band	Sci 7A	Math 7A	Eng 7A	Tech 7
	Jr. High Band	Sci 7B	Reading 7/8	Eng 7B	Geog 7A
	Jr. High Band	PE 7/8	Success 7	Math 7B	Geog 7B
10th grade student	Eng 10A	Family Living	Technical Writing	Algebra 2A	Physical Cond.
	Eng 10B	Spanish 2A	Bio 2A	World History A	Multi Media
	Algebra 2B	Bio 2B	Spanish 2B	World History B	Physical Cond.

7 Period Day  
With Extended Time

				MS 11:18 - 12:15			
	7:45 - 8:42	8:46 - 9:43	9:47 - 10:44	HS 10:48 - 11:45	12:19 - 1:16	1:20 - 2:17	2:21 - 3:18
	Hour 1	Hour 2	Hour 3	Hour 4	Hour 5	Hour 6	Hour 7
<b>Affholter</b>	Trig	Alg 8	Act Prep	Pre-Calc	Senior Math	Trig	PREP
<b>Johns</b>	Algebra	Alg 2	Math7	Alg 2	Algebra	Alg 2	PREP
<b>North</b>	Geometry	Math 7	Geometry	Math 8	Math 7	Math 8	PREP
<b>Caldwell</b>	PREP	Eng 8	Technical Writing	Eng 7	Eng 7	Eng 8	Eng 8
<b>Griffiths</b>	PREP	Eng 7	Reading 8	US History	US History	Eng 10	Reading 7
<b>Poikey</b>	PREP	Yrbk/Ind. Rdg	AP English	Eng 10	Eng 11	Eng 12	Eng 10
<b>Healy</b>	PREP	Eng 9	ACT Prep	Eng 9	Eng 11	Eng 12	Eng 9
<b>Clason</b>	Bio 2	Bio 2	Sci 7	Sci 7	Sci 7	PREP	Chemistry
<b>Mueller</b>	Physics	Sci 8	Chemistry	Sci 8	Physics	PREP	Sci 8
<b>Irelan</b>	Char. Ed 8	Geog 7	Geog 7	Geog 7	PREP	Hist 8	Hist 8
<b>Spencer</b>	Cur. Events 7	World Hist	Mod. Hist.	Hist 8	PREP	World Hist	World Hist
<b>Mulnix</b>	US History	Bio	Bio	Govt/Econ	PREP	Bio	Govt/Econ
<b>Kerspilo</b>	Phys. Cond.	PREP	PE 9/Health	PE 9/Health	PE 8	PE 7	Phys. Cond.
<b>Campbell</b>	Elementary	Elementary	Elementary	Elementary	PE 8	PE 7	Accounting
<b>McDowell</b>	Art 7	Art 1	Art 8	Advanced Art	Elementary	Elementary	Elementary
<b>Price</b>	Exp 7/8	Clothing	Careers 8	PREP	Pers. Liv/Nutr.	Fam Liv/PCD	Home Ec 7
<b>Johnson</b>	Ind Tech 8	Web Design	Multi Media	PREP	Ind Tech 2	Ind Tech 1	Tech 7
<b>Stump</b>	Spanish 2	PREP	Spanish 1	Spanish 2	Spanish 2	Spanish 1	Spanish 1
<b>Szekely</b>	Jr. High Band	HS Band	Elementary	Elementary	Elementary	Elementary	Elementary
<b>Falconi</b>	Study Skills 8	PREP	CI	CI	CI	CI	CI
<b>Smith</b>	Study Skills 7	PREP	Study Skills 8	LD	LD	LD	LD
<b>McNett</b>	LD	LD	PREP	LD	LD	LD	LD
<b>Wiler</b>	LD	LD	PREP	LD	LD	LD	LD

7 Period Day  
With Extended Time

	Hour 1	Hour 2	Hour 3	Hour 4	Hour 5	Hour 6	Hour 7
<b>7th grade</b>							
<b>Student A</b>	Expl 7	Geog 7	Sci 7	Eng 7	Math 7	PE 7	Expl 7
<b>Student B</b>	Jr. High Band	Math 7	Geog 7	Sci 7	Eng 7	PE 7	Expl 7
<b>8th grade</b>							
<b>Student A</b>	Expl 8	Eng 8	Expl 8	Hist 8	PE 8	Math 8	Sci 8
<b>Student B</b>	Jr. High Band	Alg 8	Expl 8	Sci 8	PE 8	Eng 8	Hist 8
<b>9th grade</b>							
<b>Student A</b>	Algebra	Eng 9	Bio	PE 9/Health	US History	Ind Tech 1	Spanish 1
<b>Student B</b>	US History	HS Band	Geometry	PE 9/Health	Pers. Liv/Nutr.	Bio	Eng 9
<b>10th grade</b>							
<b>Student A</b>	Bio 2	World Hist	Multi Media	Alg 2	Spanish 2	Eng 10	Phys. Cond.
<b>Student B</b>	Bio 2	HS Band	Mod. Hist.	Spanish 2	Ind Tech 2	World Hist	Eng 10
<b>11th grade</b>							
<b>Student A</b>	Trig	HS Band	ACT Prep	Govt/Econ	Eng 11	Fam Liv/PCD	Chemistry
<b>Student B</b>	BACC	BACC	BACC	BACC	Eng 11	Alg 2	Govt/Econ
<b>12th grade</b>							
<b>Student A</b>	Physics	Web Design	Eng 12	Pre-Calc	Ind Tech 2	Fam Liv/PCD	Physical Cond
<b>Student B</b>	BACC	BACC	BACC	BACC	Physics	Eng 12	Accounting

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**Addendum to the Master Agreement between Reading Community Schools and the 4-C Unified Bargaining Association MEA/NEA/REA**

Date: July 23, 2012

This agreement is an acknowledgement that the Reform/Redesign Plan for Reading High School will be followed.

The seniority system that would otherwise be applicable is not applicable at Reading Community Schools.

No Contractual work rules that are impediments to implementing the redesign plan shall apply at Reading Community Schools.

Union President:	<u>Karla Vanelonky</u>	Date:	<u>7.23.12</u>
Superintendent:	<u>Chellie Broesamle</u>	Date:	<u>7/23/12</u>
Board President:	<u>Justine Kallaway</u>	Date:	<u>7/23/12</u>

SCHOOL INFORMATION	CONTACT PERSON FOR REDESIGN PLAN
District: Reading School Name: Reading High School Address: Chestnut Street, Reading, MI School Code: 03159	Name: Chellie Broesamle Position and Office: Superintendent Telephone: 517-283-2166 Fax: 517-283-3519 Email: chellie.broesamle@readingrangers.org
<b>LEA SCHOOL SUPERINTENDENT/DIRECTOR</b> Printed Name: Chellie Broesamle Signature: <i>Chellie Broesamle</i> Date: 11/16/2011	Telephone: 517-283-2166 Fax: 517-293-3519 Email: chellie.broesamle@readingrangers.org
<b>LEA SCHOOL PRINCIPAL/DIRECTOR</b> Printed Name: Rick Bailey Signature: X <i>Rick Bailey</i> Date: 11/16/2011	Telephone: 517-283-2142 Fax: 517-283-3758 Email: rick.bailey@readingrangers.org
<b>LEA SCHOOL BOARD PRESIDENT</b> Signature: X <i>Justin H. Bellmore</i> Date: 11/16/2011	
Signature: X <i>Karl W. [unclear]</i> <b>LOCAL TEACHER BARGAINING UNIT</b> Date: 11/17/2011	
<p>The Local Educational Agency (LEA) agrees to comply with all applicable requirements of all state statutes, federal laws, executive orders, regulations, policies and conditions governing this program. The LEA understands and agrees that if it materially fails to comply with the terms and conditions of the redesign plan, fails to make satisfactory progress or does not have an approved plan, the Michigan Department of Education/State School Reform/Redesign Officer may issue an order placing the LEA into the State School Reform/Redesign School District, imposing for the LEA one of four intervention models, and an addendum to applicable collective bargaining agreements in effect for the school as necessary to implement the school intervention model.</p>	