



# **Reform Redesign Report**

Hazel Park Adult Education

Hazel Park City School District

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## **Introduction**

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

# Executive Summary

## **Introduction**

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

## **Description of the School**

**Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?**

Hazel Park Adult Education's main office is located on 9 Mile Road in Hazel Park, but we also have locations in Detroit. We serve an at-risk population with very little parent involvement. We currently have 1,360 students: .6% American Indian/Alaskan Native, 1.5% Asian, 51.1% African American, .1% Hispanic, and 44.8% Caucasian. We employ 73 staff members which are a mix of Caucasian, African American and Chaldean. In the communities we serve, there are a high number of low income families causing education to not be a priority for most students. Many of them have jobs to help support their family, or may be a parent themselves. A lot of times they may not know where their next meal is coming from or where they will be sleeping tonight. We also serve non-English speaking or limited English speaking families. These families are coming from overseas with little to no education, trying to make a better life for themselves and their children. There are many vacant homes in the communities and populations are declining due to the economy and lack of work in the areas. Many businesses have also shut down because they were not getting enough business to make a profit. The majority of the communities are considered low income, and many receive benefits from the State to help them survive. In comparison to the state's 15.7% of residents living in poverty, Hazel Park has 28.8% and Detroit has 44%. Living this way makes it difficult to focus on school. Jobs are difficult to come by, and the ones that are out there barely pay minimum wage.

The majority of Adult Education students come in on average 3 levels below grade level in their reading and math skills. This leads to the students feeling frustrated and wanting to give up because they are having a difficult time grasping the material in class. A number of our students come from Detroit. Many parents say they do not want their child attending Detroit schools because they are too dangerous, or the student is too far behind. Not every student that attends our program has a behavior issue like so many people assume. They come to our program in hopes of attaining a better education in a safe and caring environment that is conducive to learning and succeeding. Granted some have to work a little harder in order to catch up, but they realize it is worth it in the end.

## **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.**

The purpose of Hazel Park Adult Education is to offer a second chance to students to receive a high school diploma. Some students dropped out of high school, were kicked out due to lack of credits, had truancy issues, became a teen parent, and some just wanted smaller classes where they could work closer with the teacher. We will provide a safe learning environment in which students will gain the skills and knowledge necessary to work in a diverse, democratic and ever-changing society.

The mission of Hazel Park Adult Education is to provide learners with the opportunity to acquire the knowledge, skills and attitudes necessary to succeed in post-secondary or job training programs and become successful citizens in a global society while studying in a safe, caring and collaborative environment.

We believe that all students: can and will learn; are unique and have equal worth; will develop problem solving skills. We believe that students learn in different ways and at varied paces. We believe that education is the shared responsibility of students, families, teachers, staff and community. We believe that access to a quality public education is essential to our democracy and quality education expands opportunities throughout a student's life.

Hazel Park Adult Education embodies its purpose by offering Common Core classes, vocational classes and opportunities for career exploration. We provide traditional teacher-taught classes as well as online classes. We offer classes that begin in the evening to cater to those students who work during the day, but still want to attend classes in order to improve their way of life. Teachers and staff communicate high expectations to our students. Students know that they are expected to give their very best in all classes. Our caring and supportive staff is dedicated to ensuring student success.

## **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.**

Over the past three years, Hazel Park Adult Education has become a Michigan Green School, established pre- and post-tests in all classes for better measurement of student knowledge and growth, implemented Career Cruising which helps students relate academics to real world applications, increased our online classes by adding new platforms, offered tutoring and opened the computer lab on Friday's for students who need additional help, and increased teacher collaboration with meetings at least twice per month.

Areas we would like to improve over the next three years include an increase in awareness of post-secondary and vocational training, an increase in student achievement and MEAP, MME/ACT test scores, have more students graduate, and improve student retention.

## **Additional Information**

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

The perception of Adult Education students is that they are all bad students who have been kicked out of a traditional school. The truth is, not all of these students have behavior issues. Some of them have simply been left behind or kicked out for not conforming to the rules and norms of that particular school. Our students come to us because they were kicked out of school for having purple hair, too many absences, or too few credits. They may have had to stop attending to take care of a sick parent, a sick child, or had a health issue of their own. Some students had transportation issues, or they recently moved to the community. We all have issues in life that are beyond our control.

Our students are tagged as dropouts as soon as they walk in the door. We take our beloved dropouts and offer them a second (or sometimes third, fourth, etc.) chance at receiving a high school diploma so they can be educated, contributing members of the community. Without us, these students would not be able to have the second chance that they deserve.

The population we serve is quite transient. Hazel Park is a pocket of poverty located in the very affluent Oakland County. The city of Hazel Park is an area of four square miles wedged in between Michigan's three most populous counties - with Wayne, Oakland and Macomb on its periphery. Students move around frequently, therefore many students have attended numerous schools. With the tough times facing our communities, students may have to stay with various family members or friends during the school year because their family cannot afford a home of their own. There are times when these outside needs and hardships are brought into the classroom and must be addressed before the student can relax and focus on school.

# Transformation Redesign Diagnostic

## **Introduction**

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

## **PART A: REFORM TEAM PERSONNEL**

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

Kathleen Andre', Coordinator of Adult & Alternative Education, [Kathy.andre@hazelparkschools.org](mailto:Kathy.andre@hazelparkschools.org)

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## PART B: TEACHING AND LEARNING PRIORITIES

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

Hazel Park Adult Education serves a primarily at risk population. The reasons they are at risk is due to the transient nature of the families, lack of prior success in a school setting, negative behaviors leading to suspensions, low social support and lack of parental involvement. These barriers lead to gaps in students' education thus they score poorly on tests such as the MEAP, MME and ACT. Some of our students are English language learners with minimum exposure to the English language outside of school.

Many of our students have a family history of school failure and lack of success in the traditional K-12 environment. They have large gaps in their knowledge base due to lack of motivation, poor social skills, inappropriate classroom behavior, lack of social support, poor attendance, and limited English. Early interventions for struggling students will make a large impact on the success of our program. These have been proven to prevent student disengagement and help students remain on the graduation path.

For Reading, the San Diego Quick Test which is a well known screening tool used to determine if further assessments are needed, will be administered upon registration. If a student tests three grade levels or more below their current grade level they will be assessed using the Wide Range Achievement Test (WRAT) word reading subtest or the Basic Achievement Skills Inventory (BASI). These assessments will allow staff to place students in appropriate classes as well as any additional classes to bring them up to grade level.

Math and Science interventions will be teacher driven. In a traditional classroom the students will be given a pre-test, and in an online learning classroom the student will be given the BASI. From these assessments the teachers will be able to assess if the student needs to be placed in a lower level class, given an additional supplemental class or a before/after school tutor would best suit the students needs. Staff collaboration meetings will be immediately implemented to bring everyone together to share information and ideas. The meetings will occur at least twice a month. This will allow staff to discuss student improvement as well as ways to improve the success of our programs. Meetings will be documented and an agenda will be provided.

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

The data that was used to identify these areas consist of MEAP and MME/ACT test scores. Graduation rates were also taken into consideration while compiling the data. Students will be given the San Diego Quick Test at registration to determine their reading level. If a student tests three or more grade levels below their current grade, they are given either the Basic Achievement Skills Inventory (BASI) or Wide Range Achievement Test (WRAT).

Students in a traditional classroom setting will receive the WRAT which measures word reading, sentence comprehension and math computation. The deviation from a student's current grade will place them on an intervention list. The greater the deviation, the greater the need. This test is helpful in determining instructional needs and assessing students whose performance is below that of their peers. Once this information is obtained, students may be moved to a different class that is at the level they need or they may be given supplemental work to help close the gap. Tutoring will also be made available daily before and after school.

Students who take online classes will be administered the BASI via the computer. The BASI is a norm-referenced achievement test that helps measure math, reading and language skills for grades 3-12. BASI A is taken in the fall, and then BASI B is taken in the spring near the completion of the school year. Both tests are then compared to see how much progress the student made. The results of BASI A will provide the grade level at which the student is operating and changes will be made to the student's schedule. Depending on the results of the test, the student may be placed in a class using a different online platform, moved to a traditional classroom setting or given

supplemental work to help decrease the gap. The student's progress will be continually monitored throughout the semester by the teacher to evaluate if other interventions need to be put in place for optimal student achievement. Tutoring will also be made available to these students before and after school.

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

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

Due to our unique program configuration, Hazel Park Adult Education does not have a principal. We have a coordinator who oversees the program, and each building has its own Supervisor. This is the first year that each site has its own building code therefore allowing the Supervisor to be responsible for disaggregating data from MEAP, MME and ACT tests for their students. This will allow each Supervisor to better facilitate a plan to help students improve in areas in which they may be struggling. Supervisors will now be held accountable for the progress and achievement of the students in their building.

**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.**

Hazel Park Adult Education is using the district approved teacher evaluation from October, 2011. This teacher evaluation form is a reliable, valid, objective and transparent process. The evaluation provides a framework to prepare, as well as, measure the impact of their teaching while providing a common understanding of effective teaching and improve professional practices of educators so as to positively influence student achievement. As soon as the State announces an iPad compatible teacher evaluation, Adult Education will then begin the change over to the new platform.

Student achievement will count as 15% and student retention will count as 10% of the teacher's overall evaluation. Student retention plays a major role in student achievement for Adult Education's population.

Hazel Park Adult Education has set teacher collaboration meetings that will occur at least twice a month. This will be a time for staff to come together to discuss such topics as how to improve academic performance and how to encourage student success, especially for our population where in other schools have been underserved.

An administrator evaluation that is similar to the teacher evaluation has been adopted and implemented as well.

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

The Staff who demonstrate valid student achievement will be rewarded with appreciation luncheons, leadership positions and preference in choosing professional conferences above school professional development. Terms of these rewards will be based on evaluations that are based on student achievement and retention.

Tenured teachers and school leaders with an "unsatisfactory" rating for one year will be placed on an Individual Development Plan (IDP). If a teacher has two consecutive unsatisfactory ratings, they will be subject to dismissal. Support will be given in the form of mentoring as well as professional development giving the teacher an opportunity to improve. A third poor evaluation will result in termination.

A non-tenured teacher's first unsatisfactory evaluation may merit dismissal depending on the degree of inadequacy. A tenured teacher with an unsatisfactory evaluation will be put on an Individual Development Plan (IDP) along with professional development training that is targeted

and clear. A second such evaluation for a tenured teacher could result in dismissal.

Training in the evaluation process will continue to achieve consistency in teacher and administrator evaluations. Documentation will be maintained with respect to extended and walk-through observations along with the content and delivery of observed instruction. Evaluations will measure teacher competence and will help promote professional development and growth.

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

All probationary teachers are assigned a mentor teacher. Probationary teachers shall have an Individual Development Plan (IDP) with specific and prescriptive professional development. Additionally, probationary teachers shall be evaluated no less than four times per year with quantifiable student growth as a salient factor counting no less than 25% of the evaluation.

Once teachers reach tenure level, they continue to be evaluated on a yearly basis according to state law. Hazel Park Adult Education aligns professional development according to the staff evaluations, student behavior and performance, and staff perception. The School Improvement team and Professional Development team collaborate with administrators to target weak areas in the staff so as to plan for meaningful and worthwhile professional development.

All staff will be involved in professional development as it relates to their areas of expertise and teaching. Planning and conference time meetings have been and will continue to be held by administration on a regular basis to delve deeper into the changes that will be made and to address staff concerns and comfort level in relation to the changes. Professional development will be provided for guidance and to create a level of confidence among staff members regarding the upcoming changes. School leaders, including administrators, will be acting as leaders and will provide regular feedback to teachers to help them improve their practice. This will be done by informal observations, such as walk-throughs by administrators or peers, professional development reflection on a School Improvement Review visit, guided by administration, as well as formal evaluations by the administration. Data will be monitored to ensure that an upward trend in achievement is occurring.

All professional development will be followed immediately by an adequate amount of time for collaboration, modeling, role-playing and lesson planning. After each professional development, staff will complete a survey where they can anonymously give their opinion on what was presented and if they found the information helpful.

Dr. Marx from Oakland schools may be returning this year on a professional development day. He will continue to provide information on behavior and classroom management techniques. In Adult Education, an effective teacher must work on behavior problems first before teaching and learning can be successfully achieved. Scott Felkey from Oakland Schools will be presenting on Priority Schools for our first professional development day this year. Also presenting from Oakland Schools are Judith Nickels and Laura Cummings. They will be speaking about Distance Learning. A teacher who attended a conference on Differentiated Instruction will share the key points on a future professional development day allowing the rest of the staff to benefit from what she learned.

**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.**

The Adult Education will begin to offer multiple opportunities for career growth. Teachers will be given the following growth opportunities:

¢ Mentor Teacher

### ☞ Building Chairperson for program collaboration

### ☞ School Improvement Team Members

The Administration will actively recruit and encourage staff to take on leadership positions. They will seek staff that have proven their ability to lead and are committed to student success. Staff will need to apply for the leadership positions. Descriptions of each job will be provided and the candidates will be asked why they are the best suited for that leadership role. Considerations will be given to staff members who have taken on projects and completed them successfully both within and outside their department areas. Promotions are often given to those who have proven their ability to lead. Chairpersons will be provided a substitute teacher to allow completion of their additional duties. When a teaching position is available at Hazel Park Adult Education, a rigorous selection process and interviews are conducted by administrators and key staff members. All teachers that are new to a position have the opportunity to collaborate with their peers for guidance and background on the uniqueness of our student population.

Hazel Park Adult Education has highly consistent discipline policy enforcement, along with our attendance policy enforcement. The staff is consulted in decision-making and is always encouraged to come forth with new ideas to improve our ever evolving program.

Staff members who have increased student achievement will be rewarded in various ways such as professional conferences, mentoring roles, leadership roles, staff luncheons as well as additional hours to fulfill the copious amounts of work that comes with some of the leadership positions.

Hazel Park Adult Education offers various types of support and flexibility to staff such as flexible schedules which consists of part-time to full-time positions. An effective support program is an essential retention tool.

## PART D: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES

**Specify how the school will use data to identify and implement an instructional program that is research-based and aligned from one grade to the next, as well as with state standards.**

Each site now has its own building code which will allow the test data to be disaggregated per school. This will provide the opportunity to evaluate the test scores at each site so we can better assist the students in their areas of need in order for them to become more successful in those subjects.

Curriculum was developed along with Oakland Schools Intermediate District. Revisions are reviewed by the Curriculum Director, Mr. Michael Barlow, and then submitted to the school board for review. Teachers will be sent to conferences to learn best practices and then bring back information and share it with the staff. Local assessments will be designed by staff in conjunction with Oakland Schools.

Curriculum was aligned in accordance with the Michigan Merit Curriculum. However, now with the implementation of the Common Core State Standards, Hazel Park Adult Education has begun the process of realigning curriculum to fit those guidelines.

Currently we use CourseWare ,e2020 and OdysseyWare as our online learning sites. We were asked to pilot CourseWare by Oakland Schools. Successful outcomes from the study led to implementation of the program as an online learning site. CourseWare does not meet the need for all students therefore e2020 and OdysseyWare were implemented to fill the gaps. e2020 offers greater course selection with multiple electives to meet student needs. OdysseyWare offers lower grade level course to meet the needs of lower level learners. In 2011, Hazel Park Adult Education piloted the Write to Learn program with terrific results. It is now used as a supplement in the majority of our courses to promote writing across the curriculum in all core subjects. The use of all three platforms along with the Write to Learn supplemental program is giving our teachers the tools to help all of our students succeed.

**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.**

Hazel Park Adult Education will work continuously to analyze data and use the results to improve instruction and achievement for all students. Results of state assessments as well as internal formative and summative assessments will be analyzed by subgroups to determine areas of proficiency and deficiency.

Now that each building has its own code, data can be analyzed by building, grade, and subject. Analyzing the data this way ensures that those students are getting the type of assistance they need to better improve their skills, therefore becoming more successful in passing their classes.

Students are given a pre- and post-test in each class to determine prior knowledge and growth. The pre-test is administered the first day or two of class to verify where the students' skills are for that subject. The post-test is given within the last few days of the class to demonstrate student growth. If the tests show the student is three or more grade levels behind, interventions will be in place to help the student learn the skills they may be lacking. The student will be moved to a class that is better suited for him or supplemental work will be given to sharpen and hone the missing skills. This gives teachers real data to evaluate the effectiveness of their teaching.

Teachers will be attending conferences on Differentiated Instruction and will report back to fellow staff the information that they learned.

Teachers will meet at a minimum of twice per month to allow for additional teacher collaboration. This time will give teachers the opportunity to share valuable resources they received from conferences. Staff will make a continuous effort to know how well students are progressing in their classes.



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

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

Hazel Park Adult Education is aware of the need for additional programs to bring students up to their appropriate grade level. Currently programs that will increase student achievement are being looked at and piloted by some buildings. By the 2013/2014 school year there should be full implementation. Interventions will be closely monitored and assessed for effectiveness with walk through observations as well as administrative assessments.

Even though there is no additional funding, Hazel Park Adult Education will be extending their academic schedule by 25 school days at 4 hours a day, for a total of 100 additional hours. Along with that will be at least two monthly teacher collaboration meetings, before and after school tutoring, career cruising opportunities after school, and computer availability during non class hours. By increasing professional interaction with collaboration meetings, teachers enhance their skills and have a sense of job satisfaction. Tutoring will allow for improvement of knowledge or skills far more rapidly than in a classroom setting. Career Cruising will help students see their own potential and assist them in realizing their college and career aspirations. Students who attend at least one semester will compile a Career Cruising folder with a minimum of three careers with educational information for each one.

The additional time added to the schedule will be used to bring students up to their grade level. Professional development and staff collaboration will be on going to equip the teachers with the knowledge of common assessments, common core standards and student achievement data.

The majority of students enrolling in Hazel Park Adult Education consists of 16 to 19 year olds with very little to no credits and more than three grade levels below their current grade, as well as displaced students from other countries that have never attended school. A lot of teamwork is put into raising the achievement on this population and it will continue along with the interventions and extended schedules.

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

Hazel Park Adult Education will implement a number of strategies for continuous engagement of families and the community. One way we will be increasing parent communication is by obtaining parent email addresses. When students come in to register for school with their parents, we will have a form where parents can write their email address. We will explain to parents that obtaining their email address is a way for us to communicate better so parents can stay up to date with what is happening in school.

Open houses will also be held throughout the school year so parents can explore their child's daily learning environment. Parent surveys will be distributed at various times so the schools get regular feedback from the parents about any concerns, comments or compliments that they may have. The surveys allow anonymity for parents who may feel uncomfortable about speaking out. The surveys will elicit responses to parents' thoughts on their perception of the school, the manner in which instruction is delivered, faculty, building atmosphere, and areas where parents see need for improvement.

On the district website, Hazel Park Adult Education has a link directly to our program. Parents can access that at any time for information they may need. A school calendar is posted on the site so parents and students are knowledgeable of upcoming breaks and semester start and end dates.

We will offer parents workshops on the importance of nutrition as a way of helping students strive for better achievement in school. The

workshops will be advertised via the website and emails to parents. The importance of good nutrition is vital in students being successful in their education.

Currently Hazel Park Adult Education is involved with many different groups in the community: St. John's Hospital (Medical Clinic), Hazel Park Youth Assistance, Hazel Park Recreation Center, Hazel Park Library, Oakland Schools, Oakland Social Services, Oakland County Region 12, Adult Education Network, MACAE, OCCAE, and MAEO. New Beginnings offers family counseling, and Impact Ministries provides public services and a food program.

## PART F: PROVIDING OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT

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

The Adult Education program offers flexible teacher schedules and flexible student schedules. Full and part-time teaching positions are available along with varied hours because of a night program. Teachers are going to be given more opportunities for professional development and collaboration. Without teachers continually learning and growing professionally, much of the work they do in the classroom will not be successful. An expansion of the school calendar will give students who are below grade level an opportunity to "catch up" and get on track. Students have a choice in the hours they attend and meet with advisors to set a schedule that works with their unique situation. The school district has given Hazel Park Adult Education the ability to have professional development and teacher collaboration at the program level opposed to school district wide. By allowing this flexibility, the program can focus on student achievement with their population. The district is in full agreement that program focused teacher collaboration and professional development helps eliminate the job dissatisfaction and professional isolation that can be experienced by many teachers.

Resource allocation will consist of \$30,000 for Career Cruising from the foundation allowance and \$16,000 from Section 31a, \$16,000 will be set aside for professional development assessments and screeners and \$16,000 from section 31a, \$30,000 for professional development focusing test administration will be set aside from the foundation allowance. Due to our large population of at-risk students additional funds will be set aside from section 31a.

The following are what Hazel Park Adult Education establishes as performance objectives: MEAP, MME, and ACT English Language Arts scores will improve by 10% and MEAP and MME Math scores will increase by 10%. The School Improvement Plan states that students will increase at least ½ grade level on a reading achievement measure and students who take a math class will improve their math computation skill by ¼ grade level based on assessments test that include WRAT and BASI. Teachers find it difficult to cover the necessary material to meet the requirements of the curriculum and give students skills when most of the students lack even the most basic skills, however, the staff is committed, caring and continues to give their all to educate the students.

The Hazel Park Adult Education has converted Room 4 of the main campus into a collaboration area for various transformation participants to meet and work on this project.

**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.**

Hazel Park Adult Education will receive ongoing technical assistance and support from a number of sources. At the district level: James Meisinger, Superintendent; Michael Barlow, Director of Curriculum; Ryan Stefanski, Director of Technology; and Jill Miller, Social Worker. At the school level, the Transformation team: Kathleen Andre', Coordinator Adult & Alternative Education; Aimee Boucher, Program Facilitator; Michelle Laporte, Advisor;

Lavena Paquette, Grant Coordinator; and Robin Londal; teacher. We also have support from the School Improvement team: Cheryl Rymiszewski, Testing Coordinator; Andrew Morlan, Distance Learning Coordinator; Judi Donley, Daytime Supervisor; and James Michalski, Night Supervisor.

We will also be networking with Scott Felkey and Jim Gullen from Oakland Schools. The transformation team has already networked and will continue to confer with school leaders who have undergone or are undergoing the transformation process. This includes communication with Doug Esler at Hazel Park Junior High and Don Vogt at Hazel Park High School.

During the implementation of the transformation plan and prior to its implementation, team members will have specific tasks so as to collaborate, work with and communicate with stakeholders. All staff members will play an integral role in helping to implement the transformation plan as smoothly as possible.

# Assurances Report

## Michigan Department of Education Assurances

### Priority Assurances

Assurance	Certified	Comment/Attachment
Our school has implemented an evaluation process, which includes a significant connection with student growth, to assess the effectiveness of teachers and leaders working in our school. (Attach a copy of the evaluation tool below.)	Yes	<a href="#">2011_Eval_Form[1].pdf</a>
Our school has a Professional Development calendar that supports the reform effort selected for our school. (Attach a copy of the professional development calendar below.)	Yes	<a href="#">prof dev days.docx</a>
Our school has implemented an extended learning time model to increase instructional time as evidenced by our daily school schedule, teacher collaboration schedule and student schedule. (Attach a copy of the schedule(s) below.)	Yes	<a href="#">Increased Instructional Time[1].doc</a>
Our school provides additional time to improve student learning and engagement through enrichment activities for students.	Yes	Increased learning time and increased enrichment opportunities were combined into one document. <a href="#">Increased Instructional Time[1].doc</a>
Our school provides time for teachers to collaborate, plan and engage in professional development within and across grades and subjects.	Yes	Our teacher collaboration time and professional development days were combined into one document. <a href="#">prof dev days.docx</a>
Our school District has a Memorandum of Understanding or Collective Bargaining Agreement with the Local Education Association regarding the measures required to implement the reform/redesign plan. Alternately, Public School Academies without a Local Education Association can provide documentation of board approval of the submitted reform plan.	No	Hazel Park Adult Education is a non-union program.

Teacher's Name:

Date:

Non Tenure

Tenure

Grade:

Building: \_\_\_\_\_

Subject/ Class:

Evaluator's Name:

Note: Any item checked "Needs Improvement" must have an explanatory comment. A blank means not applicable at this time.

**I. PERSONAL QUALITIES**

Satisfactory

Needs to Improve

A. Shows care in personal appearance

B. Appears to be in good health

C. Attendance

D. Punctuality

E. Shows initiative

F. Shows interest in teaching

G. Exhibits poise and self confidence

H. Is receptive to suggestions

Comments, Specific Strengths, Suggestions for Improvement:

**II. PERFORMANCE WITHIN THE CLASSROOM**

Satisfactory

Needs to Improve

**A. RELATIONSHIP WITH STUDENTS**

1. Is fair and impartial

2. Contributions and effort of individual students are given recognition.

3. Provides for individual differences.

4. Provides an atmosphere which is conducive to learning

5. Provides an atmosphere in which students are unafraid to ask questions openly.

6. Respects the dignity of the students

7. Shows sensitivity to pupil's needs

8. Devises relationships to increase pupils sense of belonging

Comments, Specific Strengths, Suggestions for Improvement:

B. Class room Management:		Satisfactory	Needs to Improve
1.	Demonstrates basic student control and/or discipline	<input type="checkbox"/>	<input type="checkbox"/>
2.	Demonstrates care to see that furnishings and equipment are kept in good condition.	<input type="checkbox"/>	<input type="checkbox"/>
3.	Demonstrates ability to organize and effectively direct student activities.	<input type="checkbox"/>	<input type="checkbox"/>
Comments, Specific Strengths, Suggestions for Improvement:			

C. Instructional Skills		Satisfactory	Needs to Improve
1.	Demonstrates knowledge of subject matter.	<input type="checkbox"/>	<input type="checkbox"/>
2.	Attempts to analyze learning problems	<input type="checkbox"/>	<input type="checkbox"/>
3.	Demonstrates use of a variety of materials and techniques and adjusts them to the needs of his/her particular group of students.	<input type="checkbox"/>	<input type="checkbox"/>
4.	Demonstrates evidence of consistent planning and provided adequate lesson plans	<input type="checkbox"/>	<input type="checkbox"/>
5.	Evidences knowledge of up-to-date content or techniques. (Not limited to formal class work).	<input type="checkbox"/>	<input type="checkbox"/>
Comments, Specific Strengths, Suggestions for Improvement:			

Dates of Formal Observations of II. A., B., and C.:

III. PERFORMANCE OUTSIDE THE CLASSROOM		Satisfactory	Needs to Improve
A.	Communicates with parents regarding student's progress	<input type="checkbox"/>	<input type="checkbox"/>
B.	Works cooperatively with staff	<input type="checkbox"/>	<input type="checkbox"/>
C.	Shows concern for total school program.	<input type="checkbox"/>	<input type="checkbox"/>
D.	Record Keeping:		
1.	Is punctual	<input type="checkbox"/>	<input type="checkbox"/>
2.	Is accurate	<input type="checkbox"/>	<input type="checkbox"/>
3.	Is legible	<input type="checkbox"/>	<input type="checkbox"/>
E.	Understands policies (Attach Policy Discussion Checklist)	<input type="checkbox"/>	<input type="checkbox"/>
Comments, Specific Strengths, Suggestions for Improvement:			

**POLICY AND PROCEDURE DISCUSSION CHECKLIST**

This checklist is a guide to areas of policy and procedure about which teacher should be informed. A check indicates that the teacher has been given information and has had an opportunity to discuss any areas of uncertainty requiring further clarification.

Areas of Policy and Procedure	Not Applicable	Yes	No
a. Discipline	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Teacher Liability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Monies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. School Hours for Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. School Hours for Teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Hall Responsibilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Homework	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Use of Facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Lunch Procedures for Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Requisition Procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Use of A-V Equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Conference Attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Playground Rules	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. Attendance at Meetings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o. Committee Membership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p. Field Trips	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q. Class Parties	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
r. Students Leaving School Grounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
s. Absence Procedures for Teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
t. Absence Procedures for Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
u. Referral Procedures for Helping Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
v. Use of Paid and Volunteer Aides	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
w. Parent Conferences and Home Visits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
x. Safety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Specific To This Building			
y.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
z.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IV. Student Growth	<b>Satisfactory</b>	<b>to Improve</b>	
A. Measurable student growth:	<input type="checkbox"/> <b>Yes</b>	<input type="checkbox"/> <b>No</b>	
B. District Performance Narrative:			

**V. (Optional for Tenure Teachers)**

Write a professional growth activity on which you and your Principal would like to work cooperatively during the next school year that you feel would improve your educational program for students.

**VI. Additional Comments:**

Signature of Teacher: \_\_\_\_\_

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

Signature of Principal: \_\_\_\_\_

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

**SIGNING THIS FORM SIGNIFIES THAT EACH PERSON PARTICIPATED IN THIS EVALUATION/JOINT CONFERENCE AND THAT EACH IS RETAINING A COPY.**

Status for Probationary teacher which will be recommended to the Superintendent for review and consideration.

FIRST YEAR	SECOND YEAR	THIRD YEAR
Report #1 _____	Report #1 _____	Report #1 _____
Report #2 _____	Report #2 _____	Report #2 _____
Report #3 _____	Report #3 _____	Report #3 _____
Report #4 _____	Report #4 _____	Report #4 _____

\*CP= Continued Probation

RT= Recommend Termination

TEN= Tenure

Evaluation Form approved by Administrative Council and Superintendent, May, 1976.

Please make 4 copies: Superintendent, Principal, Teacher, Work

## 2012 – 2013 Professional Development Days

September 28, 2012	Differentiated Instruction
October 16, 2012	Staff Collaboration Meeting
October 30, 2012	Staff Collaboration Meeting
October 31, 2012	Scott Felkey (Oakland Schools) – Priority Schools
November 5, 2012	Effective Strategies for Educating African American Male Students
November 9, 2012	Building Effective Relationships with Students
November 13, 2012	Staff Collaboration Meeting
November 27, 2012	Staff Collaboration Meeting
November 27, 2012	Positive Behavior Interventions & Support Awareness Overview
December 11, 2012	Staff Collaboration Meeting
December 20, 2012	Oakland Schools
January 8, 2013	Staff Collaboration Meeting
January 22, 2013	Staff Collaboration Meeting
February 1, 2013	Core Principles of Academic Assessment
February 5, 2013	Staff Collaboration Meeting
February 8, 2013	The Motivated Student: Unlocking the Desire to Learn
March 5, 2013	Staff Collaboration Meeting
March 19, 2013	Staff Collaboration Meeting
March 28, 2013	Oakland Schools
April 9, 2013	Staff Collaboration Meeting
April 23, 2013	Staff Collaboration Meeting
May 7, 2013	Staff Collaboration Meeting
May 13, 2013	Oakland Schools
May 21, 2013	Staff Collaboration Meeting

## 2013 – 2014 Professional Development Days

October 1, 2013	Staff Collaboration Meeting
October 15, 2013	Staff Collaboration Meeting
October 31, 2013	Oakland Schools
November 5, 2013	Staff Collaboration Meeting
November 19, 2013	Staff Collaboration Meeting
November 27, 2013	Oakland Schools
December 3, 2013	Staff Collaboration Meeting
December 17, 2013	Staff Collaboration Meeting
January 7, 2014	Staff Collaboration Meeting
January 21, 2014	Staff Collaboration Meeting
February 4, 2014	Staff Collaboration Meeting
February 25, 2014	Staff Collaboration Meeting
March 11, 2014	Staff Collaboration Meeting
March 17, 2014	Oakland Schools
March 25, 2014	Staff Collaboration Meeting
April 15, 2014	Staff Collaboration Meeting
April 29, 2014	Staff Collaboration Meeting
May 13, 2014	Staff Collaboration Meeting
May 15, 2014	Oakland Schools
May 27, 2014	Staff Collaboration Meeting

**Increased Instructional Time  
Hazel Park Adult Education  
2013-2016**

**2013-2014**

100 Hours – extra time

25 extra school days @ 4 hours a day

Total 100 Hours

**2014-2015**

125 Hours- extra time

25 extra school days @ 5 hours a day

75 Hours – tutoring

½ hour tutoring before/after school

Total 200 Hours

**2015-2016**

150 Hours – extra time

25 extra school days @ 6 hours a day

75 Hours – tutoring

½ hour tutoring before/after school

80 hours – extra time

20 Fridays online learning lab

Total 305 Hours

## PRINCIPAL EVALUATION

Included are two Principal Evaluation forms. The first is the current evaluation, now being used to evaluate Hazel Park Community School principals. The second is a work in progress. This evaluation will be designed to be more exact and specific in addressing all administrative areas. As is always the case, all new administrative evaluations must be approved by the Hazel Park Administrator's Union.

All new Principal Evaluations, will now include a 25% component based on student performance. This evaluation of student performance will include and be evaluated on the following criteria: Ninth Grade pre and post tests in core subjects; Tenth Grade Plan Test results; Eleven Grade ACT/MME results; Twelfth Grade graduation results.

After each academic year, the Superintendent will meet with the principal after completing his/her evaluation. All areas will be discussed with student performance paramount. It will be determined by the superintendent what measures to improve will be implemented.

### NEW PRINCIPAL EVALUATION FORM (UNDER CONSTRUCTION)

#### PERFORMANCE RUBRICS

1. Exceeds expected performance; completes tasks with high proficiency.
2. Meets expected performance levels; completes tasks with moderate proficiency.
3. Does not meet expected performance levels; fails to complete responsibilities.

#### INSTRUCTIONAL LEADERSHIP

**Visionary Leadership**-Demonstrates the ability to develop, articulate, and use a vision of excellence. Uses vision as guide.

**Curriculum Design**-Demonstrates the ability to ensure that the curriculum of the school is designed to promote high student achievement and sound personal growth. Leads by example and understanding.

**Instructional Effectiveness**-Demonstrates the ability to facilitate instructional practices that will lead to high student performance and to a safe, orderly, and caring environment. Manages time to be an instructional as priority.

**Assessment and Evaluation**-Demonstrates a commitment to using information to promote sound instructional practices. Monitors student achievement and classroom performance in targeted areas throughout the school year.

**Results Orientated**-Demonstrates the ability to have students achieve at expected levels of performance above and beyond. Produces student achievement results.

#### **ORGANIZATIONAL LEADERSHIP**

**Climate**-Communicates a commitment to high expectations for student and teacher performance. Creates incentives for teachers and students.

**Empowerment**-Finds pathways and opportunities for teachers and others to make the best contributions they are capable of making for themselves and to the school. Involves stakeholders.

**Communications**-Ensures commitment through practice the maxim that knowledge is power, to be shared and distributed to others. Stays well informed about professional and educational issues.

**Continuous improvement**-Creates an environment where students, teachers, and parents understand and accept the idea of continuous improvement.

#### **MORAL AND ETHICAL LEADERSHIP**

**Commitment to others**-Ensures that the purposes of schooling and the people in the school are working in harmony. Creates and maintains caring environment.

**Professional Ethics**-Models the qualities of fairness, equity, integrity, and honesty in professional dealings with others.

**Respect for Diversity**-Accepts as valued, all people and cultures represented in the school and by the community. Celebrates diverse cultures.

**Responsibility**-Accepts responsibility for his/her actions and decisions. Does not seek to blame others for the consequences of his/her actions.

#### **MANAGERIAL LEADERSHIP**

**Law and Policy**-Consistently understands and enforces both law and policy.

**Resource Management**-Understands the resources available to the school and uses them wisely.

**Personnel Management**-Understands how to select, induct, develop, evaluate, and retain personnel who assist the school in accomplishing its purposes and mission.

**Informational Management**-Ensures that another's need to have information is their personal assurance that others will receive the information they need.

**Student Behavior Management**-Ensures that the school manages student conduct to facilitate maintaining a safe and orderly school climate conducive to high school student performance.

**HAZEL PARK SCHOOL DISTRICT  
SCHOOL ADMINISTRATOR EVALUATION FORM**

Administrator: \_\_\_\_\_ School: \_\_\_\_\_ Evaluator: \_\_\_\_\_ School Year: \_\_\_\_\_

*This Administrator:*

	Highly Effective	Effective	Ineffective	Exceeds Goals	Meets Goals	Progressing Towards Goals	Does Not Meet Goals
1...promotes standards of academic excellence.	1	2	3	4	5	6	7
2...effectively manages all aspects of the school to ensure a positive education experience for students	1	2	3	4	5	6	7
3...listens, understands and communicates information both orally and in writing with accuracy, clarity and effectiveness to community members, parents, students and staff.	1	2	3	4	5	6	7
4...shows an awareness, sensitivity and understanding of cultural and other differences.	1	2	3	4	5	6	7
5...encourages parents to become involved with the educational process.	1	2	3	4	5	6	7
6...is fair and consistent with parents' requests and interactions.	1	2	3	4	5	6	7
7...has a positive and friendly attitude.	1	2	3	4	5	6	7
8...is a strong and visible leader of the school.	1	2	3	4	5	6	7
9...maintains an Open Door Policy.	1	2	3	4	5	6	7
10...is both a team player and administrative leader.	1	2	3	4	5	6	7

Administrator's recent quantifiable accomplishments: \_\_\_\_\_

Administrator's goals: \_\_\_\_\_

Administrator's Signature \_\_\_\_\_

Date \_\_\_\_\_

I agree with this evaluation.  
 I disagree with this evaluation.

(Please use Initial Area)

## **THIS IS ADDITIONAL INFORMATION PERTAINING TO PRINCIPAL COMPETENCIES.**

### **SELECTED COMPETENCIES TO BE INCLUDED FOR THE NEW PRINCIPAL**

The competencies for the new high school principal should follow the guidelines of the principal evaluation. Included would be Instructional, Organizational, Moral and Ethical, and Managerial Leadership. Each area would be addressed with criteria. Evolving from this evaluation would be appropriate interview questions. All questions should be based each competency.

With emphasis on the Instructional competency, the following questions should be included:

1. What are some ways you would involve teacher effectiveness?
2. How would you help teachers and staff to improve student achievement?
3. How would you personally go about improving instruction?
4. State what criteria you would use to measure teacher effectiveness.
5. What plan would you attempt to develop for a teacher with a high failure student failure rate?
6. What curriculum changes would you suggest to positively change a failing school.
7. Describe the appearance of an effective classroom.

With emphasis on the Organizational competency, the following questions should be included:

1. How would you implement better employee/principal relations?
2. How would you improve school/community relations?
3. How would you involve parents in the education of their children?
4. What is the role of students in your building?
5. How would you involve students and teachers in the decision making process.
6. How would you resolve conflict between staff members and students? Staff members and staff members? Staff members and administrators?
7. What is the most pressing issue facing education in the state of Michigan?
8. How would you describe an effective public relations program in your school?

With emphasis on Moral and Ethical competency, the following questions should be included:

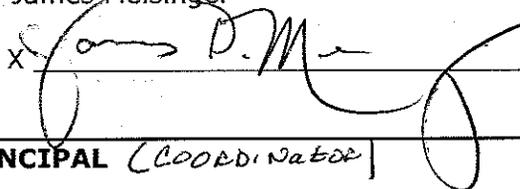
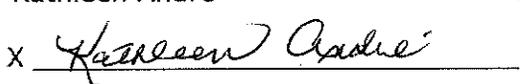
1. Describe your philosophy of discipline?
2. How are instruction and classroom management related?
3. If problems arise with a student, what support services should the school provide?
4. Give me an idea of how you would promote diversity in the school?
5. What is your experience working with management by objectives or working with a management team?
6. Describe how you would organize staff meetings.

With emphasis on Managerial competency, the following questions should be included:

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1. What experience have you had in understanding and enforcing elements of school law?
  2. Describe your philosophy of discipline. Are you formally trained in any of these methods?
  3. How would you impose measures to improve faculty harmony?
  4. What should a principal expect from his staff?
  5. What should the staff expect from their principal?
  6. How would you involve the professional staff in the decision making process?
  7. What is the means of communication you rely on the most?
  8. How often would you conduct faculty meetings?
  9. How would you evaluate non faculty personnel?
  10. What is your opinion of the teacher's union and its policies?
-

## Redesign Plan Signature Page

SCHOOL INFORMATION	CONTACT PERSON FOR REDESIGN PLAN
District: School District of the City of Hazel Park School Name: Hazel Park Adult Education Address: 420 W. Nine Mile Rd. School Code: 07680	Name: Michelle Laporte Position and Office: Advisor/Hazel Park Adult Education Telephone: 248-658-5600 Fax: 248-544-5447 Email: michelle.laporte@hazelparkschools.org
<b>LEA SUPERINTENDENT/PSA ADMINISTRATOR</b> Printed Name: James Meisinger Signature: X  Date:	Telephone: 248-658-5220 Fax: 248-544-5443 Email: Superintendent@hazelparkschools.org
<b>SCHOOL PRINCIPAL (Coordinator)</b> Printed Name: Kathleen Andre' Signature: X  Date:	Telephone: 248-658-5600 Fax: 248-544-5447 Email: kathy.andre@hazelparkschools.org
<b>LEA/PSA SCHOOL BOARD PRESIDENT</b> Printed Name: William Love Signature: X  Date:	Telephone: 248-658-5200 Fax: 248-544-5443 Email: bill.love@hazelparkschools.org
<b>PRESIDENT OF LOCAL TEACHER UNION</b> Printed Name: N/A Signature: X _____ Date:	Telephone: Fax: Email:

The Local Educational Agency (LEA) agrees to comply with all applicable requirements of all state statutes, federal laws, executive orders, regulations, policies and conditions governing this program. The LEA understands and agrees that if it materially fails to comply with the terms and conditions of the redesign plan, fails to make satisfactory progress or does not have an approved plan, the Michigan Department of Education/State School Reform/Redesign Officer may issue an order placing the school into the State School Reform/Redesign School District, imposing for the school one of four intervention models, and an addendum to applicable collective bargaining agreements in effect for the school as necessary to implement the school intervention model.