



Redesign Plan

Bay City Academy - Madison Arts Campus

Bay City Academy

Mr. Brian Lynch
400 N. Madison Avenue
Bay City, MI 48708

TABLE OF CONTENTS

Executive Summary

Introduction.....	2
Description of the School.....	3
School's Purpose.....	4
Notable Achievements and Areas of Improvement.....	5
Additional Information	6

Priority School Assurances

Introduction.....	8
Priority School Assurances.....	9

Operational Flexibility Assurance

Introduction.....	11
Assurance of Operational Flexibility.....	12

Transformation Redesign Diagnostic

Introduction.....	15
PART A: REFORM TEAM PERSONNEL.....	16
PART B: TEACHING AND LEARNING PRIORITIES.....	17
PART C: DEVELOP/INCREASE SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS.....	19

PART D: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES..... 26

PART E: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT..... 30

PART F: PROVIDING OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT..... 33

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?

Bay City Academy-Madison Arts is a grade 5-8 building comprised of approximately 103 students. It was opened in September of 2011 as a K-4 building. Due to the high percentage of students that qualify for free/reduced a CEO lunch program has been put in place. The staff is highly trained in Choice Theory and Integrated Visual Learning and all teachers are certified and highly qualified for their positions. We work with our school community to involve parents throughout the school improvement process. While working with students at Bay City Academy the value and importance of an education has become commonplace inside of student discussion and our students are beginning to plan for post-high school education.

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.

Purpose: Each child can learn. Each child will learn positive character traits and good citizenship in addition to their rigorous academics. Integrated Visual Learning lies at the core of the curriculum and each child completed developmentally appropriate tasks. Students must show mastery of a subject before moving to the next level.

Mission: Bay City Academy Madison Art's mission is to incorporate a safe and loving environment for children and staff with rigorous academic expectations and an instructional model that teaches children to become highly efficient learners. Students will develop competence, caring and citizenship through a positive learning experience in partnership with home and community.

Vision: All students will graduate with educational qualities including academic competence, good character and citizenship.

Belief Statement: Every Child is unique and can learn like a gifted learner - visually.

- * Students deserve the opportunity to have instruction delivered in a way that is relevant and meaningful.
- * School should be a non-threatening environment that emphasizes relationships.
- * Character education should be taught, modeled and assessed.
- * Highly trained and motivated teachers are essential.
- * Parental involvement and support is an essential element of a quality educational experience.

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.

Notable achievements for Bay City Academy over the past three years include the expansion of our grade levels to incorporate grades 6, 7, and 8. We have grown a strong and resilient school community and with the addition of our second campus our opportunity to positively impact the Bay City community has increased. We continue to provide a safe and loving environment in which our students can flourish and have prepared our young people to take on the challenges of real world situations by incorporating academics and character education. We have come to understand the importance of parental involvement in education and continuously encourage effective communication between our teachers and parents creating a formula for educational achievement.

Over the next three years we are striving to increase student achievement with fidelity. This will be achieved through the increase in targeted, job-embedded professional development, the continuous analyzing of student assessment and a willingness to adapt to ever-changing student needs.

Additional Information

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

Bay City Academy Madison Arts has turned to data driven instruction and the differentiation of teaching techniques to effectively reach each of our student's unique needs. We utilize data from multiple sources including NWEA, MEAP, and formalized teacher assessment to mold both classroom instruction and logistical functioning including class schedules, grade level formations, and the ongoing, job imbedded professional development necessary to see student growth.

Priority School Assurances

Introduction

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

Priority School Assurances

Label	Assurance	Response	Comment	Attachment
Teacher Evaluation Tool	Our district has implemented an evaluation tool, that includes a significant connection to student growth, to assess the effectiveness of teachers.	Yes		

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

Operational Flexibility Assurance

Introduction

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

Assurance of Operational Flexibility

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

Label	Assurance	Response	Comment	Attachment
	Our school assures the Michigan Department of Education that under our current collective bargaining agreements, board policies, and operating procedures that the school building has the authority and autonomy to implement all redesign plan requirements as written. This assurance requires that schools upload either an Executed Addendum or a Memorandum of Understanding as evidence on the following screen.	No	Bay City Academy is a charter academy and not under any collective bargaining agreements. This assurance flexibility is not applicable.	

Label	Assurance	Response	Comment	Attachment
	<p>Our school has an executed addendum to the districts applicable collective bargaining agreements which includes all the following elements required by Section 8 of the MCL 380.1280c:</p> <p>Section (8) An addendum to a collective bargaining agreement under this section shall provide for any of the following that are necessary for the applicable school intervention model to be implemented at ___ School.</p> <p>(a) That any contractual or other seniority system that would otherwise be applicable shall not apply at ___ School. This subdivision does not allow unilateral changes in pay scales or benefits.</p> <p>(b) That any contractual or other work rules that are impediments to implementing the redesign plan shall not apply at ___ School. This subdivision does not allow unilateral changes in pay scales or benefits.</p>	Yes	Bay City Academy is a Charter Academy and does not have Union membership. This assurance does not apply to us and no attach,end is required	

Label	Assurance	Response	Comment	Attachment
	Our school has a Memorandum of Understanding (MOU) outlining the commitment to hold a negotiated addendum meeting to address requirements of Section 8a of MCL 380.12080c	No	Bay City Academy is a charter school and does not have union membership. Non-applicable	

Redesign Plan

Bay City Academy - Madison Arts Campus

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

Transformation Redesign Diagnostic

Introduction

The Transformation Model addresses four specific areas: 1) developing teacher and school leader effectiveness; 2) implementing comprehensive instructional reform strategies; 3) extending learning and teacher planning time and creating community-oriented schools; and 4) providing operating flexibility and sustained support. Overall, you will write a reform/redesign plan to address eleven separate requirements. The reform/redesign plan should be developed for implementation through the 2015-16 school year.

PART A: REFORM TEAM PERSONNEL

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

James Comer, Principal, comerj@baycityacademy.com

Brian Lynch, Superintendent, lynchb@baycityacademy.com

Sarah Schafer, 5/6 Teacher, schafers@baycityacademy.com

Sarah Rice, 7/8 Teacher, rices@baycityacademy.com

Barb Doner, Title 1 Director, donerb@baycityacademy.com

PART B: TEACHING AND LEARNING PRIORITIES

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

Big idea #1 is to increase student achievement through improving teacher effectiveness by providing Professional Development, Professional Learning Communities, and the Collaborative Learning Cycle. This will improve teacher knowledge and efficiency through skill development. Although we provide time for staff to work together as well as weekly structured professional development opportunities we are very aware, after a series of data based discussions, that the focus and structure of these opportunities is not adequately providing teachers with the necessary resources to drive student achievement in the classroom. We will work to improve teacher knowledge and best teaching practices across the board. This was identified as a deficiency while looking at standardized testing results throughout a three year span. The data was very clear in identifying that in writing, Bay City Academy has an increased number of students becoming less proficient as they continue throughout our educational system. We also see a need for improved teacher knowledge and vertical alignment of school curriculum in reading MEAP scores, which had identified that student proficiency is increasing through grades 3-5 and decreasing in grades 6-8. Improved teacher knowledge is a necessary focus of improvement and is supported by the data shown in science MEAP scores which show that 80% of our students are not proficient in this subject area. Bay City Academy's focus on improving teacher knowledge is derived from the data driven understanding that teachers must possess appropriate levels of content knowledge and be able to demonstrate this knowledge in an organized and engaging instructional manner that positively effects student achievement. This understanding will drive the focus and delivery of both formal and informal professional development, as well as the accountability of utilization of the resources provided through these professional development opportunities.

Big idea #2 is to increase academic performance of students through more effective teacher instruction. This will be attainable by incorporating a practice of providing all staff with a rigorous and data driven process with which they are able to identify if students have an understanding of the content. Teachers will then understand how to differentiate instruction for students based on hard facts and frequent effective assessment. This assessment data collected over specifically identified sections of time will drive data driven professional learning communities focused on both improving teacher instructional methods, resources and at the same time identify both instructional and learning gaps. Teachers will in turn be adequately prepared to present grade level curriculum and provide students with the information necessary to fill instructional and learning gaps. The need for instructional improvement was clearly identified by the three years of standardized data collection of the MEAP testing. It was discovered that due to low proficiency in all content areas that the methods and understanding of content delivery must improve drastically to begin the process of increased student achievement. Bay City Academy teachers will instruct with focus on developmental level of each student while providing grade specific content through structured professional development and professional learning communities with heavily involved administration and the oversight of our assessment coordinator at all grade levels. The lack of teacher instructional methods were identified specifically through data driven conversations that has shown a steady decrease in proficiency in science, writing, social studies, and math. This continuous teacher communication focused on data through assessment will increase the vertical curricular understanding of content being taught between grade levels. This understanding was found to be a serious point of concern by the MEAP assessment data which shows that reading levels have increased until 5th grade and then started a decline at grades 6 through 8. Providing focused discussion on state required curriculum and grade level expectations will provide continuity between grade level transitions and improve continuous student achievement over the span of the educational experience at Bay City Academy.

State what data were used to identify these ideas

Through collaboration, we have concluded that our system has not adequately focused on student achievement through data driven development and inappropriately been geared toward student/teacher relationships and classroom culture. This lack of data driven continuous teacher development has failed both academically and culturally and has been evident by the findings that student achievement has been well below the line of proficiency. This failure to focus on data driven development has negatively effected both school culture and teacher effectiveness when facilitating perceived student academic success. Specific findings that have lead to the development of Big idea #1 and #2 are that in writing the percent of students at level 4 has steadily increased over a three year period and that 7th grade student proficiency has decreased over a 2 year span. In science, more than 80% of Bay City Academy's student are not proficient and our academic trend line is continuing to decrease. In math less than 10% of our students are proficient over the course of the three year MEAP data collection. In reading we have a low level of students in level 1 proficiency, and that in grades 6-8 student achievement has decreased significantly. Lastly, a majority of Bay City Academy students are not found to be proficient in social studies and 60% of students over a three year period are grouped inside of level 3 which is identified as only partially proficient. We are confident that incorporating a data driven developmental approach to student learning and structured professional learning communities will foster increased student achievement and provide both our students and teachers with the necessary resources to transform our school into an educational institution focused on and adequately prepared to insure student academic success moving forward from this point.

PART C: DEVELOP/INCREASE SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS

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

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

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

1A - How does the principal meet the 5 turnaround competencies?

Response:

In August 2014, the superintendent of Bay City Academy hired a new principal for the Madison Arts Campus. James W. Comer replaced the previous building leader to lead BCA forward academically. Mr. Comer ascended to this position given his varied background both in private school and charter school settings. Mr. Comer can confidently lead a school academically because he has spent significant time in the classroom as a Health and Physical Education teacher at Nouvel Catholic Central in Saginaw and at Bay City Academy. While at Nouvel Catholic Central Jim also spent time in many different administrative capacities such as Assistant Athletic Director and a Behavior Modification Facilitator, all while balancing a variety of coaching responsibilities like football, soccer, and wrestling. Nouvel Catholic Central has consistently produced some of the areas finest students allowing Mr. Comer to work in a school where academic success is expected. In 2010, Mr. Comer earned a master's degree in educational leadership through Saginaw Valley State University. Upon arriving at Bay City Academy Mr. Comer put this degree and his administrative leadership experience to work fulfilling a number of academic and leadership roles. Jim has served as the Facilities Coordinator, Athletic Director, and Chief Administrative Officer. As CAO Jim helped coordinate the academic accountability standards brought forth by our authorizer Lake Superior State University. Mr. Comer used this experience as CAO and his time serving in other capacities from classroom to administration to become well versed in our unique educational model. It is upon this platform that he was selected to lead the Madison Arts Campus at Bay City Academy through the High Priority Transformation Redesign Plan.

The new principal will focus on the following competencies:

1. Identify and focus on early wins and big payoffs

The principal has instituted a number of processes designed to address student performance from a structural standpoint including: expanding professional development opportunities, expanding student diagnostic procedures, expanded teacher collaboration in a child study format, and expanded vigorous leadership emphasis on instructional performance. All of these processes and decisions made are firmly cemented in student data.

2. Break organizational norms

The new principal has reorganized the culture from one of viewing underperforming students as victims of cultural deprivations to students as unformed clay whose beauty, talent and value is to be drawn out with vigorous instructional effort. This philosophic shift is supported by structural changes, resource allocation, staff and parental collaboration and administrative support.

3. Act quickly in a fast cycle

Bay City Academy has acted with speed and efficiency to address its obvious shortcomings. First, by rapid recognition that the problem must be owned by its leadership and staff. Second, by embracing the need for change, starting with leadership. The need for leadership change

Redesign Plan

Bay City Academy - Madison Arts Campus

was internally recognized as early as the fall of 2013, followed by transition of superintendent in early 2014 and reorganizing principal leadership in August 2014. Leadership has vigorously emphasized a culture of performance which has resulted in some self-selected staff turnover.

4. Collect and analyze data

Data collection and subsequent action has been facilitated by structural changes ranging from child study methodologies to staffing evaluations, assignments and responsibilities up to and including termination. The emphasis placed on collection and organization of data is another systematic decision made at the leadership levels to address problems and gaps in student achievement. The principal works closely with the new assessment coordinator and data specialist to implement Professional Learning communities that meet on a weekly basis.

5. Galvanize staff around big ideas

Staffing and leadership changes have served to galvanize staff around the big ideas central to our efforts. The largest impact has been with our school culture at the Madison Arts Campus. There has been an overall 40% replacement of staff following the 2013/2014 school year. Training on the educational model, an emphasis on customer service, and leading with data are fundamental to our success along with reassuring our staff that Bay City Academy will develop stable consistency for students, parents, and staff.

1B - Describe how the district will increase leadership capacity

Response:

In an effort to rapidly transform our culture to a vigorous meritocracy focused on student performance, the following management training practices will be implemented: monthly districtwide group leadership training meetings, a new leadership mentoring program will be established in 2015/2016, and the leader of the Madison Arts Campus will attend the Lake Superior State University leadership conference in August 2015. Leadership training is ongoing on a daily basis directed by the superintendent, however formal leadership professional development training will transpire monthly on Friday afternoons following each Bay City Academy Board of Education meeting. The superintendent will select a relevant book, series of articles, or a set of case studies assigned in September that will be used as a basis for training throughout the year. Of the materials used for the training it is the goal of the leadership team to read through and discuss at least two leadership books within that time period of September through June. The Madison Arts Campus Principal will also be assigned a formal mentor that will work closely with the administrator. The mentor will receive a stipend for his/her services. This mentor is to have served in an educational leadership capacity for at least 10 years offering the necessary experience to offer the proper guidance. It will also be the expectation that the mentor will be readily accessible over phone and email as needed. It will be the expectation of the leadership mentor to meet with the Madison Arts Campus principal in person at least once a month during September - June. All three of these new efforts clearly shows how the Madison Arts Campus Principal will increase their leadership capacity. The fourth aspect of increasing our leadership capacity will be budget dependent. MEMSPA runs a 10 month long course titled "Leadership Matters". This leadership program connects theory and practice headed by Debbie McFalone and Derek Wheaton. This program launches in January 2016 with an estimated price of \$2,550. To ensure that the Madison Arts Principal connects with our two big ideas based on increasing teacher effectiveness and sound instruction, the leader will receive the same educational training that our teachers are receiving on a weekly basis. Whether it is leading professional development during our Friday afternoons or attending educational conference at BAISD with the teachers, the educational professional development training will allow the leader to be keenly aware of what is transpiring in the classroom.

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

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

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

2A - Detail the collaborative process used to create a teacher evaluation plan and explain for the evaluation increases student growth

Response:

The teacher evaluation plan is designed to evaluate a teacher's performance annually with constructive feedback. Establishing an effective approach to measure student growth using relevant data is imperative to this evaluation process. Multiple rating categories will be used to determine if a teacher is Ineffective, Minimally Effective, Effective, or Highly Effective. Beginning in 2015/2016 Bay City Academy teacher evaluation systems will include at least one annual year end evaluation that will transpire in the 4th Quarter. At least 50% of the annual year end shall be based on student growth and assessment data. Data from the following sources may be considered part of the data: MEAP or M-STEP, MLPP, DRA scores, NWEA, common assessments developed in the Professional Learning Communities, and using the software program Elevate 360 offered through our authorizer Lake Superior State University. These indicators will serve as the basis of the data portion of the evaluation but will vary depending on grade level. In February a team of administrators and educators representing both the elementary and secondary programs will be established to build the teacher evaluation plan. The team will include an elementary principal, a secondary principal and at least one teacher from each multiage grade level. At this initial February collaborative meeting, a rough draft evaluation will be established. In April the rough draft of the teacher evaluation will be refined and presented to teachers at their collective campuses for feedback. Once this feedback is gathered a final version will be complete and ready to use for the 4th Quarter annual year end evaluations transpiring in May and June 2015. If changes in the evaluation system are necessary the teacher and administrator team will work on them over the 2015 summer months. Any changes to the new 2015/2016 yearly evaluation will be presented to the staff during the Q1 training period in the summer/fall of 2015 so that the teachers are fully aware of the expectations in which they will be evaluated on. The teacher evaluation will be uploaded immediately into our High Priority plan upon completion.

2B - Detail the collaborative process used to create a leader evaluation plan and explain for the evaluation increases student growth

Response:

The leadership evaluation plan is designed to evaluate a leader's performance annually with constructive feedback. Each principal or building leader will be responsible for the grades associated within their campus. North Central Academy grades K-12, Bay City Academy Farragut Campus grades K-4, Bay City Academy Madison Arts Campus grades 5-8. Establishing an effective approach to measure overall student growth using relevant data is imperative to this leadership evaluation process. Multiple rating categories will be used to determine whether or not a principal or building leader is Ineffective, Minimally Effective, Effective, or Highly Effective. Beginning in 2015/2016 Bay City Academy leadership evaluation system will include at least one annual year end evaluation that will transpire in the 4th Quarter. At least 50% of the annual year end shall be based on student growth and assessment data. Data from the following sources may be considered: MEAP or M-STEP, MLPP, DRA scores, NWEA, common assessments developed in the Professional Learning Communities, and using the software program Elevate 360 offered through our authorizer Lake Superior State University. These indicators will serve as the basis of the data portion of the evaluation but will vary depending on grade levels associated with each campus. With 2014/2015 being used as a development year, a formalized evaluation process for the leadership team is still in its development stages. The superintendent, principals, and teachers will be working with representatives from the BAISD in the spring of 2015 to establish a formal leader evaluation plan designed to increase student growth. The leadership evaluation will be uploaded immediately into our High Priority plan upon completion.

Redesign Plan

Bay City Academy - Madison Arts Campus

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

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

Indicator 3B: In your response, describe how the school will remove leaders and staff members who have been given multiple opportunities to improve professional practice and have not increased student achievement outcomes, and who have not met criteria based on the teacher evaluation system.

3A - Identify specific strategies used to determine rewards

Response:

As a public school academy, Bay City Academy has the freedom and flexibility to build its own individualized system to determine rewards based on performance. Criteria used in determining financial compensation will be centered around the annual performance evaluation of the teachers and building leaders in which one of the four categories are established - Ineffective, Minimally Effective, Effective, or Highly Effective. Teachers and administrators that score the highest in this evaluation will be compensated at a greater percentage thus rewarding our staff members based on production and positive output. Other subsequent considerations that have a direct impact on staff rewards and compensation include but are not limited to: attendance within the school year, conduct of professionalism based on our character education traits, formative observations from Q1, Q2, and Q3, and the impact on the school culture internally and externally within the community. Teachers and administrators who routinely function in the best interest of the school and move students forward academically may also be rewarded with additional time off on Friday afternoons. With students finishing their academic week at 12:00pm on Fridays, the afternoons are available for individuals who routinely perform above and beyond for Bay City Academy. By offering financial incentives and additional time off on Friday afternoons based on performance, our system of rewards at Bay City Academy is highly incentivized.

3B - Describe how the school will remove leaders and staff who have been given multiple opportunities to improve professionally based on the teacher evaluation system. Focus on your professional development plan.

Response:

As a public school academy, Bay City Academy and its employees are all categorized as "At Will" employees. Establishing an educational community filled with competent individuals focused on student academic success is vital to our ongoing existence. The Teacher/Leadership Improvement Plan is designed to improve the effectiveness of the teacher in the classroom collaboratively and based on student data and the individual leading the specific building. Both the teacher and administrator work collaboratively to achieve certain objectives depending on the root of the deficiency. This professional plan offers a constructive blueprint designed to identify problems and offer tangible solutions for the educator. The building leader will work on their improvement plan with the superintendent accordingly. Throughout the year our building leaders and superintendent are frequently inside the classrooms at all three campuses monitoring student engagement, teacher effectiveness, and building leader competency with both formative and summative observation tools. When there is a clear instructional issue for the teacher the building leader will schedule a meeting on a Friday afternoon with the teacher in order to focus on the areas which need attention. Both the leader and teacher collaboratively come up with a written plan to highlight ways in which improvement can be made. The plan is to begin immediately the following Monday if the requirements will allow. The Teacher Improvement Plan will also set a specific timeline for each of the issues to properly be addressed. Having both parties sign the improvement plan allows each individual to be vested in the process. The building leaders will follow a similar Leadership Improvement Plan working collaboratively with BCA's Superintendent. Bay City Academy reserves the right to take other necessary courses of action to alleviate any problems including off site professional development, assigning teacher and leader mentors, and working with the local ISD to continue the development of the teacher

Redesign Plan

Bay City Academy - Madison Arts Campus

or building leader. If this professional development plan fails to institute positive change and all other options exhausted within the given timeline, subsequent action to remove the staff member will be necessary in the best interest of the students.

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

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

Bay City Academy values the importance of teacher professional development and understands how student achievement is closely connected with teacher learning through continuous instructional improvement. With this in mind we will provide professional development opportunities revolving around the identified teacher and student needs based on the collaborative learning process and identified in the Big Ideas part of the High Priority Plan. Teacher knowledge and Instructional effectiveness will be the focus of professional development.

Bay City Academy will provide extensive high quality professional development in the month of August based on data leading up to the student return date. Friday's half-days for students allows for both professional development and teacher collaboration focused on the topics discussed during each professional development session.

Specific focus of professional development will include training in Math in Focus, Writer's workshop, Daily 5, Treasures, and IVL. A third party will provide consistent support throughout the year in Focused Instructional Model implementation and communicate with teachers on a weekly basis to assist in teaching the FIM and be available throughout the week to answer specific teacher questions.

The Bay City Academy assessment coordinator will facilitate data analysis focused on driving teacher instructional improvement through the process of Professional Learning Communities. All teachers will participate in weekly 30-minute PLC's in which grade level teams will meet to review student data collected through NWEA, MLPP, Words Their Way Inventory, MEAP, and formative teacher assessments. This information will drive discussions about instructional and learning gaps and assist in making instructional modifications to meet student needs.

Individuals presenting high quality professional development will include teachers, principals, building leaders, and 3rd party vendors. Teacher effectiveness will be monitored throughout the year by administrative observations. The teacher evaluations are data driven and allow for teacher self-assessment.

Staff will receive professional development on the Math in Focus program. Although the program was implemented in 2011, training was never provided. Math in Focus is a fragmented program at Bay City academy and needs to be reintroduced to the staff. The math program needs to be implemented with fidelity, and teachers will engage in ongoing professional development through peer to peer review and grade level meetings.

This will drive the development of professional development opportunities and develop understanding of where the gaps in teacher knowledge and effective teaching strategies are most prevalent. Weekly meetings will occur focusing on vertical alignment of multi-grade curriculum. The teachers assigned to meet each week will be based on the biggest change in student proficiency, which is identified in the

Redesign Plan

Bay City Academy - Madison Arts Campus

MEAP assessment data that is divided by subject, grade level, and subgroup.

In addition to all other professional development, staff will be encouraged to seek out and attend professional development associated with their teaching specialty and personal development plan.

Teachers will be selected to receive training through the ISD to understand and implement MAISA writing units that follow Lucy Calkins Writer's Workshop. Teacher representatives from each grade level will attend the training and relay the information to teammates through the already scheduled weekly collaborating meetings.

Teachers will use data and personal/professional development plans to choose appropriate trainings to attend to further their knowledge as a professional. Staff will be allotted paid time off (budget dependent) to attend administration approved professional development. Staff will participate in Oakland County webinars to provide quality training in social studies instruction.

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

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

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

5A - Identify strategies the district will use to recruit teachers based on student needs

Response:

Recruiting the right educational talent has its challenges, but at Bay City Academy each potential candidate is carefully evaluated and considered so that they fit the needs of our students. The data from the 2013 MEAP test indicate that students at the Madison Arts Campus as a whole our students have struggled severely academically across all grade levels and all subjects. Finding the right teacher to work in a high priority school must include a close review of their content area in which they are highly qualified. Highly qualified teachers who have scored significantly well on their content area state assessments will be given top priority in our consideration to hire the candidate. Another large need of our students is focused around their ability to become better writers. Since the students need help in this capacity which extends over the entire curriculum, teachers must also be effective in their own ability as an effective writer. Writing samples of the potential candidates will also be considered in the interview process. The greater the number of quality candidates we bring in for interview, the greater the chance we will have at finding a teacher that meets the needs of our students. There are many different strategies used to find a pool of candidates. Our building leaders, principals, staff in human resources, and superintendent attend many local job fairs typically in the fall and in the spring to find potential teachers. We advertise through traditional media outlets like the Bay City Times and utilize postings on K12jobspot.com. Digital media and social media platforms like FaceBook, Twitter, and Linked In, along with posting directly on our website also create an awareness and interest in potential candidates. We solicit staff for personal recommendations which mobilizes a team that is well versed in our educational philosophy. The human resource team at Bay City Academy has also developed personal relationships with the various educational departments like Alma College and Saginaw Valley State University. The superintendent will also continue to develop positive relationships with other area administrators and schools to collaboratively search for the best possible teachers in the area. Once the pool of candidates is established it is the responsibility of the building leader to coordinate the necessary steps in the interview process. Phone interviews, calling references, visiting Bay City Academy and taking a tour, group interview with BCA colleagues and leadership team, and a final interview with BCA's Superintendent are all of the necessary steps we take to ensure the right candidates are

Redesign Plan

Bay City Academy - Madison Arts Campus

available to fit the needs of our students.

5B - Identify strategies the district will use to retain teachers at this school

Response:

Bay City Academy has a methodical strategy in place to offer a variety of incentives to retain all of our quality staff. BCA is unique in that we do not adhere to a set scheduled or tabled compensation program. Each educator has the opportunity to gain certain incentives based on our evaluation system resulting in a merit pay system. Years of experience and level of education are certainly considered, however the school is more interested properly compensating individuals who can move students forward academically. Bay City Academy offers an annual attendance bonus of \$100 for each unused absent day for all employees along with an additional \$100 if the staff member maintains perfect attendance for the school year totaling the potential of an additional \$900 per year. At Bay City Academy we also promote from within and provide career growth opportunities for those interested in leadership positions both at Bay City Academy and North Central Academy for those interested in relocating to Northern Michigan. Our retirement structure is set up to offer a 7% contribution to the staff's 401K plan starting in year two. Each subsequent year the employee stays with Bay City Academy they become 20% more vested in the plan. After year 5 of employment the entire 401K is 100% vested through American Funds. This 7% is not a match but is funded above and beyond the salary of the employee. The 401K plan offers the individual the opportunity to invest their money according to their risk tolerance. Bay City Academy also offers flexible work conditions and are open to setting a personalized schedule depending on the job responsibility as well as full health benefits. As a public school academy schedules can be altered on a case by case basis.

PART D: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES

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

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

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

High Priority 6A

The High Priority group of Bay City Academy met to discuss several sources of data collected from MEAP assessment over a three-year period (2012-2014). The data collected was within the first 3 years of Bay City Academy's existence, that was founded in 2011. This data was utilized throughout the Collaborative Learning Cycle by members of the team that included classroom teachers, the Special Education leader, Principal, Superintendent, and a Title 1 instructor. Other data sources used in determining changes necessary to improve student achievement included NWEA, MLPP, DRA, and quarterly student report cards. All of this data has clearly outlined the causal factors, using the MIExcel Statewide System of Support's "Five Causal Categories," in which Bay City Academy was placed at 0%, thus identified as a high priority school.

Our "Big Ideas" were developed as a result of this data analysis and the underlying causes were prioritized as follows; 1. Teacher knowledge and 2. Engaged and effective teaching strategies.

Understanding student developmental levels is an important starting point for student achievement. From 2012-2014 MEAP testing indicates that fewer than 10% of students are proficient in math. Based on this data as well as causal factors identified as lack of teacher effectiveness and instructional methods, Bay City Academy will utilize data analysis as an effective tool for identifying where each student is academically. This understanding will drive effective teacher instruction and result in proper student leveling. Also looking at the 2013-2014 data collected from NWEA testing showed that the achievement gap is increasing in all subgroups except white and economically disadvantaged. Subgroups at all grade levels including American Indian, Asian, African American, Hawaiian, Hispanic, Multiracial, homeless and students with disabilities have shown a trend toward decreased overall performance. These same groups have shown an increase in the achievement gap specifically in Math, Social Studies, and Science.

MEAP data collected from grades 3-8 has shown that since the inception of our school, fewer than 20% of students are proficient in writing. Bay City Academy has determined that the lack of teacher knowledge as well as vertical and horizontal alignment of the curriculum has led to this low level of proficiency.

Redesign Plan

Bay City Academy - Madison Arts Campus

2014, less than 10% of students met state standards in this content area. The decreasing trend has indicated the need for increase in teacher knowledge and effective instruction. Science data also shows a decreasing trend in both 5th and 8th grades, with only 15% being proficient in 2014, leading to the change in teaching and learning strategies in the 2017-2018 school year.

After defining our Big Ideas, the collaborating team used these multiple sources of data to choose instructional programs that address the low proficiency of our students in all content areas. Our instructional programs will include, but will not be limited to implementation of a new math and writing curriculum, Professional Learning Communities, monitored and adjusted tier 1 and 2 strategies in the classrooms using Multi-Tiered Systems of Support, and methods for tracking adult implementation of instructional programs for increased teacher accountability.

High Priority 6B

From the inception of Bay City Academy, the program's initial intent has not been implemented. Our system completely lacked in infrastructure and consistency. We have found that our number one causal factor for low student achievement was Teacher Knowledge and Effectiveness. We lacked in having a system that provided our teachers with the necessary platform to be successful in not only teaching methods, but in what and how students are learning in the classrooms. At Bay City Academy, major changes have been implemented including a restructuring of leadership and staff. A new Superintendent and highly effective principal have been appointed, and infrastructural changes have been made. Bay City Academy has a more consistent teaching staff and a core of high performing teachers with an increased years of experience. With these significant changes, along with this transformational plan, our instructional program will be carried out with high fidelity.

The instructional programs that will be implemented have been chosen by a team of collaborators after reviewing the causal factors that label Bay City Academy a Priority School. The team used student achievement data that drove the development of our "Big Ideas" including increased teacher knowledge and instructional practices.

In 2015-2016 Bay City Academy will focus on Math vocabulary and instructional differentiation. This will address the big idea of improved teacher instruction. We will implement a 70 minute (5/6) and 60 minute (7/8) math block in which all teachers will use the Math in Focus curriculum. Teachers will dedicate 10 minutes to vocabulary recognition through the use of student created hands on activities, examples include but are not limited to vocabulary flip books and word walls to help guide them when completing assigned tasks. Vocabulary will be chosen through Math in Focus and NWEA based on RIT scores and be presented in class with picture, gesture, and the word. Teachers will use the Oakland Community Curriculum pacing guide to ensure that all Common Core Career and college Ready Standards are stressed to better vertically and horizontally align the curriculum.

In 2015-2016 all teachers will conduct 30 and 20 minute guided level grouping sessions for grades 5/6 and 7/8, respectively. Students will be grouped according to their developmental levels in Math. The remainder of the instructional block will be used to address whole class instruction at current grade level. With data collected from MEAP, NWEA, and frequent teacher developed formative assessment teachers will identify students that require a multi-tiered support system. Bay City Academy Title 1 instructors will provide Tier 3 interventions for students every other day in 20-minute sessions. Student progress will be evaluated by the Title 1 director and classroom teachers in weekly 30-minute meetings to yield frequent opportunities for instructional adjustments. Grade level meetings will be held weekly to vertically and horizontally align curriculum, discuss effective practices, and monitor progress through the use of data.

The classroom teacher will refer students scoring in the bottom 15%, based on NWEA scores, to child study. This system is driven by the philosophy behind Multi-Tiered Systems of Support. Interventions will be implemented for 6-week periods with team meetings as

Redesign Plan

Bay City Academy - Madison Arts Campus

checkpoints to monitor progress. Meetings will focus on better instructional practices and interventions to inform and change Tier 1 and Tier 2 instruction.

In 2015-2016 all teachers will participate in weekly 30-minute Professional Learning Community meetings facilitated by Bay City Academy's Assessment Coordinator. Grade level teams will meet weekly to review student data collected through NWEA, MLPP, Words Their Way Inventory, MEAP, and formative teacher assessments. Team will then identify learning and instructional gaps and implement best practices in the classroom to drive student achievement and adjust for individual student growth.

In 2015-2016 the Focused Instructional Model will be continued to be rolled out, which began in the 2014-2015 school year. During the three-year roll out process, FIM will be tested in all math classes 5-8 to address Big Idea #2 of Effective Instructional Practices. Data will be continued to be collected to monitor effectiveness and program adjusted as needed during year 2.

In 2016-2017 the Focused Instructional Model will be implemented in all math classes 5-8 to address Big Idea #2 of Effective Instructional Practices. Every grade level will identify "power standards" that align with the Common Core Standards and spend at least 10 minutes per day on instruction. Students will be assessed bi-weekly on the power standards and will also track their own data. Teachers will attend research-based training and also ongoing job-embedded professional development. Teachers will be coached throughout the year by individuals through the Institute of Excellence in Education if funding is available.

In 2016-2017 writing will be addressed. Teachers will utilize Lucy Calkins' Writer's Workshop based on MAISA writing units in all classes 5-8. Teachers will participate in job-embedded professional development to implement a rigorous, coherent writing curriculum based from MAISA writing units. Teachers will use tools including graphic organizers, and students will demonstrate organization through story mapping. Student achievement will be monitored through MLPP assessment two times a year and evaluated by the standardized rubric as well as teacher formative assessments.

In 2017-2018 the focus will be science and social studies. Grades 5-8 teachers will follow Atlas Oakland pacing guides. Students will show mastery of social studies through speaking, writing, project-based learning, visual recalling of icon mapping, and culminating events. Teachers will use image mapping to present unit ideas from whole to part, cold-calling, and no-opt-out strategies.

The building principal will monitor the implementation of each of the pre-mentioned instructional improvements through a series of drop in observations utilizing the Bay City Academy walk in observation template which outlines teacher engagement, student engagement, and instructional alignment of curriculum. Teachers will then self-assess and have the opportunity to debrief with regard to the drop in observation within 24 hours. Teacher lesson plans will be submitted weekly for administrative approval and they will receive feedback via email and throughout the week during drop in observations to ensure curricular alignment. The building principal will also monitor curricular alignment by viewing teacher's objective boards which will be updated daily to reflect the scope and sequence of the focus of instruction. This board will also identify which components of the Common Core State Standards are being addressed throughout the course of the instructional lesson plan. Teacher application of the reform plan will also be monitored by the principal inside of teacher PLC's on a weekly bases.

Bay City Academy's three year transformational plan's teaching and learning strategies include implementing a rigorous math program (Math in Focus) with intense vocabulary instruction, an increase in differentiation strategies through guided level grouping during math blocks, weekly professional learning community meetings, using the Focus Instructional Model with fidelity, implementing MAISA writing unit instruction, and modifying social studies and science instruction. With these transformational changes, our Big Ideas will be addressed, teachers will have a strong system of support, and increased teacher knowledge and effectiveness in instruction will guarantee growth in student achievement.

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

Indicator 7A: In your response, describe how the school promotes the continuous use of individual student data (such as; formative, interim, and summative). This plan must: (a) outline expectations for regular and on-going building-wide use of data, (b) describe the structure and process for educators to collaborate to analyze data and plan for Tier II and Tier III instruction, and (c) identifies instructional program outcomes and a plan to assess for impact

Students at BCA will be assessed in the fall, winter, and spring in the following areas: NWEA in reading and math for 1st-8th grade as well as science for grades 5th-8th. Data received includes student RIT, percentile rank, as well as student growth compared to typical growth. Grades K-2nd will be using MLPP subtests to monitor literacy skills and growth with all grades using the MLPP writing rubric. Students will be asked to write 2x a year with teachers co-scoring responses and analyzing data for areas to focus instruction. Data will be compiled and posted on private data walls for staff viewing as well as class data walls visible throughout the building for students and parents to monitor and track progress. Classroom teachers will be responsible for creating data walls for their classroom with supervision from the assessment coordinator.

Beginning in the 2015-2016 school year, teachers will meet weekly to monitor student data in PLC meetings. PLC meetings will follow the data action model. Multiple data sources will be analyzed during meetings. The meetings follow a nine-week rotation schedule and will be scheduled during common planning time throughout the week. In addition to weekly PLC meetings, monthly data meetings will be held to improve staff knowledge about data and the implications of using data in the classroom to inform and change instruction.

Teachers will use NWEA RIT ranges and pre to post-test scores as well as regular and ongoing formative assessments to develop small group instruction for math in the classroom.. Through the use of RIT scores, student strengths and weaknesses are identified with appropriate activities to increase skills. Teachers will monitor achievement and adjust Tier 1 and Tier 2 strategies in the classroom.

The classroom teacher will refer students scoring in the bottom 15%, based on NWEA scores, to the multi-tiered systems of support through the process of child study. Interventions will be implemented for 6-week periods with team meetings as checkpoints to monitor progress. Tier 1 instruction is quality instruction for all students. During this process, student progress will be tracked through formative and summative assessment. Tier 2 interventions will be implemented based on data and will be a change in instruction, duration, or frequency. These will be done in small group in the classroom and are intended to increase proficiency. Tier 3 students that are not successful in Tier 2, are served through a staff member other than the classroom teacher.

Bay City Academy teachers will be expected to collect and track regular and ongoing assessment that will be monitored and adjust instruction in weekly Professional Learning Communities. Teachers and students will track and display data and be responsible for understanding the learning implications. MTSS will be in place to assist in academic interventions in and out of the classroom.

PART E: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT

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

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

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

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

8A - Describe the district's plan for increasing time for core academic subjects (examples longer day, week, year), how much time has been allocated, and the rationale or data that supports these changes

Response:

Administrators and teachers did not wait until the 2015/2016 school year to dramatically alter the academic schedule and academic calendar in response to our low test scores. This proactive revolution of schedules, allocation of increased core academic time, and additional hours throughout the school year had to drastically change for the 2014/2015 school year based on the data. The previous academic schedule was a major factor in our low test scores both with the MEAP and NWEA. In the 2013/2014 school year Bay City Academy grades 6-9 were split between two separate campuses. The Old Y Campus was home to Math, Science, Spanish, and Physical Education. The Madison Arts Campus was home to English, Social Studies, and our music program. Students followed a block schedule that only gave them 180 minutes maximum each week in each of their core classes. The biggest fault of this schedule was that core academic subjects were only delivered two times each week. Friday mornings were also used to implement Project Based Learning but did not perform due to a lack of quality instruction and planning. Research shows that students need more time with a vertically and horizontally aligned curriculum lead with quality instruction to improve academic achievement. Schedule changes were made collaboratively for the 2014 and 2015 school year after reviewing student data on the MEAP and NWEA, facility limitations, and a close review of minutes allocated to core academic subjects. Students are now following a schedule in which the core academic subjects are taught four days a week with an altering A and B schedule on Fridays. This new schedule adds at least 67 minutes per week of quality direct instruction time. Class transitions were also cut down from 5 minutes to 3 minutes. The school day for 2014 and 2015 begins at 8:30am and dismissal will be at 3:55pm Mondays-Thursdays. Fridays schedule will be from 8:30am-11:55am for the students. The advisory period from 8:30am-8:45am was also abolished to increase academic time in the day. Teachers will use Friday afternoons for professional development. All of this increased core academic time each day, each week, and each month will lead to increased student achievement. Total days in which the teachers reported increased to 192, with 177 days, and 1,126.11 hours scheduled this current school year.

8B - Describe the district's plan for increasing time for enrichment activities (examples longer day, week, year), how much time has been allocated, and the rationale or data that supports these changes

Redesign Plan

Bay City Academy - Madison Arts Campus

Response:

A well rounded student is very important to our educational model. Time must be allocated to address the needs of each student accordingly through the necessary enrichment activities, lessons, and classes. In 2015 and 2016 all students will receive Art, Physical Education, and Music classes to achieve this objective on a weekly basis. Classroom family meetings will encourage our teachers to educate our students on the key fundamentals within our educational model including Choice Theory and Character Education lessons tailored to each grade level. Technology electives will also be offered in grades 7 and 8. Grades 5 and 6 will use their weekly classroom schedules for technology advancement of our students. The Bay City Academy Madison Arts Campus will also offer additional enrichment activities for Athletics, Robotics, Spanish, and Theatre for all grades 5-8. After school tutoring sessions are scheduled individually by each teacher on a needs by needs basis.

8C - Time for professional collaboration (examples: additional time, longer day, week, or year, or redesign the current schedule, how much time is allocated, and rationale that supports why these changes will lead to increased student achievement

Response:

Bay City Academy has a very specific plan to increase time for professional development. Starting in August 2015 staff will be required to report for two weeks before the start of school. During this two week period the educational staff will attend professional development rotating through three different professional development sessions each morning. These sessions will be lead by principals, administrators, and most important teachers instructing on best practices. The afternoons during this August training period will be used for collaboration, team curriculum meetings for both vertical and horizontal alignment, and the establishment of PLC's that will be mandatory in 2015/2016. Teachers will receive roughly 40 hours of PD before the first day of school and 45 hours of additional time for team collaboration. Throughout the school year the teachers will use Friday afternoons for formal professional development. Professional development will take place at Bay City Academy for a minimum of 30 hours throughout the year. Friday afternoons will also be utilized for more time in which teachers can meet with their PLC groups if the individuals do not have a unified planning periods. Bay City Academy will also partner with the BAISD to conduct a full day of professional development that will be determined in the spring of 2015. Teachers will receive a minimum of 78 hours of direct professional development along with an additional 40 hours of time to work within their PLC's for professional collaboration.

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

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

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

High Priority 9A

Bay City Academy provides several family oriented opportunities to engage BCA families in the reform effort. Parents will be encouraged to become involved in Bay City Academy's goal of establishing a proper culture of engagement. Currently, our Parent Action Committee (PAC) meets monthly to discuss school needs and opportunities for parents to get further involved in their student's education. In 2015-2016, parents will be given the opportunity to participate as an aide to the classroom teacher. This allows for parents to read with children, provide tutoring and mentoring, and observe classroom data walls that are created by students. Each teacher will designate a parent aide to help create and change the data walls. Involving parents in the creation of data walls encourages families to acknowledge the current academic status of the school and emphasize the importance of testing at home. Parent volunteers in the classroom helping with Tier 1 activities allows classroom teachers to focus time on Tier 2 interventions.

Redesign Plan

Bay City Academy - Madison Arts Campus

Effective communication is an essential piece to the success of our students at Bay City Academy. Consistent communication is currently accomplished through the use of newsletters and multi-media outlets such as our school website, Facebook page and Twitter. In 2015-2016 the parent teacher conferences will be held twice a year and data driven information will be provided to parents with the tools needed to understand achievement and assessment standards. NWEA data as well as M-STEP data presented at parent teacher conferences will present student strengths and at home strategies for greater parent participation.

High Priority 9B

Bay City Academy continuously reaches out to the community to involve them in our reform efforts. We will continue to build relationships with community members in the Bay City area and members of the Bay Area Chamber of Commerce and local businesses like the YMCA will provide extra resources when identifying volunteers in the community to read with classes, help out in the office, and provide after school tutoring facilitated by our teachers. Through the development of our Superintendent's Dropout Challenge our community will also have the opportunity to provide positive and productive mentoring to students identified as high risk.

Local veterans will be organized by administration to provide tutoring during the school day. Tutoring will consist of helping students with math facts, small reading groups, and vocabulary instruction in all core subjects.

We are in the process of collaborating with Saginaw Valley State University to utilize students that are currently enrolled in an education program to provide before or after school tutoring weekly to help build student skills in the area of math and vocabulary instruction. Tutoring will be under the supervision of a certified teacher. College students will also be invited to participate in PLC meetings on a weekly basis.

PART F: PROVIDING OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT

Requirement #10: The district is providing the school with operational flexibility for issues such as staffing, calendars, time, and budgeting to implement a comprehensive approach to substantially increase student achievement and increase graduation rate.

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

10A - Describe a statement that the priority school improvement team and building leader will determine the Title 1 budget

Response:

Bay City Academy is a multi-building public school academy. It does not have a union or collective bargaining association to negotiate use of Title I funds or staff time and effort. Required federally mandated set asides are planned collaboratively by the School Improvement Team, the District Improvement Team, the High Priority Team, the business manager, and approved by the Academy Director or Superintendent, who has the final authority on how to allocated federal funds appropriately. Bay City Academy will use the formula provided by MDE to determine how much money each school is allocated. Upon receiving the estimated allocation amount for Title I and other grants, a spreadsheet will be made that figures how much each school receives according to the number of students that qualify for free and reduced lunch. Each school is given their total allocation and asked to provide a spending plan to the High Priority team. Input from the High Priority team along with the School Improvement Team decides how the money is used based on the spending plans.

Madison Arts: High Priority - School Wide Program:

1. Priority building level 10% set-asides will be determined by the following:
 - a. Professional learning on implementation of strategies aligned to its data-derived School Improvement.Reform-Redesign Plan, including adoption of rapid turnaround practices
 - b. Contract with a local ISD/ESA for School Improvement Review (SIR Visit), which will give the school an external perspective on the processes that best support student achievement
 - c. Provide daily/weekly time for teacher collaboration that will transpires primarily on Friday afternoons
 - d. Culture/climate interventions, use of time analysis, or culturally responsive teacher interventions as needed
2. Building level budgets are generated by Free/Reduced meals from October 31 count of the prior year.
3. The building with the highest poverty Free/Reduced students is served first. That number is multiplied by the per pupil allocation to determine the Title I funding to each building until the funds are at zero.
4. The building focuses on at-risk students and spends their money according to their School Improvement Plans. The buildings fill out a requisition and send it to the Title I Director where it is reviewed and signed. Once it's been signed/approved by the Title I Director it will go to the Finance Department where they will order the items and have them shipped to the necessary buildings. We place a tag on the items identifying them as part of the Title I program. The Title I Director will work closely with the High Priority Team, curriculum leaders and building leaders to ensure Title I Part A programs are being implemented with fidelity at the building level. Evidence of the will be kept

Redesign Plan

Bay City Academy - Madison Arts Campus

through agendas and minutes.

The District Level: The Superintendent and/or Title I Director will hold quarterly meetings to ensure that all Title I Part A programs at the District level are evaluated and revised according to the District Improvement Plan. Evidence will include meeting agendas, minutes, sign-in sheets for documentation purposes.

School Level: School Stakeholder team will hold quarterly meetings to ensure that all Title I Part A programs at the School level are evaluated and revised according to the School Improvement Plan. Evidence: Meeting Agendas, Minutes, Sign-In Sheets. Title I Staff will be identified to Stakeholders based on the schedules that are arranged by the Title I Director along with job descriptions of their positions. Programs will be assessed in the spring for the following year based on the Comprehensive Needs Assessment completed for each of the schools. The Title I Director will work closely with the Superintendent and building leaders to give guidance and technical assistance to this process.

Requirement #11: The school and district will ensure that the school receives ongoing, intensive technical assistance and related support from the district, ISD, Michigan Department of Education, or other designated external partners or organizations.

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

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

11A - Describe how the district plans to access and provide support for the school. Describe plans to participate in workshops and conferences offered by the ISD/RESA, MDE, or external partners or organizations

Response:

Bay City Academy will continue to partner with the Bay-Arenac ISD in the implementation of our Redesign Plan. Bay City Academy will receive support from the Bay-Arenac ISD through the Regional Assistance Grant. The BAISD has provided an Intervention Specialist and School Improvement Facilitators to assist in the development and implantation of the Redesign Plan for the school. Bay City Academy has access to professional learning programs and support programs provided by Bay-Arenac ISD including curriculum consultants to aide in onsite work, Guided School Improvement training for the local districts, monthly Curriculum Council meetings, and regional professional learning programs. BAISD will also assist in providing targeted professional learning opportunities for priority school Regional Assistance Grant. In 2015/2016 Bay City Academy will work closer with our authorizer Lake Superior State University to provide assistance in compliance and educational programs. The NWEA is one of the core tests LSSU advises our academy to use in which they can help us monitor our students academic progress throughout the year. The test is given in September, January, and May. After each NWEA assessment testing window closes, the student performance is studied by an Academic Assessment Specialist Julie Hopper. She has been assigned to work closely with Bay City Academy as an ongoing consultant that will be utilized for ongoing professional development based on testing data. LSSU will help Bay City Academy by providing training on a web based system called Elevate 360 which compares student achievement and growth to college and career readiness standards. LSSU is also committed to monitoring nationally norm referenced testing performance, monitoring state assessment performance, and monitoring progress towards meeting the educational goals outlined in the management contract.