

SCHOOL INFORMATION

District: Dream Academy

School Name: Dream Academy

Address: 248 9th Street, Benton Harbor, MI 49022-4723

School Code: 9912

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

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

-DIRECTIONS-

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

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

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

REVISION: 1 2

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

ALL COMPLETED REDESIGN PLANS MUST BE SUBMITTED ELECTRONICALLY TO:

MDE-SROplans@michigan.gov

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

SCHOOL INFORMATION	CONTACT PERSON FOR REDESIGN PLAN
District: Dream Academy School Name: Dream Academy Address: 248 9 th Street Benton Harbor, MI School Code: 9912	Name: Lacey James Position and Office: School Leader Telephone: 269-926-1587 Fax: 269-926-1587 Email: Lacey.James@leonagroup.com
LEA SCHOOL SUPERINTENDENT/DIRECTOR Printed Name: Raymond Gant Signature: X _____ Date: 1/30/2012	Telephone: 231-580-1104 Fax: Email: Raymond.Gant@leonagroup.com
LEA SCHOOL PRINCIPAL/DIRECTOR Printed Name: Lacey James Signature: X _____ Date: 1/30/2012	Telephone: 269-926-1587 Fax: 269-926-1587 Email: Lacey.James@leonagroup.com
LEA SCHOOL BOARD PRESIDENT	
Signature: X _____ Date:	
LOCAL TEACHER BARGAINING UNIT	
Signature: X _____ Date:	
<p>The Local Educational Agency (LEA) agrees to comply with all applicable requirements of all state statutes, federal laws, executive orders, regulations, policies and conditions governing this program. The LEA understands and agrees that if it materially fails to comply with the terms and conditions of the redesign plan, fails to make satisfactory progress or does not have an approved plan, the Michigan Department of Education/State School Reform/Redesign Officer may issue an order placing the LEA into the State School Reform/Redesign School District, imposing for the LEA one of four intervention models, and an addendum to applicable collective bargaining agreements in effect for the school as necessary to implement the school intervention model.</p>	

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THE TRANSFORMATION MODEL STARTS HERE:

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

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

I. TRANSFORMATION MODEL COMPONENTS

PART A: DEVELOP/INCREASE SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS

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

The school leader, Lacey James, was hired July of 2009, and is entering his third year at Dream Academy (grades 9-12), which meets the 2 year rule. He is an effective school leader that has made multiple strides towards student/school achievement. The School Leader has high expectations of all students and teachers, shows an emphasis on instruction, facilitates the provisions of professional development, and uses data to evaluate students' progress. These qualities display a continuous improvement cycle in facilitating, improving, and promoting the academic progress of students.

During the time Lacey James has been at Dream Academy, the student enrollment has increased and has maintained an 84 to 90 percent retention level of staff. Also, Dream Academy instituted a school-wide positive behavior support system to address a safe and secure environment. Dream Academy uses the School-wide Information System (SWIS, a web-based software system) for collecting and summarizing data relative to office discipline referrals. SWIS provides us with accurate, efficient, and practical information for decision-making about school-wide discipline. In one year, Dream Academy's SWIS data show a decrease of behavioral referrals by 20 percent which support the expectations of a safe and secure environment. Although Dream Academy did not meet state requirements academically, Dream Academy showed overall improvement in all core areas on the MME. The improvement slope could not be factored into the equation with less than 4 years of testing data. Also, benchmark data from the Scantron Performance Test indicates that students made gains in both Math and Reading for each grade level. Scantron is administered two times per year, for grades 9-12. Students take Scantron in

the fall (September) and again in the spring (May) to monitor student growth and to target the academic needs of each student.

Furthermore, with the need to develop relationships within the community, Lacey James has developed partnerships with businesses, civic organizations, and other community groups to promote adult participation in children's education and to maximize the resources available to support learning. The programs that Dream Academy has implemented in the past two years are: dual enrollment at Lake Michigan College, co-op (teacher cadet) at two local elementary schools, and Community Connections.

2. Detail the collaborative (teacher and principal) process used to create a teacher and leadership evaluation plan and explain how the evaluation includes student growth as a significant factor. (Maximum 1250 characters)

The teacher evaluation tool (Appendix A) was disseminated to all staff and was discussed at a staff meeting on August 22, 2011. Multiple opportunities were provided for staff to offer input in the design process of the evaluation system. These occurrences were during staff meetings led by the School Leader. All staff members agreed to adopt the Comprehensive Teacher Evaluation System. Following agreement, staff members were asked to sign An Agreement of Understanding along with their job description and the evaluation tool. This system of evaluation is an ongoing process that occurs throughout the year. Artifacts and documents referenced in this system need to be collected and acted upon. Artifacts include: lesson plans, curriculum maps, and classroom assessments (pre and posttests). This new evaluation system of teachers and leader is viewed as a positive partnership in which ongoing conversation around teaching and learning can occur. The teacher, instructional coach, and school leader meet weekly to review progress. The teacher artifacts and the performance review are collected and submitted each spring for summative assessment. This tool gives Dream Academy a common language and rigorous set of instructional expectations to help meet achievement standards. Its implementation seeks to honor teacher and leader autonomy while ensuring system accountability. The teacher and principal evaluations are composed of student achievement measurements at a rate no less than 50% for classroom based assessments. Classroom assessments will be aligned to the Kent County Collaborative Core Curriculum (KC4) which is aligned with the MME. Interim and common assessments will begin development during the summer of 2012. The teachers will work together according to their content area to align their curriculum and assessments across grade levels. An assessment calendar will be created subsequent to the modification of teacher's curriculum maps. After classroom assessments are given to the students and graded by the teacher, teachers will participate in designated collaborative teams to study and share student results. Summary data will be shared with the School Improvement Team. If data indicates low proficiency in student achievement, the teacher, instructional coach, and school leader will implement an intervention plan based on improvement

goals. The classroom assessments will illustrate and document students' individual academic gain, while providing teachers with real-time progress monitoring and instruction adjusted appropriately.

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

Bonus pay will continue to be distributed according to prior practice, based on performance. Merit pay is based on teacher performance and student data. MDE has approved the use of Title IIA funds for merit pay, generally. Following guidelines being developed, Dream will submit with the budget, for approval.

General Criteria: In order to qualify for merit based pay all teachers must meet the following criteria first:

- Receive a positive annual teacher evaluation.
- Cannot have excessive disciplinary documentation
- Must teach in core subject area

Grades 9-12 Instructional Staff:

9-12th grade teachers who demonstrate exemplary performance, as indicated by low performing students who increase their academic achievement on the Explore, Plan, and/or ACT/MME, in one year's time will qualify for merit based pay. The measurements used as criteria for merit based pay will take into specific account a student's growth-to-standard based on the state curriculum and benchmarks in core academic areas.

*The amount of merit based pay will be determined by the School Leader and the administrative staff in accordance with the amount per teacher as identified with the budget detail item.

In acknowledgement of the power of parent-school partnerships to support student success, teachers will also receive extra resources (non-monetary incentives) for their classrooms by encouraging/obtaining parents to participate in the PTO. This increased participation in PTO will enhance positive relationships with parents and effective collaboration for the benefit of all students.

The School leader will receive an annual bonus based on a rubric and practice for leader evaluation, including evaluation by the Leona Group Regional Vice-President assigned to Dream Academy. Included in the rubric are enrollment and academic achievement outcomes, and financial viability. In addition, the authorizer, Bay Mills, supports success

through the monitoring of AYP status and overall success of programs (operational and achievement). The district is prepared to move or replace teachers or administrators who cannot demonstrate progress in student achievement. Since we are a charter school, we are all at-will employees. The district is not restricted to any union contracts that would interfere with the removal or movement of staff. All staff members are aware of this policy and will be informed if data shows that they are not meeting expectations of growth. Teachers identified at the “Ineffective” level shall be provided an Individual Development Plan by the school leader that clearly outlines steps for improvement. The plan will provide staff member’s opportunities for professional growth, which will include additional professional development trainings, extra prep time, and scheduled peer coaching. Teachers with “ineffective” status who fail to make improvements after support and opportunity for professional growth provided by the district will be dismissed.

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

Staff reviewed data in response to our AYP status. This resulted in the need to determine what we can do differently to embrace achievement for all students. Staff is in agreement to build and implement a comprehensive Response to Intervention (RtI) system as our school reform model.

Training has been provided to our entire staff on the RtI process through in-house professional development and professional development opportunities outside of Dream Academy. However, through our review, we know that a systematic approach is necessary. We will design ways to progress monitor during core instruction (Tier I). This will tie in with the curriculum alignment piece addressed in #6 of this plan (through content, instruction and assessments to measure the learning targets). When determined that students need additional supports (Tier II and III), Dream Academy SI team will determine what those support systems are (what data will be used to identify, schedule shifts to support intervention labs in reading and math, flexible student groups during advisory, with collaborative time by teachers and interventionists to progress monitor and identify where supports are needed for fidelity of implementation of the RtI system). In order to do this, staff will need professional development on data use (formative and summative assessments), progress monitoring tools, reading and math resources (primarily software based), and school-wide support of reading comprehension and writing goals as supported through Reading Apprenticeship training.

Also integrated into the teachers' professional learning will be a review of data from teachers' evaluations. If there are needs identified to help close student gaps these will be supported through individual professional learning opportunities (peer/mentor coaching/observation, instructional coaching aligned to need, specific content pedagogy or teaching strategy). Supports to address job-embedded professional development include:

- Weekly teacher collaboration meetings (proposed agenda template in Appendix C)
- RtI and School Improvement (SIP) meetings

The professional development calendar for the school will be created and made available to all staff members at the beginning of the 2012-2013 school year. Embedded into the teacher collaboration time will be a Student Achievement Goal Setting Form (Appendix C). This will include teacher's review of their student data, setting goals and strategies around improvement with checkpoints along the way to see what progress students are making. Depending on the needs, the teachers will be grouped into areas of expertise for collaboration based on the training.

The School Leader will also provide professional development trainings for staff members that fail to make improvements in regard to ineffective status on evaluations. The School Leader will determine professional development needs based on classroom assessments, MME, walk throughs, lesson plans, and curriculum maps. Each staff member who is required to attend professional development training(s) will complete a PD goal sheet at the conclusion of each training. Again, the goal sheet will be a summary of PD training, classroom goals, and activities that will be implemented resulting from the professional development training. In order to hold staff members accountable to goal sheet, the School Leader and Instructional coach will monitor staff implementations through walk throughs. The School Leader encourages teachers to investigate professional development options based on student achievement data and perception data. Ongoing support will be provided through the instructional coach and the ISD/RESA facilitator.

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

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

Dream Academy has made a concerted effort to retain staff over the past two years. While staff retention is at 90 percent, the Academy will increase opportunities to promote

career growth and flexible working conditions. To enhance retention of staff the following have been instituted:

- Teacher preparation time built into the school's daily schedule with 5 hours weekly.
- Participation in school committees and be part of school improvement decision-making.
- Participation in school activities.
- Providing professional development for other staff on effective implementation of strategies to improve student achievement.
- Development of a merit pay system based on student achievement data and performance evaluations.
- Assisting in interviewing candidates for viable positions.

Recruitment efforts:

- Online job postings
- Local higher education institutions
- Management company recommendations

Due to the small size of our staff, there are not many opportunities for promotion, but the school leader has created a collaborative and supportive environment. The supports offered to teachers to assist them in classrooms are supplemental support staff, staff initiatives, and opportunities to attend nonscheduled professional development days upon request.

PART B: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES

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

(Curriculum Map and Lesson Plan Template is attached to Appendix D)

Dream Academy has implemented Michigan Merit Curriculum which is supported in its implementation by the use of Curriculum Crafter. Utilizing Curriculum Crafter, teachers will identify researched-based instructional strategies that are aligned with the Academy school improvement goals as well as state standards. Every Curriculum Crafter course is organized as a series of units called Academic Standards. These units are categorized by the strand to which they align, listed in the order in which those strands occur in the content expectation document published by the Michigan Department of Education. Generally, this sequence in Curriculum Crafter is the order in which Kent ISD

recommends the units be taught, strand by strand. In addition, the order within each strand is generally the recommended sequence (Kent ISD, 2008). The School Leader mandated teachers to develop a curriculum map in the summer of 2011. All teachers utilize a common curriculum map template that includes sections of:

- Timeline for pacing (September 6, 2011-June 13, 2012)
- Essential questions
- Units (Objectives and content standards)
- Activities/strategies & resources (Michigan Curriculum Framework)
- Assessments

The School Leader and Instructional Coach mandated that teachers submit lesson plans every Monday by 8 am. Lesson plans prepare teachers for the projected week and provide substitutes, paraprofessional, school leader, instructional coach with a detailed overview of daily lessons. Weekly submissions of lesson plans began September 5, 2011 and will end June 11, 2012. Lesson plans will be continued in the 2012-2013 school year. All teachers utilize a common lesson plan template rubric (Appendix D) that includes sections of:

- Objectives and standards
- Instruction/Activities
- Formative/Summative Assessments
- Parent contact log
- Community connections

The ongoing professional development around data analysis will help the Academy to use data to inform instruction. Lesson plans, walkthroughs, and curriculum maps will reflect how the data is being used to change instruction as needed.

In the 2012-2013 school year, Dream Academy's School Leader, Instructional Coach and teachers will become acquainted with a data warehouse system so that data can be stored and easily accessed by all Dream Academy staff members. This data system will facilitate teachers and administrative staff reviewing achievement data and using the data to work collaboratively to design and implement an instructional plan for individual students. Staff will also use student achievement data from a variety of assessments to inform instruction including classroom assessments, quarterly benchmark assessments and nationally normed assessments. Dream Academy administers the Explore and Plan tests to measure student achievement in English, mathematics, reading, and science. These assessments measure achievement because each is firmly based in the curriculum

of the grade level for which it is intended. These need to be used as markers in determining progress of students on a yearly basis based on the assessment schedule.

Dream Academy will implement Reading Apprenticeship to support comprehension in all curricular areas. Through the services of Berrien RESA, a certified Reading Apprenticeship trainer (and support from a Dream Academy teacher currently in training) will provide professional development for staff along with administration. Training for staff will occur during designated professional development days, with coaching and modeling to occur with teacher on staff, instructional coach and certified trainer. All staff will be required to have the text: *Reading for Understanding*. Collaborative teacher time will also allow for sharing, follow up, and support structures. With administrator and instructional coach, additional training will assist them with look fors during classroom walkthroughs.

Through the RtI reform model, teacher and administrative staff will determine systems of support to implement a systemic approach to successful instruction and intervention at all levels. This will include additional training for staff, determination of staff assignments, and intervention supports for Tier I, II and III. As well, the advisory time will be changed to provide extended time in reading and math. Furthermore, for those students needing additional supports in reading and math, the schedule will reflect a shift for 9th and 10th grade students. Students who aren't meeting mastery (cut to be determined) will be placed in a required math or reading elective.

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

The school leader and instructional coach have created a template (Appendix E) that teachers and students will use to identify student strengths. This template will be a tool for student's comprehension of classroom learning targets and to give staff member's data on individual students.

Designated collaboration time for teachers and administrative staff will allow for review of classroom assessments and other student achievement data. These reviews will determine student groupings, programs for intervention as well as acceleration. School Leader will conduct quarterly data dialogues with teachers and other staff members to review what is being used to inform instruction and meet the learning needs of individual students. Data dialogues (part of teachers collaborative time) will coordinate with the Academy's published assessment calendar (Appendix E). Also, as an inclusive school, Dream Academy uses a wide range of teaching strategies to accommodate the learning needs of all students. These strategies include: direct instruction of whole class, teacher directed small groups, student directed small groups, and best practice strategies based on

Marzano's work. The range of longitudinal data through a data warehousing system will promote access and usage of data in new ways to support resources to enhance supports for student achievement.

PART C: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT

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

Dream Academy will provide increased learning time in the school calendar in the following ways:

- By offering all students after school learning opportunities
- Saturday school for all students
- Summer enrichment program for all students.
- By increasing class time and school day during the 2012-13 school year for all students.
- Adding an intervention lab for reading and math.
- Revising Advisory time to be focused on reading and math for all students.

After school enrichment program will be for all students. This will occur Tuesday through Thursday 3:00-5:00 pm starting October 16, 2012 and ending June 13, 2013 (192 hours). The after school enrichment program includes instruction in the core areas: Math, English, Science and Social Studies. This is tracked through a sign-in and a teacher/student sheet. Instruction addresses core area of deficiencies identified by Scantron, previous MME results, Explore and Plan, and in-class formative/summative assessments. Students are re-assessed through teacher created classroom assessments and based on fall and spring administration of the Scantron tests.

Saturday School will be scheduled for all students. This will occur two times a month 9:00 am-1:00 pm starting October 6 and ending February 23, 2013 (Free lunch will be provided) (40 hours).

Dream Academy's summer enrichment program will be offered to all students. This will begin July 2 and end August 10, 2012 from 8 am-12:30 pm (144 hours). The summer enrichment program will be tailored to student's needs. Summer enrichment program will also provide student recovery classes for all students that need to acquire a grade for one semester.

Due to the size of the school we will reduce the passing time between classes from the current time of five minutes to three minutes. This reduction in passing time will allow us to maximize instructional time during the school day. Each class will increase from the current time of fifty-five minutes to sixty minutes. The increase of five minutes per class will result in an additional thirty minutes of instructional time each day. This increase will result in 88.5 hours added to the school year.

Our current schedule has a thirty minute advisory. We will both increase advisory by 15 minutes and restructure advisory into an intervention with a focus on Math and Reading. Students will be placed in advisory using flexible grouping. This increase will add an additional 15 minutes to the school day, totaling 44.25 hours over the course of the school year.

Extending the school year by one week will add an additional 32.5 hours of instructional time.

Our current graduation requirements are aligned to the Michigan Merit Curriculum. To increase instructional hours for all students we will increase our graduation requirements from 19 to 22 credit hours. This three credit increase will result in an additional 132.75 instructional hours per student upon high school graduation.

Dream Academy will increase collaboration time amongst all teachers by creating staff meetings that are well organized with a goal oriented focus. Staff meetings will be scheduled for every Monday from 2:45-5:00 pm. Depending on collaborative time focus, teachers will be grouped by content area. All teachers will be given an opportunity every Friday to inform the school leader and instructional coach of needed topics for collaborative Monday meetings. A school calendar will be developed and provided to all staff members in the beginning of the 2012-2013 school year. There will be a sign in sheet at each meeting.

Attach a copy of the daily school schedule and a copy of a student schedule that demonstrates increased time in Appendix F

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

Strategies for ongoing family and community engagement will include student visits to community organizations, businesses, cultural centers, and colleges and universities to engage in learning opportunities that support core subject investigations and research. Community members and professionals will be invited to the school to work with students in classrooms as well as participate in career exploration days. Family members

will be engaged through workshops and seminars designed to empower them in aiding in their children's education. These will include Reading for All literacy programs, Technological Literacy Programs, and classroom visitation days. Staff will also conduct home visits to students and parents.

Dream Academy is in partnership with the Benton Harbor Promise Program. Michigan Promise Zones were established in poor communities to provide recent high school graduates with full funding for college. Benton Harbor's program uses a combination of private donations and funds from state taxes to help pay for qualified Benton Harbor-area graduates to attend community college for two years. Through collaboration with the promise zone board, Dream Academy aims to increase understanding about college among students and parents. The Academy's goal is to create a college-going culture for all students.

Dream Academy is also in partnership with a local physician; Doctor Tynes. Doctor Tynes provides three students from Dream Academy an opportunity to internship with him. Following the internship, Doctor Tynes will grant one student a scholarship to a medical school in Michigan. Doctor Tynes also offers all student-athletes a physical examination for health precautions.

The Academy also hosts Job Fairs twice a year for all students. Job fairs are the gatherings of recruiters from local organizations in which students can obtain information, make contacts, and take part in interviews. This provides students with possible job opportunities and career readiness skills that are important in today's workforce.

In the school year of 2012-2013, Dream Academy will have a Family Night every marking period. During Family Night, student will provide information about classroom content and materials to their parents/guardian through the support of their teacher's guidance. Through these events, parents/guardians will be more prepared to assist their child with homework, test taking strategies, and promotion of health and wellness to achieve academic improvement. Additional opportunities to increase parental support will be reviewed with the work of Joyce Epstein, Partnership Center for the Social Organization of Schools.

PART D: PROVIDING OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT

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

As a Charter school, we are given the flexibility to make changes necessary in the academic program at Dream Academy in order to improve student achievement and provide a positive school climate for learning. Dream Academy functions as its own District. The School Leader is responsible for collaborating with the staff team and other partnerships (Leona Group and Bay Mills Community College) to provide effective assistance of staffing, budgeting, time, and implementing school improvement goals and strategies, as well as reviewing our yearly school calendar. Berrien RESA is providing assistance through the Statewide System of Support, as well as professional development for staff.

More recently, additional content area teachers have contributed to the input of the Transformation Plan. In addition, a process was developed for all staff to share ideas to support the components of the redesign plan. These were compiled and taken into consideration for integration into the written narrative. As well, the decision has been made to continue with these core teachers being involved on the school improvement team. Teachers need to be an integral part of the decision-making to allow for support and expertise.

To increase graduation rates and dropout prevention, the school leader and guidance counselor schedule mandatory meetings to review transcripts with all up-coming seniors to track graduation status. In addition, we provide a Free Credit Recovery Class. Aventa's online credit recovery curriculum provides a comprehensive and flexible way to help students pass courses and get the high school credits they need to graduate. Our credit recovery courses are offered in a wide variety of subjects. The online courses are crafted to keep students on task and moving forward, utilizing a "chunked" methodology to increase retention, as well as pre-recorded audio and pre-teaching of vocabulary.

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

Our management company The Leona Group (continuously twice a week) will ensure that Dream Academy receives the necessary technical assistance needed to effectively implement the transformation model. Raymond Gant (Regional Vice President), Tamasha James (Quality School Initiative) and Jean Taraskiewicz (State & Federal Programs Coordinator). Ms Taraskiewicz has provided assistance with the budget for the redesign plan.

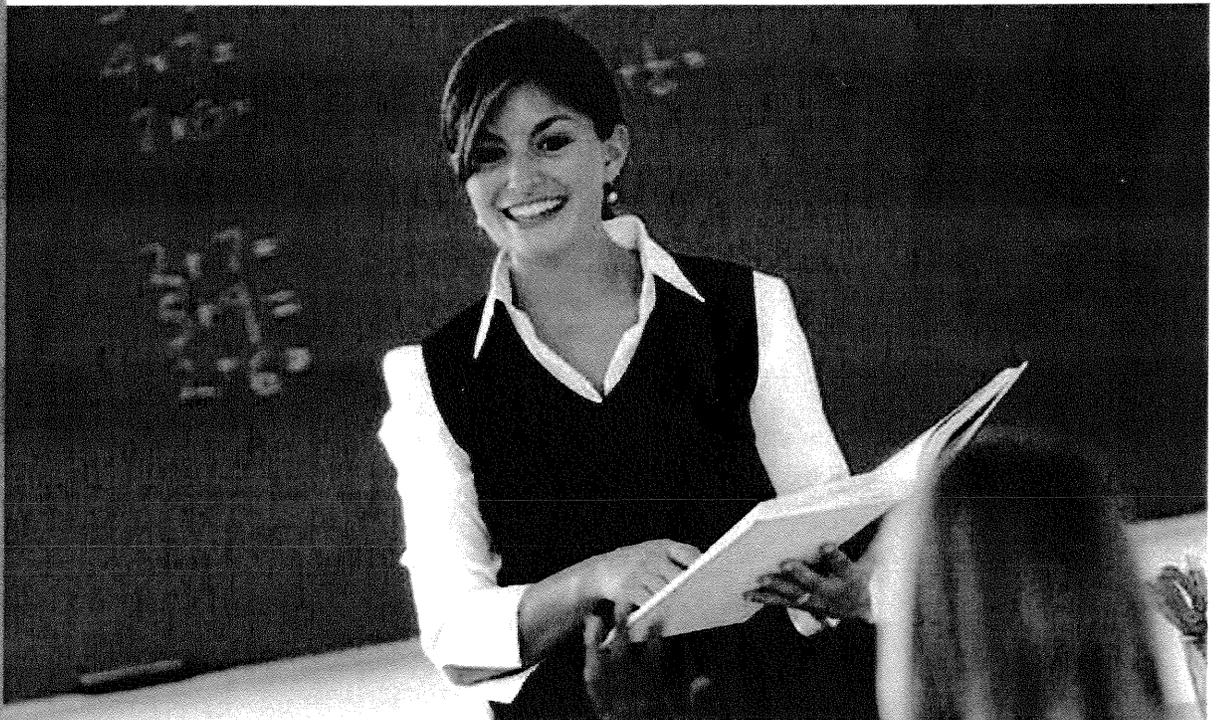
Dream Academy's authorizer from Bay Mills; Ernie Burnell, a Quality Performance Group (QPR) Director visits quarterly to monitor testing data, and school documentation. Berrien RESA is supporting the Academy through the Statewide System of Support. The

school improvement facilitator (Joyce Miller) is attending scheduled SI team meetings and assisting with the components of Year One school requirements through the SSoS. Assistance will be provided in revising the school improvement plan to ensure that goals, strategies and activities are aligned with data, as well as to implement monitoring and evaluating components. The elements of this redesign plan will be integrated into the revised school improvement plan.

**TRANSFORMATION SCHOOLS WILL STOP HERE.
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PAGE NUMBERS AND MAKE SURE TO UPDATE APPENDIXES A-C**



Comprehensive Teacher Evaluation System



Excellence is an art won by training and habituation. We are what we repeatedly do. Excellence, then, is not an act but a habit. -Aristotle



The origins of this tool . . .

This tool has a variety of influences that led to its development. The most pressing is the passage of **HB 4627**, which requires that, by 2015/2016, all Michigan teacher and principal evaluations be composed of student achievement measurements at a rate no less than 50%. Additionally, the intensified **scrutiny of data by authorizers** in charter reviews played a significant role increasing Leona's emphasis on data in the teacher evaluation process. In a state regulatory and accountability emphasis on **AMO levels** and school **rankings**, a focus on student achievement is more crucial than ever to our survival. Most importantly, this tool is an opportunity to specifically articulate and **promote the best instructional practices** of our field. It is hoped that this tool will help all teachers, coaches, and leaders better focus on the business of education to meet ever-rising achievement standards. This tool strives to give us all a common language and rigorous set of instructional expectations that will set us apart. Its implementation choices seek to honor site and leader autonomy while ensuring system accountability.

Implementation guidance . . .

The overall message with this system is that **evaluation is an ongoing process that occurs throughout the year**. You will notice that many of the artifacts and documents referenced in this system need to be collected and acted upon regularly. This new generation of teacher evaluation needs to be viewed as an organic, continual process that sparks regular conversations. The formalization of this information, submitted each spring for all teachers, is simply the cumulative articulation of performance conversations that have been ongoing throughout the year.

This tool is divided into two essential parts:

- **Pages 1-4:** The *mandatory* formal evaluation
- **Pages 5-21:** The *optional* supplemental documents

You will notice key elements for each area of evaluation:

- **Artifacts:** This evidentiary methodology stems from our work with AdvancED, and these are some of the suggested tools you can choose to use to substantiate ratings. Some of these artifacts are forms included in this packet. Others are reports that need to be generated from other data sources.
- **Comments:** These are the 'meat' of each evaluation area. You are encouraged to include comments that contain references to specific artifacts for as many areas of evaluation as possible.
- **Contributors:** Although all evaluation determinations come directly from the leader, note that these tools invite the input of designated appraisers on a campus. These tools may be completed by assistant leaders, instructional coaches, special education coordinators, ELL facilitators/coordinators, students, teachers, support areas, and other leaders who play integral, specialized roles on a campus. This system encourages collaboration to promote fair, accurate evaluations, but make no mistake: all evaluation determinations must come directly from the leader.
- **Areas of Evaluation:** 'High leverage' areas for boosting student achievement were sought and included in this tool. The fundamental goal behind the included items is to refocus our teachers on the most important components of learning: student achievement and classroom instruction.

Teacher Evaluation Draft- Michigan

TEACHER'S NAME		SCHOOL	SUBJECT(S)
DATE of HIRE	TIME in POSITION	APPRAISAL PERIOD	NEXT APPRAISAL
____/____/____	_____ years _____ months	_____ fall _____ spring YEAR: _____	_____ fall _____ spring YEAR: _____
APPRAISER'S NAME		APPRAISER'S TITLE	DATE of THIS APPRAISAL
			____/____/____

Rating Overview

3	HIGHLY EFFECTIVE	Always exceeds performance standards, demonstrates a level of mastery appropriate to mentor others.
2	EFFECTIVE	Consistently meets performance standards and meets expectations.
1	INEFFECTIVE	Fails to meet most performance standards. An improvement plan must be implemented.

High Leverage Factors for All Students

%	Area of Evaluation	1	2	3
50% MEASURABLE INDIVIDUAL ACHIEVEMENT GROWTH				
40%	Individual classroom growth Pre and post assessments for all courses taught show growth for all students who begin and finish their courses.	70% or less	70%-90%	90%-100%
artifacts: pre and post tests, course retention rates, MEAP, MMA/ACT, Plan/Explore, DIBELS, Scantron, NWEA, ITBS, AIMSWeb, DRA, etc. Include data for the teacher's most recent consecutive 3 years or, if 3 years of data are not available, as many years as available. comments:				
10%	Overall school growth The school reaches the goals outlined by its performance management plan and is able to demonstrate growth for all students.	Not Fully Met	Achieved	Exceeded
artifacts: AYP data, <u>GALILEO</u> data, student growth data comments:				
50% INSTRUCTION AND CORE EXPECTATIONS				
	Engages all students effectively			
The teacher uses deliberate engagement strategies that keep students tuned in to the class. Teachers may do this through CPS systems, strategic partnering, cooperative learning, 'do now' and closing activities, requiring 100% work before moving forward, 'popcorn', calling on students randomly, constant circulation through the classroom, call and response, and more. artifacts: engagement walkthrough tools, engagement portion of student survey, observations/EEP, classroom walkthrough tool, course pass rates comments:				
	Employs scaffolded, rigorous, and relevant lessons			
The teacher creates lessons that mesh with maps and pacing guides. Teachers provide necessary background building to make content comprehensible, then move forward through Bloom's Taxonomy to provide activities and assessments rich in rigor. artifacts: lesson plan review, rigor & relevance portion of student survey, student pass rates, maps and pacing guides, observations/EEP, classroom walkthrough tool, integration of common core reading and writing standards, grade distribution report comments:				

JWA Scantron

Area of Evaluation	Ineffective	Effective	Highly Effective
<p>Delivers effectively</p> <p>The teacher utilizes strategies and techniques that grab students' attention and make content material as impactful as possible. Teachers may do this through innovative technology integration, multiple intelligence activities, dramatic activities, dynamic storytelling, hands-on activities, problem-based learning, projects that offer choice, connecting material to students lives and today's world, etc. Classroom procedures are in place that support student learning and instructional goals.</p> <p>artifacts: dynamic portion of student survey, observations/EEP, classroom walkthrough tool</p> <p>comments:</p>			
<p>Monitors, adjusts, and differentiates using formal/summative assessment data</p> <p>The teacher collects data from grade level appropriate quizzes, tests, and assignments . . . then uses the data to modify whole-class instruction AND differentiate on an individual level. Students receive regular communication about what they have and haven't mastered and are given appropriate support to achieve unmet objectives.</p> <p>artifacts: assessment portion of student survey, grade book data, course pass rates, lesson plan review, maps, pre-post test analysis, use of MEAP etc. data, grade distribution report</p> <p>comments:</p>			
<p>Monitors, adjusts, and differentiates using informal/formative assessment data</p> <p>The teacher has students explain concepts and assignments to each other. Students are required to provide live, grade level appropriate feedback (CPS systems, thumbs up/down, multiple choice cards, etc) to show understanding during instruction. Students may be asked to repeat instructions to the teacher or each other.</p> <p>artifacts: assessment portion of student survey, grade book data, course pass rates, lesson plan review, observations/EEP, classroom walkthrough tool, maps, pre-post test growth, remediation calendar of activities, ELL/SPED documentation, democratic understanding protocol, grade distribution report</p> <p>comments:</p>			
<p>Collaborates openly and regularly</p> <p>The teacher projects a true 'growth mindset' by always striving to improve and grow. He/she collaborates regularly with peers/coaches/administration about student learning, curriculum, and instruction, then responds in word and action to improve instructional skill. The teacher pursues individualized professional development that is meaningful to his/her practice and works cooperatively with others.</p> <p>artifacts: professional development certificates, transcripts, service on school improvement team or other teams, completion of goals on prior year's evaluation, observations, service record as a mentor teacher or coach</p> <p>comments:</p>			
<p>Sets the physical stage for learning</p> <p>The teacher designs and maintains a physical classroom that supports learning in both aesthetic and function. Seating arrangements maximize supervision and data collection. Minimal space is taken up by teacher desk and storage, as room for student learning and movement takes priority. The classroom walls hold rich instructional materials and a variety of student-created models for class assignments. The room is streamlined so that it is not visually distracting to students who struggle maintaining attention. The room is also organized, orderly, and clean so that the teacher communicates a subtext of professionalism, competence, and pride. Students are seated to best facilitate learning and technology is situated so that it can be easily used and seen by all.</p> <p>artifacts: physical classroom audit, seating chart, observations/EEP, classroom walkthrough tool</p> <p>comments:</p>			
<p>Sets the emotional stage for learning and builds relationships</p> <p>The teacher designs and supports an environment that is safe, nurturing, structured, and conducive to learning. The teacher is encouraging to all students and actively builds relationships with students that are productive and positive. The teacher leverages relationships to encourage pro-social behavior in contexts outside of the classroom (both on and off campus). The teacher actively uses innovative strategies to motivate unmotivated students and prevents or internally handles minor class management issues effectively.</p> <p>artifacts: relationships portion of student survey, adherence to PBS plan, SWIS data, retention rates, attendance rates, referrals to counselor/admin/social worker or other behavior interventionists (when necessary), observations/EEP, classroom walkthrough tool</p> <p>comments:</p>			

Focuses on learning more than teaching			
Although cognizant of instructional materials and strategies, the teacher's written plans and classroom management provide such a solid foundation for instruction that they are free to seriously focus on measuring how well students are grasping the material.			
artifacts: course pass rates, reconciliation between lesson plans/maps and grade book, MEAP/Scantron or other benchmark assessment scores, assessment & feedback portion of student survey, student engagement walkthrough tool, student engagement documented on lesson plans, observation/EEP			
comments:			

Area of Evaluation	Ineffective	Effective	Highly Effective
CORE EXPECTATIONS			
Special education compliance			
Teacher completes special education paperwork by deadlines. Teacher makes necessary modifications and accommodations for all special needs students in every class taught. Teacher communicates proactively with parents, students, and Special Ed coordinator			
artifacts: quarterly SpecEd review, parent feedback, observations/EEP, classroom walkthrough tool, SpecEd pass rates, SpecEd transfer requests, accommodations and modifications as documented in lesson plans, annual reporting findings, IEP documentation			
comments:			
ELL compliance (if applicable)			
Teacher makes content comprehensible for ELL students and provides modifications and support to foster their success. Teacher completes necessary ELL paperwork by given deadlines.			
artifacts: ELL review tool, parent feedback, observations/EP, classroom walkthrough tool, ELL pass rates, ELL transfer requests, lesson plans, SIOP			
comments:			
Professionalism and risk avoidance			
The teacher behaves, in word and action, in a professional manner at all times with both internal and external stakeholders. Healthy boundaries are drawn between teacher and student that foster positive, productive relationships. Teacher follows all school and company guidelines regarding transport, social media, and communication. Conduct during staff meetings, parent meetings, professional development sessions, and classroom instruction is polished, controlled, positive, and professional. The teacher protects confidentiality and interacts with all stakeholders in a respectful, productive manner.			
artifacts: observations/EEPs, classroom walkthrough tool, corrective actions, relationships portion of student survey, social media audit, peer evaluation rating for professionalism			
comments:			
Operational support			
Teacher provides wholehearted operational support to the front office. Attendance policies, grading deadlines, and other criteria are met.			
artifacts: office or support staff feedback, completion of assignments			
comments:			
Support of site mission, vision, and culture			
The teacher participates in and supports the overall mission, vision, and culture of the school. This is evident in interactions within and outside of his/her classroom. The teacher willingly reaches outside of the classroom to support enrichment programs, recruit teachers and students, and build strategic partnerships that benefit the students, school, and community. The teacher is able to create safe, positive classroom climates in line with the school's overall mission that offer an optimum learning environment for all students. The teacher strives to inspire and motivate all students.			
artifacts: observations/EEPs, classroom walkthrough tool, relationship portion of student survey			
comments:			

Employee Credentials

yes	no	credential	expiration date
		Michigan teaching certificate type: ___ provisional ___ standard ___ other (specify) level: ___ K-5 ___ 6-8/6-9 ___ 9-12 ___ K-12 ___ other: ___ Specific endorsement(s) required: endorsement: endorsement:	___/___/___
		"Highly qualified" documentation on file	Update annually

Employee Comments

GOALS/OBJECTIVES

Use the space below to list your instructional improvement goals to focus on during the upcoming performance appraisal period. Please base your growth goals on the above areas of evaluation.

area of evaluation	personal goal	strategies for reaching goal

The signatures below indicate that a conference has been held and the appraisal has been reviewed between the employee and the appraiser. The employee's signature indicates that s/he has reviewed the appraisal. The employee may include his/her comments, which will become part of the employee's file. The school leader's signature indicates that if s/he was not the appraiser, s/he has reviewed the appraisal and supports the ratings and comments as indicated.

EMPLOYEE'S SIGNATURE	DATE ___/___/___
APPRaiser's SIGNATURE	DATE ___/___/___
SCHOOL LEADER'S SIGNATURE	DATE ___/___/___

DREAM ACADEMY



"Building bridges to lifelong learning"

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www.dreamcharteracademy.com

I have reviewed the Transformation Plan and as a Board we agree with the Dream Academy redesign plan which is to become effective at the commencement of the 2012-2013 school year.

By:

Date: 11/23/11

Board President:

Allysa Blackmon



Date	Title or Purpose/Skill	Goal of Professional Development
8/25/2011	Motivating Hard to Reach Uninterested and Disruptive Students w/ Dr. Allen	Learn strategies to improve student motivation and reduce classroom discipline problems.
8/30/2011	No Data Left Behind w/ Dr. Karen Lee (Ill.2.C3)	Improve analysis of student performance data.
8/31/2011	Grade Quick w/ Patti Peterson	Improve in this area to enhance team cohesivness.
9/12/2011	School Kick Off	Engage learners.
10/4/2011	Reading Apprenticeship	Gather informational tools that will engage, motivate, and empower students to develop the tools they need to improve their content area reading.
10/7/2011	Literacy Matters w/ Dr. Fogarty (Ill.2.B1)	Develop Stategies for guided reading, in both narrative and informational texts, that every teacher can use to support literacy. Teachers will learn simple and effective strategies that foster leteracy in their classrooms and dynamic classroom strategies ready for immediate back-home use.
10/14/2011	Designing Assessments to Effectively Measure the Common Core and Other Essential Standards	Improve in aligning assment methods and their ingredients to standards/target process
11/4/2011	Data!Decision!Dialogue! (Ill.2.C3)	Develop understanding in three concepts to enhance student achievement: meaningful teams, managed data and measurable goals. The analysis of data will guide instructional decision-making.
11/9/2011	Using Explore & Plan Data for School Improvement	Utilize Explore and Plan data to set student achievement targets at: improving individual student results, increasing college readiness, as part of the growth model in teacher evaluations and improving curriculum and instruction.
12/9/2011	Math Instruction: Best Practices (Ill.2.B1)	Teachers leave with a renewed focus on these proven practices that challenge students to think, problem solve and make sound decisions about their abilities and motivation in the mathematics classroom, mental math and memory devices, multi modal tools and techniques, and problem solving strategies.
1/13/2012	Diploma Plus	Focus on improving performance based curriculum, instruction, and authentic assessments.
3/2/2011	TBA	
4/20/2012	TBA	
5/18/2012	TBA	