



Reform Redesign Report

Ann Visger K-5 Preparatory Academy

River Rouge School District

Mr. Derrick Coleman
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Introduction

As a school identified by the Michigan Department of Education as a Priority school, you are required to select one of the four federal models for your reform/redesign plan. If your school is selecting the closure or restart models, you should contact the School Reform Office to discuss the next steps for implementing and documenting this effort. If selecting either the Transformation or Turnaround model, you should review and respond to all individual requirements of the selected model. These plans are reviewed and need to be approved by the School Reform Officer.

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?

River Rouge School District is an open public school district serving the entire city of River Rouge. The district encompasses 1.77 sq mi of the city of River Rouge, bordered by Detroit, Ecorse, and the Detroit River.

River Rouge is a city in Wayne County in the U.S. state of Michigan and an industrial downriver suburb of Detroit. The population was 7,903 at the 2010 census. It is named after the River Rouge (or Rouge River from the French "Rouge" meaning red), which flows through a portion of the city into the Detroit River.

Ann Visger K-5 Preparatory School has 407 students enrolled in grades kindergarten through fifth. The school is located in the City of River Rouge. River Rouge is located South of Detroit. Other borders include: Ecorse to the South, Southwest Detroit to the West and Delray to the North. The Detroit River serves as the Eastern boundary. Ann Visger has experienced many changes during the past three years. A principal change was made within the last two years. Over 30 percent of the staff is new to the building with at least ten percent of the staff new to the River Rouge school District. The teaching staff at Ann Visger are all highly qualified teachers in the respective subject areas. Only one of the 20 instructional staff members are Male (excluding the principal).

The student population is very diverse with African American, Caucasian and Hispanic students. The Hispanic population has been on a steady rise over the last three years. The student population is made up of over 95 percent free and reduced lunch recipients. The community itself has been on a decline both in terms of population and income level.

A very unique feature that is creating a challenge for Ann Visger is the transient nature of the student body. We have experienced a large increase in both the number of students that leave each year and the number of "new" students. The "new" students are first time students to the District as well as students who were previously enrolled and return. This constant change makes it very difficult on the teaching staff.

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.

Vision Statement

Ann Visger Pre-K-5 Preparatory Academy's vision is to be a high achieving learning community that exceeds the expectations of all stakeholders. Our school campus will be aesthetically appealing, clean and safe.

Mission Statement

We are committed to quality education in partnership with parents and community using strategies and technology enabling children to succeed in a changing global environment.

Beliefs Statement

The Ann Visger staff believes that all children in a caring, protective, and nurturing environment will succeed.

The following is a statement issued by the Superintendent, Mr. Derrick Coleman, shortly after he was hired last Spring:

This quote simply summarizes the attitude River Rouge Public Schools has adopted after hearing, the often times painful accounts on the quality of our product over the last several years. Truth is sobering; however, I will be the first to admit there was a need for us to reinvent ourselves if we had any hope of becoming a destination for families. Over the last 4 months, we have purposefully listened, actively discussed, and more importantly, responded boldly to make certain our schools reflect centers of excellence.

The most glaring change you will notice from our schools will be the responsiveness of our faculty and staff to the needs of our student body. We fully accept the reality before us and we refuse to blame anyone for what we had not previously done for students. I thank you for giving us this opportunity and know that if you are not satisfied with our schools, we cannot be and it will be through our work, not words that will communicate this message. Your past criticisms of our effort helped to shape this new agenda and we will provide a dedicated workforce committed to the single purpose of preparing your child for victory!

Even the biggest skeptic must admit that the District has generated a presence in this city unlike anything you have seen in over a decade. For 12 weeks we canvassed this entire city and you were either a witness to or heard of the 11 door to door campaigns, the parades, back pack giveaway, and other events aimed at reconnecting us to the community. We knew that you had grown tired of "empty talk" and telling you we care or continuing to provide false promises is what placed us in this position. We needed to refocus our core values in order to move forward.

Our message to the community and neighboring schools has been quite clear; we want our children back and we have been relentless in our pursuit to bring them home. Throughout this year, you can expect to see an enduring commitment from us all to find success for each and every one of our students. Please know that we will deliver on our promise to make River Rouge Public Schools the first choice for parents and you will not regret the decision to entrust us with the development of your children.

It is with this new leadership and a sense of urgency that we have embarked on a mission to improve student achievement one student at a time.

Notable Achievements and Areas of Improvement

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

The following are Ann Visger's notable achievements in the last three years. We work very hard to provide these opportunities and are proud of them:

- ☺ School Improvement Facilitator
- ☺ After School Enrichment program (Project Achieve)
- ☺ Summer School
- ☺ Morning Latch Key
- ☺ "Read a book!Get a book" for all students
- ☺ Positive Behavior Support Grant
- ☺ Full Day Kindergarten
- ☺ After School Clubs
- ☺ Wireless Internet access
- ☺ (2) I Mac computer labs
- ☺ (3) Portable computer labs
- ☺ Smart Boards in most rooms
- ☺ Renovated Media Center
- ☺ Anti - Bullying program for 4th and 5th graders
- ☺ Assemblies to recognize student achievement attendance
- ☺ Monthly Positive Behavior Celebrations
- ☺ Spanish Club
- ☺ Art Club
- ☺ Games Club
- ☺ Intramural Activities
- ☺ Tutoring sponsored by a 3rd party available to all at risk children
- ☺ Box Tops for Kids participant
- ☺ ELL facilitator providing services to all ELL students
- ☺ Educational Field Trips
- ☺ Full service transportation before and after school
- ☺ Parent Room Facilitator
- ☺ Positive behavior room
- ☺ Everyday Math Curriculum
- ☺ ELA initiative!"Writing across the Curriculum"
- ☺ Art and Physical Education
- ☺ Highly Qualified and Certified Teaching Staff
- ☺ Family Fun Math and Science nights
- ☺ Parent Workshops
- ☺ Monthly Bible study available
- ☺ "Gift of Sight" program providing eye glasses to all students

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☺ Peacekeepers providing educational support in the classroom sponsored by through a partnership with Promise Neighborhood Initiative

We are working as a school community to improve many areas of the educational process at Ann Visger with the goal of increased student achievement across the board. However, we have identified two main areas of focus that are vital to this success. Our two main areas for improvement are reading comprehension and math.

Additional Information

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

Parent and Community involvement is an area that Ann Visger is working to improve. To that end we have adopted the following policy:

River Rouge School District Parent/Guardian Involvement Policy

Parent(s)/Guardian(s) Involvement Policy (Cf.7170)

The involvement of parent(s)/guardian(s) in the planning, implementation, evaluation, and improvement of Title I programs/services through participation on building School Improvement Teams;

• Invitations to parent(s)/guardian(s) to attend at least one annual meeting for Title I parents, with additional meeting opportunities being available as needed, designed to provide Title I information and program services, and to solicit parent(s)/guardian(s) suggestions on program development, planning, evaluation and operation;

• Assistance to parent(s)/guardian(s) in understanding Title I, including the providing of information in a language understandable to the parent(s)/guardian(s) if practicable;

• Parent(s)/Guardian(s) notification of Title I student selection and criteria for selection; • Information regarding child's achievement and progress; • A provision for input by Title I staff at regularly scheduled parent/guardian-teacher

conferences and any additional communication as requested by the Title I staff or

parent(s)/guardian(s); • Opportunities to enhance parent(s)/guardian(s) capacity to work with children in the

home on school learning; • Professional development opportunities for teachers and staff to enhance their

understanding of effective parent(s)/guardian(s) involvement strategies; • Ongoing communication between school and parent(s)/guardian(s);

and • Other appropriate activities (i.e. Family Math Nights, parent(s)/guardian(s) sessions,

science, theatre, etc). Parent(s)/Guardian(s) Involvement Policy (Cf.7170)

Written Plans/Policies The River Rouge School District, as a recipient of Title I funds, hereby adopts the following policy statement regarding the development of a District-wide plan for parent(s)/guardian(s) involvement in the development of a Title I plan, and directs the administration to:

• Involve parent(s)/guardian(s) in the development of the plan; • Develop a plan that provides for the involvement of parent(s)/guardian(s) in the Title I

activities of the school; • Provide the necessary technical, research, staff and administrative support to schools

in the planning and implementing of effective parent(s)/guardian(s) involvement

activities to improve student academic achievement and school performance; • To integrate and coordinate the plans/policies for parent(s)/guardian(s) involvement in

Title I programs with parent(s)/guardian(s) involvement in other programs, including but

not limited to Head Start; • To review and evaluate the District's plan annually and to share the results of that

review and evaluation with the Board; • To assure that the policy/plan contains a compact that outlines how

parent(s)/guardian(s), the school staff, and students will share the responsibility of

improved student achievement; and • To distribute the District plan to parent(s)/guardian(s) of participating children and to

the local community.

Migrant Education Program (MEP) Parent(s)/Guardian(s) Involvement Parent(s)/guardian(s) of students in the MEP will be involved in, and regularly consulted, about the development, implementation, operation, and evaluation of the program.

Limited English Proficiency (LEP) Parent(s)/Guardian(s) Involvement In accordance with federal law, parent(s)/guardian(s) of LEP students

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will be provided notice regarding their child's placement in and information about the District's LEP program. Parent(s)/guardian(s) will be notified about their rights regarding program content and participation including the right to choose among programs if alternatives are available. The notice must also include an explanation of the value of the program in terms of academic development, mastery of English, and the achievement of promotion and graduation standards. The notice will also include an explanation of the right to remove the child from an LEP program and to place the child in the regular program. The notice must be in a format that families can comprehend and, if possible, in a language that is understood by the family. LEGAL REF: 20 USCA 6318 (No Child Left Behind Act); MCL 380.1294 (PA 107 of 2004)

Source: Modified with the permission of the Michigan Association of School Boards

Transformation Redesign Diagnostic

Introduction

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.

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.

Karla Bates Kindergarten Teacher karla.bates@riverrougeschools.org
Susan Bowling Fifth Grade Teacher susan.bowling@riverrougeschools.org
Viveca Butler Fourth Grade Teacher viveca.butler@riverrougeschools.org
Ann Brown Second Grade Teacher ann.brown@riverrougeschools.org
Jennifer Campbell Special Education Teacher jennifer.campbell@riverrougeschools.org
Amber Day Phys. Ed. Teacher amber.day@riverrougeschools.org
Paulette Demings Special Education Teacher paulette.demings@riverrougeschools.org
Jennifer Dermody First Grade Teacher jennifer.dermody@riverrougeschools.org
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Ethel L. Jones, MSU Intervention Specialist, joneset2@msu.edu
Rita Dotstry, WRESA School Improvement Facilitator, ritadotstry@yahoo.com
Nicole Wood, Research Associate, nwood@iamtgc.net

PART B: TEACHING AND LEARNING PRIORITIES

State 2-3 big ideas for your reform/redesign plan that are intended to change teaching and learning in your school. At least one of these should be instructional in nature. (These should come from the data dialogue that initiates your planning efforts.)

Our first Big Idea is for students to become proficient readers, able to comprehend at grade level in all subject areas. Teacher training will focus on specific reading strategies that will be consistent and transferable from classroom to classroom and grade to grade.

After concentrating on comprehension Focus GLCEs for the past two years, conducting cycles of common assessments, and not seeing the amount of growth expected we decided to perform some additional analysis of our students' needs. Based on teacher surveys and information gained from grade level meetings we have determined that there was an inconsistency in the instruction of phonemes and phonemic awareness.

A school wide phoneme assessment was conducted in the Fall of 2011. Our results showed that 0% of our 3rd, 4th and 5th graders were proficient in phoneme recognition and decoding skills.

During our grade level meetings the MLPP data showed that the majority of our students were deficient in mastering sight words and decodable words. As a result we decided to look at our progression of instructing common sight words and high frequency words. The data further indicated a lack of consistent curriculum regarding sight word instruction. Each grade level has been assigned specific Dolch words to teach and we are continuing to collect data using individual student data notebooks.

Based on the data gathered from the 2011 MAP Reading Test, Ann Visger students performed 17-22 points lower than the beginning of the year mean National Reading Norms. A data analysis was completed by the staff of the 2011/2012 MEAP Reading data. Our analysis showed a gap in proficiency of 46% at the Third Grade level, 45% at the Fourth Grade level and 39% at the Fifth Grade level compared to the rest of the State of Michigan. This data lead us to the conclusion that the students of Ann Visger School need to improve our reading comprehension in order to close the gap.

In order to successfully achieve our stated Big Idea, each teacher will be trained in providing reading instruction across the subject areas. Specific reading strategies that will cover the four areas that students need to be a proficient reader will be taught in all grades daily. These four areas are comprehension, accuracy, fluency and building vocabulary.

Strategies for comprehension will include: checking for understanding, retelling, cause and effect, and summarizing text. Accuracy strategies will include: cross checking, blending phonemes and using context to self correct. Fluency strategies encompassing choosing good fit books and sight word recognition will be utilized. Building a stronger vocabulary will focus on using tools such as a dictionary, thesaurus, or glossary. Also, a focus on prior knowledge to assist in determining word meaning.

These strategies will be a part of our daily instruction including mini lessons, independent practice, data folders, and parent training on what these strategies are and how to support them at home. Staff will be trained in one or more strategies per month during staff meetings using Orton - Gillingham, Daily 5 and CAFE resources. PLCs will be used to share, refine instruction and coach one another to effectively transfer these strategies to their classroom.

Interventions will be used to address our struggling and special needs students, including training for our Special Education teachers, small group instruction, collaboration with the general education teacher and differentiated instruction.

Our second Big Idea is for students to become proficient in Number and Operations which will include: meaning, notation, place value, and comparisons, number relationships and meaning of operations, and fluency with operations and estimations. Teacher training will include

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monthly professional workshops at RESA. Math coaches come to each classroom to reinforce and support the training.

A data analysis was completed by the staff of the 2011/2012 MEAP Mathematics Data. Our analysis showed that the Third and Fourth Grades had the largest gaps most frequently in the Numbers and Operations Strand. Specifically meaning, notation, place value and comparisons. The Fifth Grade had large gaps in all three domains of the Number and Operations Strand. Based on the data gathered from the 2011 MAP Mathematics test, Ann Visger students preformed 13-20 points lower than the beginning of the year mean Mathematical Norms for the Country.

In order to successfully achieve our stated Big Idea, the teachers will be trained in providing Math instruction to build a strong foundation in number sense. Specific Math instruction will cover the Number and Operations Strand across all grade levels. Concepts at the K-2 level will include reading, writing and relating numbers up to one thousand; comparing and ordering numbers up to one thousand; and in second grade recognizing, naming and ordering common unit fractions. By strengthening these skills, students will increase their proficiency in operations. Concepts at the 3rd-5th Grade level include fractions, odd and even numbers, place value to one million, and multiplying and dividing. Explicit instruction in Math Vocabulary will also be included, with a defined pacing chart that is grade level specific.

Ann Visger uses the research based Everyday Math program and materials which includes the use of math manipulatives, math games, spiraling of the skills throughout each grade level and up to the next grade level. Progress monitoring will occur through the use of grade level common assessments.

Interventions will be used to address our struggling and special needs students, including training for our Special Education teachers, small group instruction, collaboration with the general education teacher and differentiated instruction. Based upon our data dialogues and review of our Comprehensive Needs Assessment we have identified three big ideas to change our teaching and learning processes.

State what data were used to identify these ideas.

We reviewed the 2011/ 2012 MEAP data, the 2011 MAP data and common assessments. Data was also derived from principal walkthroughs, review of lesson plans and from the Comprehensive Needs Assessment.

An analysis of GLCE performance from MEAP results showed areas where students struggled the most. The targeted GLCEs with the largest gap between school performance and State performance in parenthesis are as follows:

Reading Grade 3

retell and sequence (21%)

compare and contrast within and across texts (21%)

Reading Grade 4

retell and sequence (22.5%)

compare and contrast within and across texts (22.5%)

identify and describe the characters thoughts and motivations (20%)

Reading Grade 5

relationships among themes, ideas, and characters within and across texts (2.6%)

analyze characters' thoughts and motivation (24%)

Math Grade 3

read, write and relate numbers to 1000 (27.9%)

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compare and order numbers to 1000 (29.8%)

recognize, name and order common unit fractions (39.4%)

Math Grade 4

odd and even numbers (32.7%)

fractions (33.1%)

equivalent fractions (25%)

Math Grade 5

place value to 1,000,000 (40.2%)

whole number multiplication and division (28.8%)

multiply fluently (40.4%)

Second to Fifth Grade students at Ann Visger took the MAP Reading and Math assessment. In the area of Number and Operations, our students' scores exhibited a standard deviation of twelve to fifteen points. On the Reading Map test in the area of Word Recognition, Word Study and Fluency our students' scores showed a standard deviation of fourteen to eighteen points. In the area of Comprehension and Metacognition, the students displayed a standard deviation of fourteen to twenty points.

We can conclude from looking at both sets of data, that our past strategies and instructional practices were not meeting the needs of our students. Therefore, we have established our two big ideas to improve student achievement.

Common assessments were also used to gauge student performance and make decisions about our existing programs.

We conducted a school wide phoneme test. The results showed a great need in phonemic awareness and phoneme instruction. Zero percent of our 3rd, 4th and 5th Grade students were proficient in phoneme recognition and decoding skills. K - 2nd Grade varied in their proficiency in phoneme recognition.

Our MLPP Sight Word/Decodable data showed our students were low in identifying sight words. We found that most of the teachers were not following a sequential sight word continuum. In reaction to the findings, each grade level has a specific sight word list and will be assessed on a regular basis.

PART C: DEVELOP/INCREASE SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS

Describe how the building principal was replaced or how the existing principal meets the 2 year rule. Please include the leader's name and discuss how the leader meets the criteria for a turnaround principal.

Principal Emery was assigned to Ann Visger in February of 2011; therefore, he is eligible to remain under the two-year rule. His priorities to date have been to bring discipline under control, enhance the curriculum, raise expectations, reduce classroom size, and establish a stable leadership team. Prior to his placement, the school was in the midst of leadership turmoil as five (5) principals assumed leadership of the school over a three-year period. As a result, there was no clear vision or direction, as evidenced by the lack of a coherent strategic plan. Principal Emery has a passion and commitment for urban school transformation with the confidence to lead in that challenging environment. He has served as a guiding force, uniting the staff towards a common understanding of the work necessary to move the academic needle for all students.

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.

A committee including teachers, administrators and union representatives including the UniSERV Director, worked collaboratively over a course of several meetings to create an evaluation process for both teachers and leaders. After looking at several models for teacher evaluation, the committee chose to go with a tool that is based on the Danielson Model.

Each teacher will have three goals: Professional growth, best practice instructional strategies and student growth. Teachers will have informal observations, classroom observations and feedback. The evaluation tool will be a part of an agreement between the School District and the River Rouge Education Association.

RIVER ROUGE SCHOOL DISTRICT OVERVIEW OF TEACHER EVALUATION PROGRAM

Plan I-Non-tenured Teachers

Conducted annually

Self-evaluation (Sept./Oct.)

Components of Professional Practice (modified for year 1 and year 2 teachers) is completed by teacher before initial meeting.

Initial Meeting/Pre-observation Conference (Sept./Oct.)

Student achievement goal(s)/indicators of progress identified (1-2 goals).

Best practice goal(s)/indicators of progress identified (1-2 goals).

Feedback/discussion on self-evaluation.

Observation I (Oct./Nov.) A scheduled observation of no more than 1 hour.

Feedback

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Oral feedback or a written memo within 10 working days of Observation I.

Feedback which may result in a minimally effective or ineffective rating must be provided in written form.

Individualized Development Plan (IDP)

Developed in consultation with teacher during the first semester of employment.

Indicators of Progress Report (Jan./Feb.)

Discussion and/or evidence of reflection on progress towards goals.

Observation II (Jan. - Mar., at least 60 days after Observation 1)

Scheduled observation, no more than 1 hour.

Evaluation meeting (Mar./Apr.)

Student achievement goal(s)/evidence feedback/discussion.

Best practice goal(s)/evidence feedback/discussion.

Summative discussion on evaluation/goals and IDP for following school year.

Teacher Evaluation Form

Administrator's completion of evaluation using the Components of Professional Practice, achievement goal(s), best practice goal(s), and IDP.

Completed no later than April 30.

Tenured teachers will follow Plan II

Observation year (yearly)

Self-Evaluation (Sept.)

Components of Professional Practice.

Completed by teacher before initial meeting.

Initial Meeting/Pre-observation Conference (Sept.-Oct.)

Student achievement goal(s)/indicators of progress identified (1 goal).

Best practice goal(s)/indicators of progress identified (1 goal).

Feedback/discussion on self-evaluation.

Observations (Oct.- Dec.)

Observation (informals & snapshots)

Feedback

Oral feedback and a written memo within 5 working days of Observations.

Feedback which may result in a minimally effective or ineffective rating must be provided in written form.

Indicators of Progress Report (Jan./Feb.)

Discussion and evidence of reflection on progress towards goals.

Observations, including formal and informal (Jan.-Apr.)

Formal, after notification that observation will be within two weeks.

Evaluation meeting (Feb.-May)

Student achievement goal(s)/evidence feedback/discussion.

Best practice goals(s) evidence feedback/discussion.

Summative discussion on evaluation/goals for following school year.

Teacher Evaluation Form

Administrator's completion of evaluation using the Components of Professional Practice, achievement goals(s), and best practice goal(s).

Completed no later than 20 days from the evaluation.

Plan III

Plan of Assistance - Individualized Development Plan

Initiated if the overall performance of a tenured teacher has been rated unsatisfactory in any area(s) of the Components of Professional Practice, Student Achievement Goals, and/or Best Practice Professional Growth Goals.

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A copy will be provided to the union president.

Self-evaluation (Sept./Oct.)

Components of Professional Practice Completed by teacher before initial meeting.

Initial Meeting/Pre-observation Conference (Sept./Oct.)

Student achievement goal(s)/indicators of progress identified (1-2 goals).

Best practice goal(s)/indicators of progress identified (1-2 goals).

Feedback/discussion on self-evaluation.

IDP developed in consultation with teacher by June 1st of previous year.*

Observation I

A scheduled observation of no more than 1 hour, followed by a review conference and feedback.

Indicators of Progress Report (Jan./Feb.)

Discussion and/or evidence of reflection on progress towards goals.

Observation II

Unscheduled observation, no more than 1 hour, at least 30 days after Observation I, followed by a review conference and feedback.

Additional Observations

If additional observations are necessary, there will be no more than two a month unless mutually agreed upon by RREA and Administration, each followed by a review conference and feedback. The observations may alternate between announced and unannounced visits.

Feedback

Written memo within 10 working days of each observation.

Post-observation Performance Review

No later than May 15, the RREA president or designee, the evaluator, and the teacher involved will meet to review a final Teacher Evaluation Form in unsatisfactory area(s), assess progress towards IDP goals, and determine a course of action for the following school year. In a case where dismissal is possible, other administrators and additional union representation, in equal numbers, may be included.

Evaluation Meeting

Student achievement and Best Practice goal(s)/evidence feedback/discussion.

Summative discussion on evaluation/goals for following school year.

Teacher Evaluation Form Completed no later than June 1.

Administrator's completion of evaluation using the Components of Professional Practice, achievement goal(s), best practice goal(s), and IDP.

The Plan of Assistance - IDP process may be initiated immediately with reasonable and justifiable cause.

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.

The new teacher evaluation tool was developed using the Danielson Model. This model is a research based set of components of instruction, aligned to the The Interstate Teacher Assessment and Support Consortium. A team of teachers, administrators and union representatives worked collaboratively over several meetings to develop this tool. Teachers will be evaluated on twenty- two components which are divided into four domains including planning and preparation, the classroom environment, instruction and professional responsibilities. This tool will be used as a foundation for professional conversations to enhance teaching and assist in developing professional development needs along with teacher evaluation. The teacher evaluation tool will also include a student growth component. A teacher with a cumulative score of 3.51-4 on their Professional Practice Worksheet will receive recognition as "Highly Effective". The highly effective teacher will be able to select a

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reward that includes a choice of compensatory time, personal health gift certificates from community partners or businesses, teacher of the month recognition, incentives for the teacher's class, special designated parking and possibly compensation bonuses and technology upgrades, pending district funds.

Teachers who receive an ineffective score of 0-1.5 or minimally effective score of 1.51 to 2.5 on their Professional Practice Worksheet will be provided with support to improve. An individual development plan will be developed in consultation with the teacher. The teacher evaluation process provides for specific protocols for evaluation, probation and dismissal. Removal of ineffective staff members will follow the evaluation process and be consistent with the prevailing laws of the state of Michigan.

Describe plans and timelines for ongoing, high quality, job embedded professional learning (subject specific pedagogy, differentiated instruction or a deeper understanding of the community served). Show how professional learning 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.

The following professional development will be provided to address our Big Ideas.

Daily 5-A management system and structure that helps students develop the daily habits of reading, writing, and working independently that will lead to a lifetime of literacy independence. Children will complete meaningful literacy tasks including Read to Self, Work on Writing, Word Work, Listen to Reading and Read to Someone. A resource website will be provided for each teacher. This will include videos and resources to implement Daily 5 in their classroom. As a staff we will work specifically on how to manage these tasks in our classroom. The progression of professional development will be as follows.

- * Daily 5- Introduction
- * Read to Self- Developing anchor charts
- * Developing a Classroom Library- How to level books and help students choose a book that promotes fluency
- * Read to Someone-Choosing partners
- * Read to Someone-Peer coaching
- * Word Work- Anchor chart and materials needed
- * Word Work-How to create individualized Dolch word packs
- * Listen to Reading- Anchor Chart
- * Listen to Reading- using Raz Reader and other sources
- * Work on Writing- Integrating graphic organizers (Thinking Maps)

CAFE-CAFE is an acronym for Comprehension, Accuracy, Fluency, and Expanding Vocabulary, and the system includes goal-setting with students in individual conferences, posting of goals on a whole-class board, developing small group instruction based on clusters of students with similar goals, and targeting whole-class instruction based on emerging student needs and fine tuning one on one conferring.

The following strategies will be viewed, modeled, and practiced during our staff training in order to transfer to our classrooms.

- * CAFE menu-Setting it up and how to use with students.
- *Comprehension-Determine and analyze author's purpose and support with text
- * Comprehension-Recognize literacy elements (genre, plot, character, setting, problem/resolution, theme
- * Comprehension-Compare and contrast within and between text
- * Accuracy-Cross checking! do the pictures and/or words look right? Do they sound right? Do they make sense?

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- * Accuracy-Blend sounds; stretch and reread
- * Accuracy-Skip the word, then come back
- * Accuracy-Recognize words at sight
- * Fluency-Read appropriate-level texts that are a good fit
- * Fluency-Practice common sight words and high-frequency words
- * Fluency-Read text as the author would say it, conveying the meaning or feeling
- * Expanding Vocabulary-Use prior knowledge and context to predict and confirm meaning
- * Expanding Vocabulary-Use pictures, illustrations, and diagrams
- * Expanding Vocabulary-Use dictionaries, thesauruses, and glossaries

Orton-Gilligham-A systematic, multi-sensory approach to introduce and develop phonics and phonemic awareness.

- * Letter & Sound Recognition
- * Consonant digraphs and consonant blends
- * Syllabication
- * Open and Closed Syllables

PD360-A tool that connects Professional Learning Communities tailored to specific grade levels and subject areas with appropriate classroom examples. Teachers will have the ability to reflect on their training and collaborate with colleagues.

Some titles that will be covered are...

- * Achievement for Students with Special Needs
 - * Differentiating Instruction for All Students
 - * How to Increase Minority Student Achievement
 - * Professional Learning Communities
 - * Using Data to Close the Achievement Gap
 - * Visual Tools: Graphic Organizers to Thinking Maps
 - * Helping Students of Limited English Skills
- * TIPM3-Participants will develop a deeper understanding of the mathematics they teach through development of rational numbers, their meaning, and their operations.
- * Everyday Math -Collaboration with colleagues to practice skills and resources used in the classroom.

General Professional Development

- * Using Data Notebooks in the classrooms
- * Differentiated Instruction
- * Using technology to gather and analyze data
- * Book Studies-Mindset and How to Create a Culture of Achievement
- * Marcia Tate-20 Instructional Strategies that Grow the Brain
- * How to assess with Running Records

Beginning with the second semester of the 2012 -2013 school year the school will begin to build Professional Learning Communities (PLC). The PLC will allow teachers the opportunity to work with colleagues on developing and fine tuning their instruction. Opportunities for modeling, reflection, and applying newly acquired skills to the classroom will be an important component. Under the transformation model we will continually reevaluate our professional development needs. Professional learning needs will vary depending on the individual role that the employee serves in the building.

The time line for providing professional development will be determined by teacher surveys, principal observations, Professional Learning Community collaboration and student data analysis. Professional Development introducing new programs such as Daily 5 and CAFE will begin to take place within the first year.

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.

Staff selected professional development opportunities will be offered to allow for maximum growth. Substitutes will be provided for staff so that opportunities for career growth can take place through modeling and observation. Teachers will be provided the opportunity to observe other classrooms within and outside of the district.

There will be online training and webinar opportunities for teachers in which to develop professional skills through the use of PD360. Opportunities to grow and share our strengths will be available through mentoring a fellow colleague, hosting a student teacher or guiding teachers who are having challenges reaching their professional goals.

When job openings become available for promotion or new positions, effective existing staff will be given consideration before seeking outside applicants. Effective teachers will be groomed for such possible positions. When there is no qualified person who is currently a staff member, then the job posting will be open to outside applicants.

Teacher volunteers, parents and other stakeholders will be included on all interview committees. Interview questions will be based upon research based best practice questions. Teachers will be selected to fill vacancies based upon their teacher certification, experiences in the grade/subject vacancy and their ability to contribute to our whole school reform strategies.

Teachers will be given many opportunities to volunteer for committees and projects.

PART D: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES

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.

The Golden package will be used to help identify achievement gaps for all students. The team will reflect upon summative and formative data bi-weekly during after school grade level meetings to monitor student growth and issues for student learning. The curriculum strategies that have been chosen as a part of the Transformational Model are based on research based best practices.

The Golden package will be used to help identify achievement gaps for all students. The team will reflect upon summative and formative data bi-weekly during after school grade level meetings to monitor student growth and issues for student learning.

Student Data notebooks will be used in the classroom. Each student will be assigned a notebook. The student, along with guidance by the classroom teacher will continually update their progress. These data notebooks will include individual assessment results on such things as dolch words, grade level sight words, phonemes, running records, reading strategies checklist, unit tests and basic facts test data. They may also include spelling test results, homework and other teacher selected data. To support our Positive Behavior program a behavior calendar can be included to provide data concerning the child's social and emotional conduct and its effect on their academics.

Classroom and school data walls will also be used to assist in making instructional decisions. A school wide data wall is displayed in our teacher's lounge. This wall shows us the progress our students are making in skills such as mastery of phonemes, reading level and math data.

Classroom data walls are graphs displaying pre and post assessment results. The data collected will be covering the same areas as the data notebooks.

Classroom data walls and individual student notebooks are used to guide instruction. The analysis of this data allows the teacher to plan for differentiated instruction, reteaching, interventions needed and enrichment opportunities.

The instructional programs (Daily 5, CAFE, and Everyday Math) that have been chosen as a part of the Transformation Model are based on research based best practices.

The National Reading Panel's analysis made it clear that the best approach to reading instruction is one that incorporates explicit instruction in phonemic awareness, systematic phonics instruction, methods to improve fluency, and ways to enhance comprehension.

<http://www.nichd.nih.gov>

Our data shows students are weak in comprehension, therefore Daily 5 and Cafe (authors: Gail Boushey & Joan Moser) were chosen because they provide an instructional foundation to address comprehension and fluency. The CAFE system allows a teacher to make meaning of student progress in these areas. Data is used to organize results and group students according to their needs. Teachers have individualized information on each child, based on the teacher's conferring notebook and student data notebooks. This information can be used to design instruction around each child's specific goals. "Effective assessment that informs instruction matters." Johnston, P. H. (2011). Response to intervention in literacy. *Elementary School Journal*, 111(4), 511-534.

A list of behaviors and expectations during reading are created, modeled, and reviewed daily. In Daily 5, students know what is expected of them and can spend their time focused on learning. "Clear expectations and learning goals reduce student misbehavior and help create a positive learning environment." Marzano, R. J., & Marzano, J. S. (2003). The key to classroom management. *Educational Leadership*, 61(1), 6-13.

Our students' data also showed a deficiency in their phonemic awareness and phonics. Orton Gillingham is a systematic approach to address these deficiencies. In 2006, IMSE collaborated with Debora L. Scheffel, Ph.D. Chair, Director of Colorado Reading First and Competitive Grants and Awards, Colorado, to evaluate the efficacy of the Institute for Multi-Sensory Education's supplementary Orton-Gillingham based reading program. The research study was called Efficacy of a Multisensory Reading Program. The IMSE research

supported reading program in this study is aligned with the U.S. Department of Education and the National Institute for Literacy's (2001) guide Reading: Know What Works which is based directly on the reports of the National Reading Panel (2000) and the National Research Council (Snow, Burns, & Griffin, 1998) and delivers Guidelines for reading teachers in Title 1 schools. This study provides strong evidence to support the conclusion that the Institute of Multi-Sensory Education's supplemental reading program led to accelerated acquisition of, and increased student proficiency in, phonemic awareness and alphabetic principle skills for first-grade students when compared with students who did not receive the program.

<http://www.orton-gillingham.net/>

Everyday Mathematics®, published by Wright Group/McGraw-Hill, is a core curriculum for students in prekindergarten through grade 6. At each grade level, the Everyday Mathematics® curriculum provides students with multiple opportunities to learn concepts and practice skills. Across grade levels, concepts are reviewed and extended in varying instructional contexts. The distinguishing features of Everyday Mathematics® are its focus on real-life problem solving, student communication of mathematical thinking, and appropriate use of technology. This curriculum also emphasizes balancing different types of instruction (including collaborative learning), using various methods for skills practice, and fostering parent involvement in student learning. Everyday Mathematics® was found to have potentially positive effects on math achievement for elementary students. <http://ies.ed.gov/ncee/wwc>

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.

Data notebooks, data walls, Instructional Learning Cycles (ILCs) and common assessments will be used to meet individual student needs. Teachers will meet in grade levels to review and analyze the data. A specific goal will be to identify individual student needs and performance gaps among the various sub groups within the school. The data team meetings will review grade level information monthly. This data will be used to develop individual plans to maximize student achievement.

We can expect students to use Student Data Notebooks to take ownership of their learning. They become an integral part of the education process. Students are able to analyze their own data, set goals and make decisions on what is needed to improve. They have a sense of control over their outcomes.

"When success in the classroom is defined in terms of competitive status with others, only a few students can be successful. However, when individual growth is the criterion for success, then all students can experience success regardless of their comparative skills." Robert J.

Marzano, What Works in Schools 2003

Each Student Data notebook will include the following;

Dolch word lists and grade level high frequency and sight words- Students will study a list of words that they were unable to identify on their own. Once they master their target words they will be given a new set of words to work on.

Phoneme Assessment- Students are assessed on a progression of phonemes. Classroom instruction is guided by determining the phonemes that are not mastered by the majority of the students. Students can also have these phonemes added to their individual goals to work on independently.

Reading Level- Students keep track of their reading level ranging from level 1 to level 30 (K-fifth grade). This guides them in selecting books they are able to read fluently which strengthens their comprehension strategies.

Comprehension Reading Strategies Checklist- Students will keep track of the reading strategies taught and their proficiency in using them independently.

Everyday Math Unit Tests-Assessment of mastery of standards from each unit will be recorded and allows students to understand their strengths and weaknesses.

Basic Facts- Students will be assessed on basic facts and keep track of their progress at each level.

Data will be used to identify students that are performing in the lowest 30%. This data will determine any need for intervention. A process

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flow chart and form have been created to assist teachers in recommending students for Title I services. A list of supplemental services will be made available to aid the child study team in determining which services will best meet the student's needs.

PART E: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT

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.

The school will increase student learning and teacher collaboration time by 595 hours per school year. The school day will be increased from 8:30-3:25 to a new school day of 8:00a.m.-4:00 p.m. for an increase of 195 additional hours of instruction. During this school day, students will be actively engaged in 90-minute blocks of Math, ELA and Science/Social Studies instruction. The teachers will be assigned to a "pod" which will be separated by grade level. Each "pod" will include one teacher each for Math, ELA and Science/Social Studies. Teachers will be chosen to teach specific content based on their teaching strengths. In doing this, each teacher will be responsible for teaching a particular subject to all students in a particular grade level. Teacher collaboration time will be provided daily through the use of shared "prep" time. Currently, instruction is limited to 55 minutes per subject each day. In the "new" schedule, in addition to the 90 minutes of Math, ELA and Science/Social Studies, the school curriculum will include Writing, Computers, Art, Spanish and Physical Education. The increased learning time will allow teachers to focus on teaching strategies that foster a rapid turn around centered on student achievement.

One week of teacher collaboration/professional development time will be added to the schedule in August. This one full week of professional development will allow the entire staff to begin to implement the transformation plan from the 1st day of school. This will result in 40 hours of additional time. There will be additional collaboration time for teachers twice per week from 4:00-5:30 p.m. for grade level, data team and PLC meetings to enhance our two big ideas. This will result in another 120 hours.

Two days per week from 4:00-6:00 p.m. all students will be provided the opportunity to participate in the enrichment program that will include a Spanish club, art club, intramural athletic program, games, math club and other activities. Resulting in an additional 160 hours. Parents will be invited to participate with their children during these activities to create a link between the school and the parents. At least four times a year, the school will host a parent-student activity night. These four nights will focus on a specific subject area each time and use hands on activities to bring the content to life for both the parent and student. It is during these activity nights that the parent coordinator will invite community agencies to attend. We currently offer several activities that center around community involvement during the school year. For instance, we sponsor a parent resource fair each year where outside agencies are invited to meet with our parents and provide information about their respective programs. Building on these types of activities with the enrichment program and activity nights we will build a stronger link with the parents and agencies in the hope of making everyone a "partner" in student achievement.

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

The school will engage families through a variety of activities and programs. At the beginning of each school year, all parents will be encouraged to sign up and volunteer to assist with at least two school projects or events.

Other parent engagement opportunities will be offered through "family fun nights". Four subject area "family fun nights" will be planned that will focus on student/parent participation and encourage parental involvement. In addition, the District Family/Community Specialist will conduct periodic workshops designed to increase parent involvement at home.

The school has a Title I Parent Coordinator and a district Family/Community Specialist who work with parents on job skills, hold monthly parent meetings, offer internet access, provide links to neighborhood services and communicate via a bi-weekly parent newsletter.

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Parents are kept informed and involved in their child's education through parent teacher conferences, newsletters, online access to student progress, invitations to volunteer in the classroom, robo-dialing to communicate district and school information, student planners for the upper grades, parent pipelines concerning our CAFE strategies, and communicating to parents in person.

Our English Language Learners consultant, provided by Wayne RESA, assists in communicating with parents who are not proficient in English.

Our Title I Behavior Coach works with students who are struggling with meeting the behavior norms and works in partnership with the student, classroom teacher and parent in developing a behavior expectation plan. The behavior plan encourages students to make positive choices and understand the consequence of making negative choices.

Teacher aides, provided through Title I funds, work with students who have been identified as needing additional support in meeting their academic goals.

Community engagement will consist of partnerships with several community organizations. The school has partnered with community organizations to provide tutoring, mentoring, after school enrichment, nutrition awareness, and culinary arts. The organizations include, Special Tree, Project 180, The National Kidney Foundation, Gleaners Food Bank and The Downriver Guidance Center (Project Achieve).

PART F: PROVIDING OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT

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.

The District has worked with RREA to provide operational flexibility for the school. The school operates with site-based management and has the ability to make operational decisions. In addition, a revised teacher evaluation tool was created to develop and sustain teacher growth, as well as, to serve as a vehicle to remove ineffective teachers. Guidelines were developed that support site-based management. Upon completion of all requirements, the principal will review the schools' site plans and governing documents before submitting them to the superintendent and school board for approval. The central office staff is dedicated to finding ways to provide resources, training, and support for the school site.

The school also has autonomy over the budget, hiring, and non-renewals. The principal will meet with the Director of Budget and Finance in December to allow them the flexibility within their budgets to make adjustments based on need. The principal is given the authority to make crucial decisions around staffing and budgeting. The principal has demonstrated success in recruiting, identifying, and selecting individuals that will contribute to a high performing team; thereby affording a high level of trust to support site based management.

In addition, the Director of State and Federal Programs will collaborate with the school and its' leadership team to make decisions as to how the funding should be spent to meet the needs as identified in the Comprehensive Needs Assessment. An example of the operational flexibility is the principal and leadership team has decided to use a portion of those funds to support expanded learning time during the school day in addition to activities during non-school hours or periods when school is not in session (i.e., before and after school or during summer recess).

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.

The District is committed to continuing the ongoing technical assistance and support. The administrative, instructional, and support staff have developed a calendar that includes critical dates for technical assistance and related support. Both building level teams and central office administrators will continue to participate in this process and resources are being allocated to establish contractual services with WRESA.

The District is in partnership with MSU and Wayne RESA. Their consultant will provide weekly ongoing, intensive technical assistance. We will use the services of the assigned School Improvement Facilitator (SIF) from RESA and Intervention Specialist (IS) from MSU to evaluate our teaching and learning practices, monitor students' academic progress and adapt lessons and teaching strategies in response to students' needs. The (IS) will provide suggestions on data implementation and data analysis. The data team will meet monthly with the IS and SIF to monitor the school's progress in executing plan components and adhering to timelines. The IS will provide coaching and feedback to help team members interpret and make changes based on data and develop their capacity to use data effectively. The IS will a) model data use and interpretation, tying examples to the school's vision for data use and our learning goals; b) model how to transform daily classroom practices based on data-driven diagnoses of student learning issues; c) assist staff with data interpretation by preparing data reports and related materials and finally d) train and support staff on using data to improve instructional practices and student achievement.

Assurances Report

Michigan Department of Education Assurances

Priority Assurances

Assurance	Certified	Comment/Attachment
<p>Our school has implemented an evaluation process, which includes a significant connection with student growth, to assess the effectiveness of teachers and leaders working in our school. (Attach a copy of the evaluation tool below.)</p>	<p>Yes</p>	<p>As outlined in the Transformation plan, we have developed an evaluation process that is designed around the "Danielson Model". I have attached the evaluation tools for both teacher and administration. Administration evaluation tool is attached under the "MOU or Collective bargaining unit" section of this document. The Framework for Professional Practice - Danielson - 2nd edition.doc</p>
<p>Our school has a Professional Development calendar that supports the reform effort selected for our school. (Attach a copy of the professional development calendar below.)</p>	<p>Yes</p>	<p>We have detailed the specific professional development that will take place under the Transformation plan. We have begun the professional development with the 21012-2103 school year. A calendar for the 2012 2013 school year is attached. PD plan 2012-13.doc - Google Drive.webarchive</p>
<p>Our school has implemented an extended learning time model to increase instructional time as evidenced by our daily school schedule, teacher collaboration schedule and student schedule. (Attach a copy of the schedule(s) below.)</p>	<p>Yes</p>	<p>The new daily schedule was detailed in the Transformation Plan.</p>
<p>Our school provides additional time to improve student learning and engagement through enrichment activities for students.</p>	<p>Yes</p>	
<p>Our school provides time for teachers to collaborate, plan and engage in professional development within and across grades and subjects.</p>	<p>Yes</p>	

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<p>Our school District has a Memorandum of Understanding or Collective Bargaining Agreement with the Local Education Association regarding the measures required to implement the reform/redesign plan. Alternately, Public School Academies without a Local Education Association can provide documentation of board approval of the submitted reform plan.</p>	<p>Yes</p>	<p>See Attached. MOU and Administration evaluation tool <u>RREA-RRSD MOU Signature Page.PDF</u></p>
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RIVER ROUGE SCHOOL DISTRICT COMPONENTS OF TEACHER EVALUATION PROGRAM

Yearly teacher evaluations shall include:

- For non-tenured teachers; tenured teachers and teachers on a Plan of Assistance – Individualized Development Plan (IDP), the observation components are included in the Overview of Teacher Evaluation Program document.
- At least two meetings between an administrator and teacher, referred to as the *Initial Meeting* and the *Evaluation Meeting*.
- Prior to the *Initial Meeting*, a teacher self-evaluation using the Components of Professional Practice (attached).
- Achievement goal(s) related to the School Improvement Plan, developed in consultation with the teacher.
- Best practice goal/professional growth goal(s) related to the School Improvement Plan, developed in consultation with the teacher.
- *After the Teacher Evaluation Meeting*, the Teacher Evaluation Form which includes the administrator's completion of the Components of Professional Practice.

Goals

Achievement – measurable goal(s) that reflect student growth

Tools to measure student growth include, but are not limited to:

Elementary

- | | |
|---------------------------|-------------|
| - Common Assessments | - MLPP |
| - Pre/Post Tests | - MEAP |
| - Student Work Portfolios | - NWEA |
| - Running Records | - IEP Goals |

Middle School

- | | |
|---------------------------|-------------|
| - Common Assessments | - MEAP |
| - Pre/Post Tests | - NWEA |
| - Student Work Portfolios | - IEP Goals |

High School/Community School

- | | |
|---------------------------|-------------|
| - Common Assessments | - EXPLORE |
| - Pre/Post Tests | - PLAN |
| - Student Work Portfolios | - MME |
| - MEAP | - IEP Goals |
| - NWEA | |

Best Practice/Professional Growth – goal(s) that articulate a willingness to enhance skills typically demonstrated by master teachers

Examples may include, but are not limited to:

- Learn and use Class A to inform instructional practice
- Learn and use differentiated instruction in Algebra classes
- Utilize technology to enhance instructional delivery
- Integrate cross-curricular initiatives
- Use NWEA data to drive instructional interventions
- Engage in professional study to improve the classroom environment
- Participate in a Professional Learning Community
- Integrate Marzano strategies to enhance student achievement
- Learn to effectively use pre- and post-assessments to drive instruction

**RIVER ROUGE SCHOOL DISTRICT
TEACHER EVALUATION PROGRAM – GOAL OUTLINE FORM**

Teacher Name: _____

Building: _____

Evaluator: _____

School Year: _____

Employment Status: _____

DATES:

Initial Meeting Date: _____

Progress Report Date: _____

Evaluation Meeting Date: _____

GOALS:

Achievement

Goal(s):
Indicators of progress to be collected:
Resources needed:

Best Practice/Professional Growth

Goal(s):
Indicators of progress to be collected:
Resources needed:

Achievement

Goal(s):
Indicators of progress to be collected:
Resources needed:

Best Practice/Professional Growth

Goal(s):
Indicators of progress to be collected:
Resources needed:

Teacher Signature: _____

Date: _____

Evaluator Signature: _____

Date: _____



Administrator's Evaluation

Administrator					
School/Position					
Evaluator					
Prescribed Plan		Progress Monitoring Conferences			
	Self Directed	First	Self Assessment		
	Probationary	Second	Goal Setting Conference		
	Directed	Third	Accountability Talk		
	Plan of Assistance	Fourth	Learning Walk /Exhibition		

			Fifth	Final Evaluation	
			Final	Reflection	

The evaluation system meets the following criteria, as prescribed by law:

- ✓ Student growth and assessment is a significant component of the overall rating.
- ✓ Student growth is measured using research-based measures.
- ✓ Professional competence is determined through multiple direct observations.
- ✓ Results are used to inform professional development for the succeeding year.
- ✓ Ensures that administrators are evaluated annually.
- ✓ Additional items required to be included are denoted with an *

The administrator evaluation system is based on the following criteria:

Student Growth and Achievement	25%
Management	25%
Instructional Leadership	25%
Personal Leadership	25%

The law requires that student achievement & growth represent 25% of the overall rating in 2013-14 and then increase progressively to 40% in 2014-15, and 50% in 2015-16. For 2011-12 and 2012-13, this component will be measured primarily by the ability for the administrator to establish strategies and implement systems that are intended to increase student achievement and growth and evidence supporting the targets identified. Examples may include (1) establishing building-wide targets for achievement growth in core subjects, (2) identifying the measures that will be used to evaluate achievement/growth and (3) professional development and training needed to increase achievement/growth. In 2014 and beyond, the weight for each section will be adjusted in order to meet the 40 and 50% requirement.

Process:

1. The Superintendent will meet with each administrator in the fall. Administrators will review and complete the "Preliminary Goal-Setting" page prior to the conference. This page will be a point of discussion during the pre-conference.
2. The Superintendent will conduct series of informal visits throughout the year to assess each of the criteria on which the administrator will be evaluated.

3. The administrator will complete a self-assessment using the evaluation template. The self-assessment will include evidence that supports the administrator’s rating for each category.
4. The Superintendent will meet with the administrator during the month of March to review the self-assessment and any data/evidence collected.
5. The Superintendent will complete the evaluation prior no later than March 15th.
6. If/when it is determined by the Board that salary increases are possible for employees, those administrators rated as highly effective shall be provided said increases or adjustments based on the level of attainment.

Timelines

As noted in the explanation of steps in the evaluation process, there are specific timelines for each step.

Timeline	Step	Task
September-October	1	Initiation
October	2	Goal Setting Conference
November	3	Accountability Talk
January	4	Learning Walk
March	5	Final Evaluation
April	6	Reflection

Preliminary Goal Setting

IDENTIFY AND SET (1) PROFESSIONAL GOAL PER CATEGORY FOR GROWTH AND DEVELOPMENT BASED ON SELF-ASSESSMENT

#	Goals & Objectives	Strategies What specific strategies will the administrator use to achieve these objectives?	Measure What will be the measures of successful attainment of these objectives?	Evidence What evidence will the administrator produce to illustrate the extent to which these target goals were met?	Support What support might be needed from the superintendent?	Discussion & Summary To what extent were target goals met?
STUDENT GROWTH AND ACHIEVEMENT						
<u>MANAGEMENT</u>						
<u>INSTRUCTIONAL LEADERSHIP</u>						
<u>PERSONAL LEADERSHIP</u>						

STUDENT GROWTH & ACHIEVEMENT (25%)

STUDENT ACHIEVEMENT GOALS			
Highly Effective	Effective	Minimally Effective	Ineffective
Goals and objectives clearly aligned to research and best practice and evidence exists that reflect improvement.	Goals and objectives tied to previous performance and evidence reflects improvement.	Goals and objectives tied to previous performance however not all objectives can be measured.	Little or no evidence exists that supports the connection between goals and results.
Evidence:			
<input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Minimally Effective <input type="checkbox"/> Ineffective			

STUDENT ACHIEVEMENT RESULTS – Including AYP Status			
Highly Effective	Effective	Minimally Effective	Ineffective
Consistent record of improved student achievement on multiple indicators of student success; results greatly exceed performance for comparable schools.	Meets performance goals for student achievement. Overall performance improves, as does the achievement of each subgroup of students. Does not confuse effort with results.	Some evidence of improvement, but insufficient evidence that current steps will create the improvements necessary to achieve student performance goals.	Little to no evidence of improvement; has not taken decisive action in order to improve student achievement.
Evidence:			
<input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Minimally Effective <input type="checkbox"/> Ineffective			

STUDENT ATTENDANCE *

Highly Effective	Effective	Minimally Effective	Ineffective
School has average attendance of 95% or greater.	School has average attendance between 93% and 94%.	School has average attendance between 90% and 92%.	School has average attendance of 89% or below.
Evidence:			
<input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Minimally Effective <input type="checkbox"/> Ineffective			

MANAGEMENT (25%)

BUDGETING

Highly Effective	Effective	Minimally Effective	Ineffective
Actively pursues alternative operational strategies and forecasts challenges in order to meet and exceed budget expectations.	Meets budget expectations consistently.	Attempts to work within the confines of the budget, however is not always successful.	Budgeting performance suggests this is a low priority.
Evidence:			
<input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Minimally Effective <input type="checkbox"/> Ineffecti			

PROBLEM-SOLVING

Highly Effective	Effective	Minimally Effective	Ineffective
Evidence of proactive problem-solving relative to departmental priorities, policies and	Effectively responds to changing needs and policies as they arise.	Spends time managing changing needs and policies however is generally responsive rather than proactive.	Difficulty forecasting changing needs and policies.

Evidence:

Highly Effective Effective Minimally Effective Ineffective

FACILITIES & OPERATIONS

Highly Effective	Effective	Minimally Effective	Ineffective
Building and/or department is consistently clean, organized and all employees demonstrate pride in their work and execute responsibilities in an orderly fashion.	Building and/or department is consistently clean, organized and operates in an orderly fashion.	Building and/or department is generally clean and organized.	Building and/or department appears unorganized and/or disorderly at times.

Evidence:

Highly Effective Effective Minimally Effective Ineffective

PROFESSIONAL DEVELOPMENT

Highly Effective	Effective	Minimally Effective	Ineffective
Orchestrates aligned, high quality coaching, workshops, school visits, and other professional learning tuned to staff needs based on student performance.	Orchestrates regular teacher team meetings as the prime locus for professional learning.	Suggests that teacher teams work together to address students' learning challenges.	Does not emphasize teamwork and teachers work mostly in isolation from colleagues.

Evidence:

Highly Effective Effective Minimally Effective Ineffective

INSTRUCTIONAL LEADERSHIP (25%)**COMMUNICATION**

Highly Effective	Effective	Minimally Effective	Ineffective
Skillfully and clearly communicates goals to all stakeholders in a manner that elicits support and buy-in.	Uses a variety of communication strategies (e.g. face-to-face, newsletters, websites) to communicate with stakeholders	Has a limited communication repertoire and some key stakeholders are not aware of school goals/expectations.	Is not an effective communicator, and others are often left guessing about policies and direction

Evidence:

Highly Effective Effective Minimally Effective Ineffective

MISSION & VISION

Highly Effective	Effective	Minimally Effective	Ineffective
Cultivates ownership of a compelling instructional vision, with specific goals that make plain what the vision looks like in the short-term and long-term. All key decisions are aligned to this vision.	Inspires and gains the commitment of others towards the school's vision, mission, values, and organizational goals.	Promotes a vision of high standards and expectations for all students.	Has a personal vision for the school and student success, but it is disconnected from the beliefs held by many stakeholders.

Evidence:

Highly Effective Effective Minimally Effective Ineffective

EVALUATION OF TEACHERS & STAFF *

Highly Effective	Effective	Minimally Effective	Ineffective
Prioritizes teacher/staff evaluation over competing commitments and understands the importance of dedicating the time and resources necessary to ensure the accurate evaluation of every.	Uses teacher/staff evaluations to credibly differentiate the performance of teachers in order to develop a clear picture of the strengths and learning needs of each teacher.	Many teachers/staff at the school are evaluated as effective or highly effective.	Most or all teachers/staff at the school are evaluated as effective or highly effective.

Evidence:

Highly Effective Effective Minimally Effective Ineffective

CLASSROOM OBSERVATIONS

Highly Effective	Effective	Minimally Effective	Ineffective
All teachers are visited frequently and receive prompt and helpful feedback. Time spent observing teachers and providing quality feedback is considered sacred.	Makes unannounced visits to a few classrooms every day and gives helpful feedback to teachers.	Tries to get into classrooms but is often distracted by other events and rarely provides feedback.	Only observes teachers during formal observation visits.
Evidence: <input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Minimally Effective <input type="checkbox"/> Ineffective			

STAFF COLLABORATION

Highly Effective	Effective	Minimally Effective	Ineffective
Establishes a culture of collaboration where teamwork, reflection, conversation, sharing, openness, and problem solving about student learning and achievement are widespread and aligned to instructional priorities.	Supports ongoing teacher reflection, conversation, and collaboration by providing sufficient time, tools, and holding collaborative teams accountable for their work.	Promotes collaboration among team members that generally focuses on instruction.	Teacher collaboration is non-existent or not aligned to clear academic priorities.
Evidence: <input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Minimally Effective <input type="checkbox"/> Ineffective			

MAINTAINING HIGH EXPECTATIONS

Highly Effective	Effective	Minimally Effective	Ineffective
Empowers teachers and staff to set high and demanding academic and behavior expectations for every student. Students are consistently learning, respectful, and on task.	Sets clear expectations for student academics and behavior, establishing consistent practices across classrooms.	Urges staff to demand academic success and/or good student behavior, but allows different standards in different classrooms.	Accepts poor academic performance and/or student behavior.

Evidence:

ORGANIZATION AND COMPLIANCE
 Highly Effective Effective Minimally Effective Ineffective
ETHICS

Highly Effective	Effective	Minimally Effective	Ineffective
Models professional, ethical behavior at all times and expects it from others.	Expresses and behaves in a way that is respectful of the norms, values, and culture of the organization.	Understand the norms, values, and culture of the organization, but is not always consistent in behaving that way.	Behaves and acts in a way that does not consider the norms, values, and culture of the organization.

Evidence:

 Highly Effective Effective Minimally Effective Ineffective
PERSONAL LEADERSHIP (25%)

This includes meeting state/federal reporting requirements and other directives/tasks in a timely manner.

Highly Effective	Effective	Minimally Effective	Ineffective
Establishes yearly, monthly, weekly, and daily priorities and objectives, relentlessly getting the highest-leverage activities done.	Plans for the year, month, week, and day, keeping the highest-leverage activities front and center.	Comes to work with a list of what needs to be accomplished that day, but often loses focus on them.	Has a list in his or her head of tasks to be accomplished each day, but often loses track.
Evidence:			
<input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Minimally Effective <input type="checkbox"/> Ineffective			

PERSONALITY, ATTITUDE & RELATIONSHIPS

Highly Effective	Effective	Minimally Effective	Ineffective
Projects a positive, team-oriented attitude, making all stakeholders (including students and parents) feel supported, respected and valued.	Projects a positive attitude and is respectful of differing opinions and beliefs.	Is personally courteous and respectful.	Has difficulty separating his/her attitude from interpersonal relationships.
Evidence:			
<input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Minimally Effective <input type="checkbox"/> Ineffective			

SOLICITING FEEDBACK *

Highly Effective	Effective	Minimally Effective	Ineffective
Actively solicits and uses feedback and help from all key stakeholders in order to drive student achievement, personal development and the school improvement process.	Seeks out feedback and acts upon it to shape strategic priorities aligned to student achievement.	Accepts feedback when approached and occasionally includes it in his/her priorities.	Avoids or does not value feedback and it is not evident in his/her priorities.

Evidence:

 Highly Effective Effective Minimally Effective Ineffective
PERSISTENCE

Highly Effective	Effective	Minimally Effective	Ineffective
Goes above and beyond typical expectations to achieve exceptional results. Not afraid to take risks to focus key stakeholders more closely on student achievement.	Coupled with outstanding attendance, works extra hours to complete work even when not required; takes on voluntary responsibilities that contribute to both the school and the district.	Completes assigned responsibilities as required and without extra supervision.	Does not show up for work reliably or requires extra supervision to fulfill assigned responsibilities.

Evidence:

 Highly Effective Effective Minimally Effective Ineffective
EVALUATION SUMMARY PAGE

Administrator:		School Year:	
Assignment:		Evaluator:	

Criteria	Rating				Score			
	HE (1)	E (.8)	ME (.7)	I (0)	% Possible		Rating Weight	Final
Student Growth and Achievement (25%)								
<i>Student Achievement Goals</i>					12	X		
<i>Student Achievement Results</i>					10	X		
<i>Student Attendance*</i>					3	X		
Management (25%)								
<i>Budgeting</i>					5	X		
<i>Problem-Solving</i>					5	X		
<i>Facilities & Operations</i>					5			
<i>Professional Development</i>					5	X		
<i>Communication</i>					5	X		
Instructional Leadership (25%)								
<i>Mission and Vision</i>					5	X		
<i>Classroom Observation</i>					5	X		
<i>Evaluation of Teachers*</i>					5	X		
<i>Staff Collaboration</i>					5	X		
<i>Maintaining High Expectations</i>					5	X		
Personal Leadership (25%)								
<i>Ethics</i>					5	X		

<i>Organization & Compliance</i>					5	X		
<i>Personality & Attitude</i>					5	X		
<i>Soliciting Feedback*</i>					5	X		
<i>Persistence</i>					5	X		
Total:								
Overall Rating: <input type="checkbox"/> Highly Effective 90-100 <input type="checkbox"/> Effective 80-89 <input type="checkbox"/> Minimally Effective 70-79 <input type="checkbox"/> Ineffective 0-69								

Comments by Superintendent & Opportunities for Growth:

Comments by Administrator:

Superintendent's Signature:		Date:	
Administrator's Signature:		Date:	



RIVER ROUGE SCHOOL DISTRICT
TEACHER EVALUATION FORM

Ineffective = 0 - 1.5
Minimally effective = 1.51 - 2.5
Effective = 2.51 - 3.5
Highly effective = 3.51 - 4
Not applicable = n/a

Components of Professional Practice

Domain 1: Planning and Preparation
Domain 2: The Classroom Environment
Domain 3: Instruction
Domain 4: Professional Responsibilities

#DIV/0!
#DIV/0!
#DIV/0!
#DIV/0!

Student Achievement and Best Practice/Professional Growth Goals

Student Achievement Goals
Best Practice/Professional Growth Goals

0.00
0.00

Cumulative Evaluation Determination

#DIV/0!

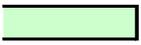
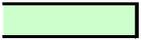
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Administrator Comments:

Teacher Comments:

Teacher Signature: _____ Date: _____
Evaluator Signature: _____ Date: _____

RIVER ROUGE SCHOOL DISTRICT
TEACHER EVALUATION FORM



Teacher Signature: _____ Date: _____
Evaluator Signature: _____ Date: _____

In reviewing the SPR 40 and the teacher, student and parent surveys, the Ann Visger staff has decided that more professional development is needed to continue the Everyday Math, Math Institute, Write From the Beginning, and Houghton Mifflin Unit Development programs, Class A. We also need training to implement our School wide Positive Behavior Support Program. The staff would also like professional development days to work as a staff on driving our instruction from Standardized data as well as formative assessment, peer coaching of specific strategies such as Orton Gillingham Phonemic Instruction, Differentiation, Daily 5, Technology training Data Books, and Map Testing. The district will continue to provide PD from PD 360.

Date

PD

Staff Participating

08/23-24/12

Houghton Mifflin Unit Development

K-2 8/23, 3-5 8/24

8/29/12

PBS

All Staff

09/25-28/12

Write From the Beginning

All Staff

11/06/12

Write From the Beginning, PD360

All Staff

12/6,11/12

Thinking Maps

K-4 Staff

12/7,10/12

Thinking Maps

5th grade staff

12/21/12

PBS Program, Assessment Data, Update Data Walls

All Staff

01/24-25/13

Write From the Beginning

All Staff

02/15/13

SPR 40, Perception Data

All Staff

02/25-28/13

Houghton Mifflin Units, Thinking Maps

All Staff

4/9-12/13

Thinking Maps

All Staff

5/14-15/13

Write From the Beginning

All Staff

05/24/13

Assessment Data, Update SIP

All Staff

10/25/12, 11/14/12, 12/5/12, 1/9/12, 1/31/13, 2/28/12,
3/19/12

Math Institute/RESA K-2

K-2 Teaching Staff

11/1/12, 12/7/12, 1/8/13, 1/24/13, 2/7/13, 3/12/13, 5/7/13

Math Institute/RESA 3-5

Demings, Marion, Michaels

11/6/12

PE and Health Teachers

Day, PE Teacher

11/14/12

Sexuality and HIV Education

Day, PE Teacher

11/13/12

PENut program nutrition and PE

1st and 2nd grade teachers, PE teacher

Student Schedule

Ann Visger Sample Student Schedule 2013-2014

8:00-9:30	English Language Arts
9:30-11:00	Math
11:00-11:55	Art/Gym/Spanish
11:55-12:30	Lunch
12:30-2:00	Science/Social Studies
2:00-3:00	Writing
3:00-4:00	Study Skills/Computers

Ann Visger Sample Student Schedule 2012-2013

8:30-9:25	Writing
9:25-10:20	Math
10:20-11:20	Art/Gym
11:21-11:59	Lunch
12:00-1:15	ELA
1:18-2:10	Social Studies
2:13-3:10	Science

Memorandum of Agreement Between
The School Board of the School District of the City of River Rouge
And
The River Rouge Education Association

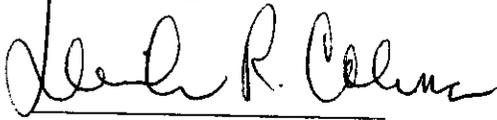
November 7, 2012

The parties agree to the following terms:

1. For the remainder of the current collective bargaining agreement between the parties the attached evaluation tool shall replace the current tool being used to evaluate all bargaining unit members.
2. The Board shall adopt The Transformational Model for Ann Visger Schools.

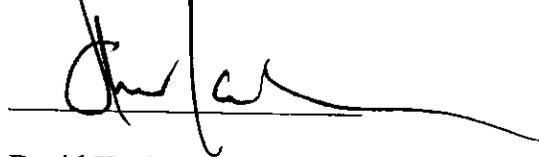
This agreement is made today and shall be ratified by the parties at their next meeting.

For The Board



Derrick Coleman, Superintendent

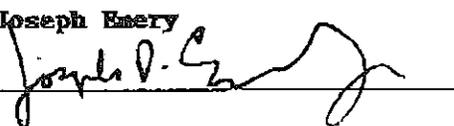
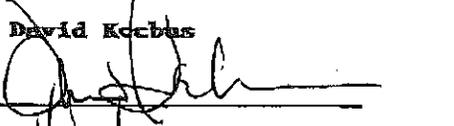
For The Union



David Kocbus, President



Redesign Plan Signature Page

SCHOOL INFORMATION	CONTACT PERSON FOR REDESIGN PLAN
District: River Rouge School District School Name: Ann Visgex School Address: 11121 W. Jefferson Ave. School Code: 0105	Name: Derrick R. Coleman Position and Office: Superintendent Telephone: (313) 297-9600, ext. #1623 Fax: (313) 297-6525 Email: derrick.coleman@riverrougeschools.org
LEA SUPERINTENDENT/PSA ADMINISTRATOR Printed Name: Derrick R. Coleman Signature: X  Date: April 8, 2013	Telephone: (313) 297-9600, ext. #1623 Fax: (313) 297-6525 Email: derrick.coleman@riverrougeschools.org
SCHOOL PRINCIPAL Printed Name: Joseph Emery Signature: X  Date:	Telephone: (313) 297-9648 Fax: (313) 297-5694 Email: joseph.emery@riverrougeschools.org
LEA/PSA SCHOOL BOARD PRESIDENT Printed Name: Valveta Reese Signature: X  Date:	Telephone: (313) 297-9600, ext. #1630 Fax: (313) 297-6525 Email: valveta.reese@riverrougeschools.org
PRESIDENT OF LOCAL TEACHER UNION Printed Name: David Kocbus Signature: X  Date: 4/11/13	Telephone: (313) 297-9600, ext. #4678 Fax: (313) 297-7322 Email: david.kocbus@riverrougeschools.org
<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 school into the State School Reform/Redesign School District, imposing for the school 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>	