



STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
LANSING

MICHAEL P. FLANAGAN
SUPERINTENDENT OF
PUBLIC INSTRUCTION

RICK SNYDER
GOVERNOR

December 28, 2011

Mr. Jim Bermingham, Superintendent
Berrien Springs Public Schools
Berrien Springs High School
One Sylvester Ave.
Berrien Springs, MI 49103

Dear Mr. Bermingham:

The redesign plan submitted by your team for Berrien Springs High School has been received and reviewed by the State School Reform/Redesign Office. The redesign plan was incomplete and requires changes before it can be approved. This letter fulfills the requirement of MCL 380.1280c, section 3, for the State School Reform/Redesign Officer to "issue an order" approving, disapproving, or requiring changes of redesign plans.

Status of Redesign Plan: Changes Needed

Deadline: Wednesday, February 8, 2012 by 5:00 p.m.

Reviewer comments have been provided to assist with the revision of the redesign plan. The review document will also be posted on the Michigan Department of Education's website on the [State School Reform/Redesign District link](#) by Friday, January 6, 2012.

Please email the revised redesign plan to MDE-SROPlans@michigan.gov with a cover page that identifies the pages on which changes were made and highlight sections changed in the plan.

A letter approving or disapproving your final redesign plan will be sent via email by March 9, 2012. If you have questions, please contact the School Reform/Redesign Office at 517-335-2741.

Sincerely,

Deborah Clemmons
State School Reform/Redesign Officer

cc: Principal
Board President
State Superintendent of Public Instruction

STATE BOARD OF EDUCATION

JOHN C. AUSTIN – PRESIDENT • CASANDRA E. ULBRICH – VICE PRESIDENT
NANCY DANHOF – SECRETARY • MARIANNE YARED MCGUIRE – TREASURER
RICHARD ZEILE – NASBE DELEGATE • KATHLEEN N. STRAUS
DANIEL VARNER • EILEEN LAPPIN WEISER

608 WEST ALLEGAN STREET • P.O. BOX 30008 • LANSING, MICHIGAN 48909
www.michigan.gov/mde • (517) 373-3324

DISTRICT NAME: Berrien Springs		SCHOOL NAME: Berrien Springs High School		TEAM NUMBER: 3	DATE: December 7, 2011
PART A: DEVELOP AND INCREASE SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS					
TRANSFORMATION	GETTING STARTED	PARTIALLY COMPLIANT	COMPLIANT	COMMENTS	
REQUIREMENT 1 Replace the principal.	<input type="checkbox"/> YES Continuing with existing principal who does not meet the two year rule.	<input type="checkbox"/> YES Continuing with existing principal. An incomplete or incorrect description given as to how the principal meets the two year rule.	<input checked="" type="checkbox"/> YES New principal in place or complete rationale given for keeping principal that falls under the two year rule. ✓ Advertise, screen, interview, select, and hire new principal based on using turnaround competencies or criteria. ✓ Establish a pipeline of potential turnaround leaders.		
REQUIREMENT 2 Collaborative process used to create a teacher/leader evaluation plan that includes student growth as a significant factor.	<input type="checkbox"/> YES Plan states that a collaborative process was used, but no details given.	<input type="checkbox"/> YES Plan states that a collaborative process was used. Some details are provided. No mention is provided about how student growth will be included as a significant factor in the evaluation.	<input checked="" type="checkbox"/> YES Plan states that a collaborative process was used. Complete details are provided, including how student growth will be included as a significant factor in the evaluation. ✓ Percentage of student growth used in the evaluation. (MCL 380.1249 Section 2 (a) (I) states 25% by 2013-2014.)		
				Leader and Teacher Evaluation tool is attached in Appendix A.	<input checked="" type="checkbox"/> YES

TRANSFORMATION REQUIREMENT 3	GETTING STARTED	PARTIALLY COMPLIANT	COMPLIANT	COMMENTS
<p>Identify and reward school leaders/teachers/staff who have increased student achievement and remove those who have been given multiple opportunities to improve professional practice and have not increased student achievement outcomes.</p>	<p>No plan or minimal plans are indicated in either the reward or remove categories.</p>	<p>A partial plan is in place that identifies how staff members can be rewarded and/or removed.</p> <p>No mention is made of opportunities that staff will have to improve practice.</p>	<p>A plan has been completed to identify and reward school leaders, teachers, and staff that have increased student achievement.</p> <ul style="list-style-type: none"> ✓ A transparent and fair plan detailing how personnel that increase academic achievement are rewarded. ✓ Identify and establish non-monetary incentives for performance. ✓ Provide training to those conducting evaluations to ensure fidelity to standardized procedures and to ensure that the evaluation process is documented. <p>A plan has been completed to remove personnel that have been given multiple chances to improve professional practice and did not.</p> <ul style="list-style-type: none"> ✓ A transparent plan that details how leaders and/or staff will be removed if instruction and student achievement does not improve. ✓ Work with teachers and unions at each stage of development and implementation. ✓ Secure sufficient funding or alternative methods for long-term program sustainability. ✓ Established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff. ✓ Provide performance-based incentives using valid data on whether performance indicators have been met. 	<p>Plan must address the required leadership components. How will leaders be rewarded for effectiveness, provided opportunities to improve, and/or be removed for ineffectiveness?</p>

TRANSFORMATION	GETTING STARTED	PARTIALLY COMPLIANT	COMPLIANT	COMMENTS
<p>REQUIREMENT 4 Provide staff with ongoing, high quality, job embedded professional development that is aligned and designed to ensure that staff can facilitate effective teaching and learning.</p>	<p>No plan or minimal planning is in place to provide staff with job embedded staff development.</p>	<p><input type="checkbox"/> YES A plan is in place, yet it is not job embedded, focused, or lacks a timeline. Professional development consists of a series of workshop activities that are not connected to the student outcomes indicated in the plan. Plan includes opportunity for staff to demonstrate new learning about effective teaching.</p>	<p><input type="checkbox"/> YES <input type="checkbox"/> YES <input type="checkbox"/> YES</p>	<p><input checked="" type="checkbox"/> YES Set clear goals and measures for employees' performance that reflect the established evaluation system and provide targeted training or assistance for employees receiving an unsatisfactory evaluation or warning. <input checked="" type="checkbox"/> Reform seniority rights, and other job protections, to enable quick performance-based dismissals.</p>
			<p><input checked="" type="checkbox"/> YES A plan is in place (with timelines) that is well defined and occurs on a regular basis with follow-up and support aligned with instructional needs. <input checked="" type="checkbox"/> The timeline for professional development includes a schedule of options for job-embedded professional development, options for determining implementation of PD, and options for sharing changes in classroom practice. <input checked="" type="checkbox"/> The plan indicates that school staff was an integral part of designing the professional development activities to meet instructional needs. The plan differentiates for the varying needs of school personnel. <input checked="" type="checkbox"/> Align professional development with identified needs based on staff evaluation and student performance.</p>	

TRANSFORMATION	GETTING STARTED	PARTIALLY COMPLIANT	COMPLIANT	COMMENTS
			<ul style="list-style-type: none"> ✓ Structure professional development to provide adequate time for collaboration and active learning. ✓ Create a school culture in which professional collaboration is valued, emphasized, and fosters a culture of continuous learning. <p>Professional Development calendar is attached in Appendix B.</p>	
<p>REQUIREMENT 5</p> <p>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.</p>	<p>The plan does not address strategies in these categories.</p> <p><input type="checkbox"/> YES</p>	<p>The plan addresses strategies for some of these categories.</p> <p>The plan includes providing a mentor and additional professional development activities to new teachers.</p> <p><input type="checkbox"/> YES</p>	<p>The plan addresses strategies to recruit and retain staff to meet the needs of students.</p> <ul style="list-style-type: none"> ✓ Promotion/career growth and flexible working conditions and hours to retain staff. ✓ Recruitment and retention plan is in place that includes interview questions. ✓ An individual professional development plan for new teachers and experienced teachers with new teaching assignments. 	<p><input checked="" type="checkbox"/> YES</p>
PART B: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES				
<p>REQUIREMENT 6</p> <p>School uses 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.</p>	<p>Plan does not describe how school has or is using data to identify and implement instructional programs.</p> <p><input type="checkbox"/> YES</p>	<p>Plan describes how school has/is using data to identify and implement instructional programs.</p> <p>Plan does not describe how programs are aligned vertically and with state standards.</p> <p><input type="checkbox"/> YES</p>	<p>Plan describes how data have been used to identify and implement researched based instructional programs.</p> <p>Plan discusses how programs are aligned with state standards.</p> <p><input checked="" type="checkbox"/> YES</p>	<p>It is unclear what data was used to select the instructional programs and how data will be used during implementation.</p> <p><input type="checkbox"/> YES</p>

TRANSFORMATION REQUIREMENT 7	GETTING STARTED	PARTIALLY COMPLIANT	COMPLIANT	COMMENTS
<p>The school promotes the continuous use of individual student data to inform and differentiate instruction:</p>	<p>Plan describes minimal use of student data to inform instruction. Data use is primarily from state assessment results.</p> <p>No mention is made of how data is used to differentiate instruction.</p> <p><input type="checkbox"/> YES</p> <p><input type="checkbox"/> YES</p>	<p>School has a plan for using student data to inform instruction.</p> <p>Some mention is made of data use that comes from formative and interim assessments to differentiate student instruction.</p> <p><input type="checkbox"/> YES</p> <p><input type="checkbox"/> YES</p>	<p>School has a plan for using student data to inform instruction.</p> <p>✓ Plan details PD on data use and describes how teachers have easy access to data on their students.</p> <p>✓ Details are provided on the use of data in addition to state assessments (formative, interim) and how it will be used to inform and differentiate instruction.</p> <p>✓ Teachers are trained on data usage and can access assigned student's data with ease.</p> <p>✓ Teachers prepare standards-aligned lessons and differentiated activities.</p> <p>✓ Student learning assessed frequently using standards-based classroom assessments.</p> <p>✓ Parent communications are frequent and include useful information about homework practices.</p> <p>✓ Plan includes varied modes of instruction (teacher-directed whole-class; teacher-directed small group; student-directed small group, etc.).</p> <p>✓ Teachers employ effective classroom management.</p>	<p><input checked="" type="checkbox"/> YES</p>

PART C: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT

REQUIREMENT 8

Increased time for core academic subjects; enrichment activities for students; collaboration time for teachers.

Plan does not address the three components of the requirement.

YES

Plan only partially addresses all three components of the requirement.

YES

Plan addresses all of the components of increased time:
 ✓ Use creative strategies to allocate funds or flex schedules to support extended learning time.

YES

Plan does not appear to address all four core academics. How are science and social studies going to be supported? Research demonstrates a total of 300 minutes of increased instructional time is necessary to impact student achievement. Consider working on a plan to increase the amount of extra learning time gradually over multiple years.

TRANSFORMATION	GETTING STARTED	PARTIALLY COMPLIANT	COMPLIANT	COMMENTS	
			<p>All Core academic subjects included.</p> <ul style="list-style-type: none"> ✓ Monitor progress of the extended learning time programs and strategies being implemented, using data to inform modifications. <p>Enrichment activities for all students.</p> <ul style="list-style-type: none"> ✓ Assess areas of need, select programs, and strategies to be used and identify community partners. Create and sustain partnerships to support extended learning. ✓ Create enthusiasm for extended learning programs and strategies among parents, teachers, students, civic leaders, and faith-based organizations through information sharing, collaborative planning, and regular updates. <p>Collaboration time for all teachers.</p> <ul style="list-style-type: none"> ✓ Ensure that teachers use extra time effectively when extended learning is implemented within the school program by providing targeted PD. <p>The following schedules are attached in Appendix C.</p> <ul style="list-style-type: none"> a. Daily school schedule. b. Teacher collaboration schedule. c. Student schedule that demonstrates increased learning time. 	<p><input type="checkbox"/> YES</p> <p><input checked="" type="checkbox"/> YES</p> <p><input checked="" type="checkbox"/> YES</p> <p><input checked="" type="checkbox"/> YES</p>	

TRANSFORMATION REQUIREMENT 9 Provide ongoing mechanisms for family and community engagement.	GETTING STARTED <input type="checkbox"/> YES Plan gives minimal information regarding how families and the community will be involved.	PARTIALLY COMPLIANT <input type="checkbox"/> YES Plan gives some information about how families and/or the community will be engaged in the transformation efforts.	COMPLIANT <input checked="" type="checkbox"/> YES Plan contains detailed information about multiple strategies that will be used to integrate the family and the community into the improvement efforts.	COMMENTS Consider a closer alignment of parent and community involvement in actual activities related to the transformation model.
PART D: PROVIDING OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT				
REQUIREMENT 10 Provide operational flexibility to the school (staffing, calendars, time, and budgeting) to implement a comprehensive approach to increase student achievement and graduation rate.	<input type="checkbox"/> YES Plan gives minimal information about the flexibility the district will provide to the school.	<input type="checkbox"/> YES Plan describes some details pertaining to the operational flexibility that the district will provide to the school.	<input checked="" type="checkbox"/> YES Plan details the operational flexibility in staffing, calendars, time, and budgeting. ✓ Align resource allocation (money, time, human resources) with the school's instructional priorities. ✓ Negotiate union waivers if necessary. ✓ Consider establishing a turnaround office or zone to also include transformation and other models.	You might want to consider including the staff in the initial screening of applications. Great plan for sustaining operational flexibility.
REQUIREMENT 11 The district will ensure that the school receives ongoing, intensive technical assistance and related support from the district, the ISD, MDE, or other external partners.	<input type="checkbox"/> YES Plan gives minimal details about how the district will support the school's efforts.	<input type="checkbox"/> YES Plan describes how the district will support the school's efforts, but does not mention any assistance from other partners.	<input checked="" type="checkbox"/> YES Plan details how district will support the school's reform efforts. Plan describes technical assistance that will be sought from outside sources to assist the school that should include at least one from the list below: • ISD • MDE • External Provider	<input checked="" type="checkbox"/> YES <input checked="" type="checkbox"/> YES

PART E: RUBRIC REVIEW OF OVERALL PLAN				
TRANSFORMATION REQUIREMENT 12	GETTING STARTED	PARTIALLY COMPLIANT	COMPLIANT	COMMENTS
Plan is clear and cohesive.	<input type="checkbox"/> YES Plan shows little evidence of planning for a cohesive approach that will lead to significant gains in student achievement. No plans are in place to sustain improvements after the end of the plan.	<input type="checkbox"/> YES Planning appears to be complete for year 1, but years 2 & 3 are not well spelled out. Minimal reference is made to the longer term plan to sustain improvements after the end of the plan.	<input checked="" type="checkbox"/> YES Plan shows evidence of a well-thought out approach to improving student achievement over a three-year period. Cohesive activities are planned that are designed to lead to significant gains in student achievement. Appropriate staff is in place to oversee implementation activities. Plans are in place to sustain improvements.	

SCHOOL INFORMATION

District: Berrien Springs Public Schools
 School Name: Berrien Springs High School
 Address: 1 Sylvester Avenue, Berrien Springs, MI 49103
 School Code: 00297

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: Berrien Springs Public Schools School Name: Berrien Springs High School Address: 1 Sylvester Ave School Code: 00297	Name: David Eichberg Position and Office: Principal Telephone: 269-471-1511 Fax: 269-471-1511 Email: deichberg@homeoftheshamrocks.org
LEA SCHOOL SUPERINTENDENT/DIRECTOR Printed Name: James Bermingham Signature: X _____ Date:	Telephone: 269-471-291 Fax: 269-471-2590 Email: jimberm@homeoftheshamrocks.org
LEA SCHOOL PRINCIPAL/DIRECTOR Printed Name: David Eichberg Signature: X _____ Date:	Telephone: 269-471-1748 Fax: 269-471-1511 Email: deichberg@homeoftheshamrocks.org
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>	

-TABLE OF CONTENTS-

A. TRANSFORMATION MODEL COMPONENTS

- DEVELOP SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS Page 04
- COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES Page
- INCREASED LEARNING TIME AND COMMUNITY ORIENTED SCHOOLS Page
- PROVIDING OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT Page

B. TURNAROUND MODEL COMPONENTS

- DEVELOP INCREASE SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS Page 06
- COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES Page
- PROVIDING OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT Page

C. RESTART MODEL COMPONENTS

- DISTRICT LEVEL PRE WORK NARRATIVE Page 08
- COMMUNITY ASSESSMENT Page
- STUDENT POPULATION Page
- EDUCATIONAL PROGRAM Page
- STUDENT RECRUITMENT AND COMMUNITY INVOLVEMENT Page

D. SCHOOL CLOSURE

- ESTABLISH POLICY Page 11
- PROCEDURES AND DECISION CRITERIA Page
- OPERATE TRANSPARENTLY Page
- ORDERLY TRANSITION OF STUDENTS AND STAFF Page

E. APPENDIX

- Appendix A: LEADER AND TEACHER EVALUATION Page
- Appendix B: PROFESSIONAL DEVELOPMENT CALENDAR Page
- Appendix C: EXECUTED ADDENDUM THAT SUPPORTS IMPLEMENTATION OF THE SCHOOL REFORM MODEL Page

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)
 David Eichberg was hired as the Berrien Springs High School (BSHS) principal for the 2009-10 school year. BSHS had always been above state averages for the High School MEAP and MME (in 2008, BSHS enjoyed MME scores that were at or near the top in Berrien County). In 2009, the high school experienced a drop in scores, but remained above state averages. Mr. Eichberg was hired as the principal in August of 2009 because of his background and expertise for the express purpose of elevating expectations and performance. He was the 4th principal in 7 years and the high school was beginning to experience the negative effects of a lack of continuity in leadership.
 1. Mr. Eichberg has extensive administrative experience in high performing high schools, most recently serving as assistant principal for St. Joseph (MI) High School where he also was the secondary curriculum coordinator for grades 7-12. He received the MI-LIFE certification through MDE.
 2. He is highly organized and has a vision for and experience with the necessary components for high achievement.
 3. He is well-read and communicates his ideas well in writing and face-to-face. Since he arrived in 2009, the following initiatives have been put in place to drive the needed changes.
 - a. Mr. Eichberg worked with the secondary staff to secure a 21st Century Learning Environments grant for \$200,000 in November 2009, kicking off a move to project-based learning (PBL). He is part of the collaborative leadership team for PBL and works closely with the trainer.
 - b. Mr. Eichberg is able to drive unpopular changes. When the results of the 2010 MME fell for the first time ever below state averages, he led staff members in carefully studying the data. After determining that the decline in scores started after

a schedule change to a 4 x 4 block made in 2005-06, he courageously led a schedule change for 2011-12, assuring that students would have more time in full year core classes.

c. Mr. Eichberg is requiring the development and implementation of a balanced assessment system.

d. In 2010-11, After-School Rocks was implemented to provide time for tutoring and enrichment. Other interventions are being expanded and developed.

e. The use of virtual learning, the seat-time waiver, and other innovations started in 2010-11 and continue to develop.

f. There is a strong move to proficiency-based learning, monitoring and reporting underway under Mr. Eichberg's leadership. He is overseeing several teacher pilots.

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)

In November 2010, a collaborative process to develop an evaluation instrument was established. Mr. Eichberg was part of a team which drove the adoption of the Marzano Causal Evaluation Model for Teacher Evaluation through iObservation. The goal is to develop high levels of teacher competency. Staff has been trained this fall. Mr. Eichberg and others have started using the system for observations and walk-throughs (10-15 per week). The targets for all teachers for year one include

1. Clear Learning Goals and Scales
2. Monitoring student progress
3. Celebrating success.

Meeting these targets accounts for 25% of the final score. Student achievement (growth and proficiency) accounts for another 25% for the next three years. The principal is evaluated annually and student achievement is 25% of the performance score. The evaluation tool used to assess annual performance of the high school principal

Appendix A: Berrien Springs Teacher Evaluation Information & Principal Evaluation Information

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

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

The district has adopted the Marzano Causal Evaluation Model for teacher evaluation through iObservation. A significant portion of a teacher's effectiveness (25% over the next three years and growing to 40% & 50% in subsequent years) will be based on student growth data. For the first three (3) years of the new evaluation model (2011-12, 2012-13 & 2013-14) the following assessment data will be used:

1. State Assessment Data (5%) - MME/ACT

2. Benchmark Assessment Data (5%) - EXPLORE, PLAN, Practice ACT, ACT, Work Keys & Key Train
3. Formative/Common Assessment Data (15%) - Teacher & School developed assessments in all areas

Based on this data, teachers rated highly effective or effective will be rewarded based on a system of rewards and incentives developed on meeting building-wide, department & individual student data growth goals. The following incentive system will be implemented:

Building-Wide & Department Incentives:

1. Opportunity for the selection and purchase of equipment to enhance existing classroom technology
2. Opportunity for the selection and purchase of software designed to enhance existing classroom technology
3. Opportunity for the selection and purchase of accessories designed to enhance existing classroom technology
4. Dinner or activity for all staff if school meets achievement goals

Individual Teacher Incentives:

1. Teacher choice of a professional development opportunity selected from professional development needs & desires identified through the teacher evaluation tool
2. Recognition of individual teachers who meet achievement goals

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

The district looks at professional development (PD) as an ongoing, job-embedded process rather than individual, unrelated events. Focus areas are supported for multiple years with follow up and monitoring.

Two years ago, on the heels of the release of first drop in scores, BSHS and the district looked carefully at ways to reverse the trend. The journey is underway and the district/building agree that the current path is the right one. Because of progress tracking, it appears that the current sophomore and junior classes are better prepared for the MME than the previous two classes.

Current PD includes several district and building initiatives, including some in specific content areas. The focus areas below include the questions demanding PD:

1. Major focus: How will 2x weekly Learning Teams drive the change in 2012-13 and beyond? What about accountability and fidelity of implementation of effective strategies? Summer training for lead teachers on the learning teams will establish

procedures and focus areas for the teams to carry out all of the initiatives listed below, making them part of the embedded culture for all teachers.

2. Do students display enough engagement? Do they see the relevance of their learning? Teachers received intensive training in 2010-11 in the use of Project Based Learning. The district received a Title 2D: 21st Century Learning Environments grant, which purchased onsite training through David Stephen, one of the founders of San Diego's High Tech High (Gates Foundation) project-based-learning schools. He spent 30 days onsite during 2010-11, working with a PBL Leadership team, project teams, and the entire middle and high school staff. All teachers participated in multi-disciplinary projects, based in the real world. The leadership team developed the Berrien Springs 4 C's for 21st Century Learning, which are Critical Thinking, Collaboration, Communication and Creation (including creativity and productivity). Standards-based projects are designed to solve real world problems and develop skills to a college and career ready level. In 2011-12, David Stephen is continuing to work with teachers and a half time coach is also working with project teams. The focus for 2011-12 is on a greater depth of research, concise and careful reading, presentations of learning, and stronger writing skills. The schedule has been built with cohort classes so two teachers can work together (e.g. English 10 and Biology) because they share students for two consecutive hours. They also share common planning time.

3. How does BSHS build sophisticated reading skills allowing students to read informational text in a clear and concise way? Since 2007, many teachers have had individual training in Reading Apprenticeship. One third of the high school teachers engaged in a series of workshops throughout 2010-11 in the use of Reading Apprenticeship. This led to the 2011 summer training of an English teacher to be a certified Reading Apprenticeship trainer. At each staff meeting, there is a brief presentation on a strategy and follow up on how previous strategies are being used in the classrooms. To ensure fidelity of use, the principal and BSHS leadership team are developing accountability measures. English teachers are attending CCSS meetings to help with the transition to the new standards.

4. How does BSHS reverse the trend of low math scores with a decreasing number of students at top levels and an increasing number of students at the lowest levels? After significant investigation of effective measures, the math department determined during the summer of 2011, to pilot Carnegie Learning Math. One teacher attended a four-day training and is piloting geometry with three classes. Based on his training, the teacher has set up a catch-up plan for juniors who are attending special intervention classes using Cognitive Tutor and other classes for freshmen and sophomores. If Carnegie Learning proves to be effective, all math teachers will receive training during the summer, 2012.

5. How does BSHS assess proficiency effectively and utilize Data Director (data warehouse) to store data and build reports?

- a. During the past three years, all teachers have been trained, and are supported by a district person who focuses on Data Director. All teachers are expected to enter pre/post and summative data based on proficiency of standards.
- b. Teachers and administrative staff have been attending the Pearson Balanced Assessment System through Carole Commodore which is in its second year through Berrien RESA. Eight BSHS teachers have been attending and are working with their colleagues to develop high-quality, proficiency-based assessments.
- c. How does BSHS build an effective grading and reporting system? The district and BSHS have committed to proficiency-based reporting of grades. This will be the focus of PD for 2012-14, with guidance and training through a recognized professional (negotiating with Rick Wormelli or Ken O'Connor).
- d. How does BSHS increase the use of effective teaching strategies? Through iObservation, videos and print material about effective teaching strategies are available for learning teams to use in developing competency. District and building administration will target specific strategies each year and each individual teacher will develop an individual professional growth plan targeting 1-2 personal strategies each year. The evaluation process will support the development of ever-increasingly competent teachers.
- e. How does BSHS develop a high culture of achievement among students? (One of the unintended consequences of using the 4 x 4 block schedule for five years was the ability for students to complete homework at school and the lowering of expectations for students.) Berrien RESA has developed a Student Achievement Framework based on the premises of Response to Intervention. BSHS applied for and has been accepted into the first cohort for the program, beginning in November, 2011. The Building Leadership Team of teachers will drive the implementation of the framework in BSHS.

Appendix B: Professional Development Calendar

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)
BSHS implements strategies designed to increased opportunities for promotion and career growth, create flexible working conditions and recruit and retain staff.

Promotion & Career Growth Strategies:

1. Opportunities to participate in leadership include:
 - * Newly reorganized Building Leadership Team (3 Department Chairs, Members of the School Improvement Team, Assistant Principal and Principal)
 - *Department Chair of 1 of 3 reorganized departments (Humanities - English & Social Studies & Fine Arts - band, choral & visual arts; Science, Technical Education & Math and Student Support Services - includes para professional staff directly involved in instruction)

- * Core Content Department lead teachers
 - * Each department will have a resource person/coach for Data Use, Assessment, Intervention & Instruction/Curriculum
 - * School Improvement Team including building chair, Writing goal co-chairs, Math goal chair and a Reading goal chair
 - * Project-Based Learning Leadership Team;
 - * Student Achievement Framework & Positive Student Behavior Support team
 - * Senior Project steering committee
 - * Annual student handbook advisory council
 - * Child Study Teams
 - * Student clubs/organization advisor positions.
2. Opportunities in district leadership:
- * District Improvement Team
 - * Internal Quality Assurance Review team
 - * Curriculum Advisory Council
 - * Technology Advisory Council
 - * Teacher Evaluation Team
 - * Project-Based Learning Leadership Team
 - * Health Curriculum Advisory Council.
3. Berrien Springs Public Schools has provided opportunities for teachers to be promoted into administration. The following district administrative positions are currently filled with previous Berrien Springs teachers: Superintendent, Director of Instruction & Curriculum, Director of Special Education, Director of Technology, two Elementary Principals, Middle School Principal & High School Assistant Principal.

Flexible working conditions will be provided through the following programs and initiatives:

1. A flexible 8-period schedule is proposed for the high school in this redesign plan.
 - a Half of the instructional staff will be assigned to teach 1st-7th hours; the other half of the instructional staff will be assigned to teach 2nd - 8th hours
 - b Teachers will collaborate two days weekly during either the 1st or 8th class period.
 - c 1st and 8th period students will have seated & virtual classes (on-campus and seat-time waiver), CTE, dual enrollment, Project-Based Learning, Internships, and more
2. The district opened a Virtual High School fall 2010. Students have the option of enrolling in a full-time virtual instructional environment (utilizing a seat-time waiver) or a blended instructional environment. The facility is open and staffed for students and staff from 7:30 am until 9:00 pm. Highly qualified teachers have an opportunity to serve as online instructors.
3. The district has a separate facility that houses alternative education. In addition to a school day program that serves approximately 150 students throughout Berrien County, the program provides students with an after-school opportunity for credit recovery, an evening community, adult education, and alternative

education program including English speaking/language classes, and a full-time virtual environment utilizing the seat-time waiver with an assigned certified teacher/mentor.

Recruiting and retaining staff at Berrien Springs has not been an issue. Many highly qualified applicants vie for every posted position and the rate of retention is very high.

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)
 1. In the shift to Common Core State Standards, the district is developing writing exemplars for various kinds of writing, K-12, and developing writing expectations and activities for each grade level in line with the CCSS expectations. These will be drawn from Project-Based Learning (PBL), Curriculum Crafter (Kent County Curriculum tool) and from the MAISA writing units which are completed at some levels and under development at others. The BSHS writing curriculum is due to be finished by the beginning of the 2012-13 school year for full implementation. It includes training science and social studies teachers on their responsibilities and developing cross-collaborative writing expectations between English, science and social studies. A rubric will be used and the results will be tracked by Data Director. This initiative will be coordinated by the curriculum coordinator. Grade 6-12 English teachers are taking part in a year long series of workshops on CCSS sponsored by Lewis Cass ISD. Speakers include 7 sessions with Cris Tovani (expert on adolescent reading), Laura Schiller, expert on writing from Macomb ISD, and Mike Schmoker, nationally regarded expert on standards (3 sessions). They represent research-based best practices.
 2. The PBL coach is currently working with 6-12 science teachers in the development of assessments aligned to GLCEs and HSCEs, which will track the progress of individual students on proficiency of standards to the required level, incorporating rigorous projects and the scientific process.
 3. The chair of the BSHS math department is also the chair for Berrien County High School teachers who are aligning to CCSS and on the MAISA committee working on the same task. Of course, what he learns will be implemented locally. Math teachers are attending workshops this year on the implementation of the practice standards for CCSS. They are piloting Carnegie Learning Math for geometry and interventions. The results will be used to determine whether the district will adopt the very expensive program for all math classes, 6-12, starting in 2012-13.
 4. Improving reading skills is a focus through Reading Apprenticeship, screening, special reading classes and progress monitoring. All teachers are expected to have reading expectations for students - some of the material they need to learn must be delivered in print. Using Reading Apprenticeship methods to improve interaction with text is stressed for all teachers.

5. One of the identified goals for the district is to move to proficiency-based grading and reporting. This is already starting at the elementary levels and there are secondary teachers who are piloting ideas. The district will provide a consultant for the 2012-13 school year to help with the transition. Because proficiency on state and national standards will be the base for the reporting, the district believes the standards for acceptable work must be raised at every level to meet college and career readiness standards.
6. To ensure career readiness, a greater emphasis will be placed on preparing student to do well on WorkKeys. Students who have traditionally performed low are working on KeyTrain regularly each day and getting assistance with areas of difficulty. The goal is to have all graduates proficient at least at the bronze level, receiving a Career Readiness Certificate.
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)
 Berrien Springs Public Schools has been working on data-driven decision making. Some BSHS teachers have been somewhat reluctant in the building and district data push, but that is changing.
 1. The district provides a data warehouse, Data Director, for state, national, benchmark and local proficiency-based assessment information. A wide variety of effective reports can be generated. All teachers have been trained for the past three years in using the instrument. A dedicated person is on site to help with the entering of data, use of Data Director and generation of exams and reports. Starting in 2010-11, it was required for BSHS teachers to enter their summative assessment information and in 2011-12 they are to enter pre/post test information also. The District Assessment Plan outlines further uses (see attachment).
 2. Eight BSHS teachers and the high school principal attended Effective Balanced Assessment training (Carole Commodore through Pearson Education) in 2010-11. According to the District Assessment Development Plan, Mr. Eichberg required summative assessments to be submitted in May 2011 to show alignment to state standards. These were entered into Data Director and teachers received reports of their results. Exams were modified during summer work sessions by teachers to gain greater alignment, reliability and validity. Development of interim, pre and post assessments continue this year with training from Carole Commodore through Pearson Education (Berrien RESA).
 3. There is a BSHS Assessment Schedule for development of local summative, per/post unit assessments, benchmark and state assessments (see attachment).
 4. With the new Marzano Causal Model for Teacher Evaluation, teachers are required to identify clear learning goals based on standards and measure the progress of students in meeting those goals. This emphasis on constant formative assessment is likely to raise student achievement according to standards. These assessments include student reflection on both general and specific goals. The goal is to have students track their own progress on standards by using Marzano type scales and rubrics.

5. In September 2011, through Data Director, Individual Data Portraits (see attached) based on Explore/PLAN/practice ACT/and ACT testing were generated for each 9-11th grade BSHS student. Teachers worked with groups of students to understand their data, especially in relationship to benchmarks. The students determined personal strengths and weaknesses and wrote goals for themselves for the next benchmarking assessments and made plans for how they would meet those goals. These data portraits will be frequently updated and the goals will be revisited and revised at critical times. This is part of the vision to have students "own" their data.
6. In 2012-13, transition meetings between the Middle School and High School will be arranged 2x per year. We receive the data from our local junior colleges on college readiness and teachers will work in 2012-13 learning teams to fill identified gaps.
7. In 2012-13, BSHS and the rest of the district will engage in a plan for standards-based/proficiency grading and reporting, led by an as-yet-to-be-named consultant. This discussion will include mastery learning, test and quiz retakes, grades, use of homework and formative assessments, transcripts, exemplars of acceptable work/projects, and much more. This discussion will be a focus for the 2x weekly learning teams, with the guidance of an expert (possibly Rick Wormelli or Ken O'Connor). Four teachers are piloting proficiency-based grading at BSHS this year.

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)

To address a four-year trend in declining student achievement, Berrien Springs High School transitioned from a 4 X 4 block schudule, implemented in 2007-08, to a traditional 7-period schedule beginning fall of 2011. Class periods are currently 48 minutes in length. Teachers are assigned to teach 6 out of 7 class periods. Most courses are one year long. Some electives are a semester long. The maximum number of teacher preps is four.

This plan includes a proposal to increase learning time by adding an 8th class period using a "Flexible Schedule" concept. Features of the proposed 8-period day are the following:

1. Teachers will teach in one of two flexible schedules (1st-7th hours or 2nd-8th hours)
2. Teachers will teach 6 out of 7 periods
3. Twice weekly, teachers will collaborate during the 1st or 8th period
4. Students will enroll in 8 classes per year
5. Students will be provided with an opportunity to select from a choice of credit options including virtual learning (on-site or off-site through the seat time

- waiver), dual enrollment at one of three local post-secondary institutions, direct credit courses, interventions, Math & Science Center at Andrews University, CTE/Shared Time programs offered at 13 county-wide public high schools, project-based learning activities, internships, service learning or work experience.
6. Students requiring remediation or individual intervention in math will have increased school day opportunities. Intervention classes will be available through the web-based Cognitive Tutor program available from Carnegie Math and Apangea with our Math 180 intervention class.
 7. Students requiring remediation or individual intervention in reading will have increased school day opportunities. All content area teachers began integrating Reading Apprenticeship strategies into their instruction in 2011-12. Read Naturally, a web based reading strategy, was purchased by the district in 2010-11 and is currently used in special education and in select English courses with students who struggle with reading fluency. Teachers are investigating other effective reading intervention techniques and programs for the lowest readers.
 8. The current start time is 7:45 with dismissal at 2:38 (6 hours 53 minutes), 180 days.
 9. The proposed 8-period schedule will start at 7:45 with dismissal at 3:14 (7 hours 29 minutes), 180 days.
 10. The proposed schedule will increase learning time by 108 hours annually.
 11. The twice weekly teacher collaboration requirement will create an additional 58 hours of teacher collaboration time (48 minutes x 72 meetings = 58 hours).
 12. The total increase in learning time equals 166 hours (108 + 58).

Attachments: HS Redesign-Proposed 8 Period Schedule 48.docx
 HS Redesign-Proposed Teacher Collaboration Time.docx
 Sample High School Student Schedule

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

9. Describe strategies for continuous engagement of families and community. Detail how the school will provide for the ongoing family and community engagement. (Maximum 3750 characters)
 The proposal for improving continuous parent engagement includes a variety of strategies. These strategies include the following:
 1. Project Based Learning Exhibitions (initiated in 2010-11) - all parents and community are invited; local media is used to communicate
 2. Senior Projects & Presentations of Learning (revised in 2011-12). 80-100 community members serve as reviewers & judges; parents are invited to participate; each senior is required to have a teacher and community mentor.
 3. Forty hours of community service is required of all students for graduation from Berrien Springs High School.
 4. The "After School" program began in 2010-11. The program provides tutoring (peers, teachers, parents, community members, Andrews University instructors and Andrews University students), a testing center, homework zone, and a

- variety of enrichment activities including a Korean Language & Culture class. The program also provides students with opportunities for service learning. The program is administered by a retired high school English teacher.
5. Teachers are required to communicate with students and parents using the following methods: email, telephone (1 per classroom), teacher blogs, and teacher web page (district web site hosts).
 6. Online access of grades & attendance is provided to students and parents 24/7 using Parent Internet Viewer.
 7. An annual "Back to School Night" is offered for all students and parents.
 8. Fall and spring parent/teacher conferences are held annually.
 9. An Orientation program is conducted before the start of a new school year for all 9th grade and new students and their parents.
 10. Student Data Portraits were developed in 2011-12 for each student and their parents. The document contains a summary of state and benchmark assessment scores. The document also provides space for student goal setting. The principal and counselors will annually conduct small group sessions with parents to discuss the importance of the assessments, how the data can be used to assist with college admissions, and review student assessment goal setting.
 11. The Joyce Epstein Framework of Six Types of Involvement will be implemented 2012-13:
 - Parenting
 - Communicating
 - Volunteering
 - Learning at Home
 - Decision Making
 - Collaborating with Community
 12. A student/parent college night is facilitated annually by the Guidance staff. Parents & students learn about the college admissions process, scholarship opportunities, scholarship application process, completing the FAFSA application, and receiving advice about academic preparation.
 13. A Parent Advisory Council is formed annually. Meetings are conducted 3-4 times throughout the school year with the high school principal. Approximately 8-10 families are represented from a cross section of the student body.
 14. Korean Partnership - the high school principal and a high school Social Studies teacher share oversight for a partnership formed with Korean community members. The partnership was formed in 2010-11. Activities include an after school Korean Language & Culture class, instructional activities conducted through distance learning and Skype, field trips to Korean communities and cultural points of interest in Chicago sponsored through the Korean Education Center of the Korean Consulate General Chicago, participation of students in a Korean folk dance team, participation in a Korean performing musical group and co-sponsorship of a Korean/American Day in January. Student exchanges are planned for 2011-12. Several connections exist with Korean secondary schools. Long term planning involves possible teacher exchanges.

Attachment: Joyce Epstein's Framework of Involvement

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)

The following is a summary of the strategies that exist or will be implemented to provide the high school with operational flexibility:

Staffing:

1. Hiring decisions of all teachers, para professionals and support staff at the high school are made by the building principal. The process implemented at the high school (2009-10) involves a team of administrators, teachers, support staff, parents and/or students in the hiring process. The principal initially screens all applicants. First interviews are conducted by a team of 6-8 staff members. The principal is not part of the first interview. The team recommends 3-5 candidates for a second interview. Second interviews are conducted by the principal, assistant principal, and a department head. A third interview includes teaching a lesson to approximately 10 people (students, teachers, parents, & administrators). Hiring recommendations are made to the Superintendent. The Superintendent recommends to the Board of Education for approval.
2. A district calendar is negotiated by a team of administrators and teachers. Start dates and major holidays/vacations are the same county-wide. Berrien Springs Public Schools currently schedules 180 student days and 185 teacher days. The high school has autonomy to schedule academic programming within the 180 instructional days in the way that best meets the needs of secondary students.
3. Currently, instructional time is negotiated between the Board of Education and the local association. The high school has been given latitude to make recommendations for changes to the Superintendent who in turn negotiates on behalf of the Board of Education. Actual instructional time at the high school for the 2011-12 school year will exceed 1,175 hours. With the proposed increase of 108 hours, the total instructional time for the 2012-13 school year will exceed 1,283 hours. This amount of instructional time exceeds the state minimum required by 185 hours.
4. Berrien Springs Public Schools currently utilizes the "Zero Based" budgeting process at each building, including the high school, for development of the annual general fund operating budget. The process begins in early February. Department heads meet with teachers to determine needs for the following school year broken down categorically. Budget categories include the following:
 - supplies & materials
 - supporting instructional materials
 - project based learning supplies
 - field trips
 - travel
 - dues, conferences & workshops
 - technology & software

- capital

Department heads meet with the principal in late February to present budget needs. The principal develops a building budget based on the individual department needs and requests, meetings with department heads, and discussion/needs of other high school staff with account responsibilities. The high school budget is presented to the Superintendent and Business Manager. The entire budgeting process is based on the "zero based" concept. Through the use of the "zero based" budgeting process, the high school has significant flexibility in determining the priority of the financial resources annually allocated from the general fund for program operations. This process has provided teachers with more than adequate instructional resources.

- 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.)

BSHS has been accepted into the first cohort of schools in the Berrien County Student Achievement Framework initiative. This 2012-15 program is patterned after Michigan Behavior Learning Support Initiative (MiBLSi) and has a distinctive RtI flavor. In addition to trainings, a Berrien RESA coach will work the the BSHS team on a plan to develop a culture of achievement. This will target behaviors, academics, expectations, identification of strengths and weaknesses, monitoring of academic and behavior growth and more. The Child Study Team process will become more robust and will carefully track struggling students. In addition, teachers and administrators have access to various Berrien RESA personnel and initiatives, including:

1. Regular organizational meetings (principals, curriculum, special education, counselors
2. An array of focused PD opportunities
3. Individual assistance through specific RESA personnel.

Berrien RESA is already providing support to the high school for the transformation process. Because of Project-Based Learning and Senior Projects, several businesses, organizations, agencies and adults are partnering with teachers, students and groups of students for real-world connections in problem-solving. BSHS has been and will continue to take part in MDE offerings of Technical Assistance. Berrien Springs Public Schools has District Accreditation through AdvancED. AdvancED has been contacted to support in school improvement planning and the cycle of continuous improvement at BSHS.

TRANSFORMATION SCHOOLS WILL STOP HERE.

RETURN TO PAGE 3 OF THIS DOCUMENT AND UPDATE THE TABLE OF CONTENTS PAGE NUMBERS AND MAKE SURE TO UPDATE APPENDIXES A-C

THE TURNAROUND MODEL STARTS HERE:

09-6-2011

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

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

II. TURNAROUND MODEL COMPONENTS

PART A: DEVELOP SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS

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

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

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

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

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

PART B: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES

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

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

6. Describe the new governance structure adopted that will assist with the building turnaround process. The new governance may include a turnaround office, or a turnaround leader who reports directly to the superintendent. (Maximum 6250 characters)
7. Detail how the use of data will identify and implement an instructional program that is research based and aligned from one grade to the next as well as with state standards. (Maximum 6250 characters)
8. Describe how the school will promote the continuous use of individual student data (such as; formative, interim, and summative) to inform and differentiate instruction to meet individual student needs. (Maximum 6250 characters)

PART C: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT

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

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

Or

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

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

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

THE RESTART MODEL STARTS HERE:

09-6-2011

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

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

III. RESTART MODEL COMPONENTS

PART A: District Narrative

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

RESTART/Charter School Narrative Section

Part B: COMMUNITY ASSESSMENT

1. Describe the characteristics of the population and community where the proposed charter school will be located. Provide detail as to the assets and liabilities of the community within a given radius for the proposed location of the school. (Maximum 2500 characters)

2. Provide a thoughtful and detailed description of the unmet educational needs of the

community with enough specificity that it becomes apparent throughout the narrative how the proposed school will serve these unmet needs. (Maximum 2500 characters)

3. Provide measurable or quantitative evidence that the community recognizes the need for the proposed school, paying particular attention to the impetus for and level of parent and other interest in the school. Where possible, detail any objective market research, surveys, or other measures of local demand for the proposed educational program. (Maximum 3750 characters)

Part C: STUDENT POPULATION

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

Part D: EDUCATIONAL PROGRAM

8. Describe the vision, mission and educational goals of the proposed charter school. The description of educational goals should be complete, measurable, ambitious, tailored to the expected student population, and coordinated with the mission and vision. (Maximum 2500 characters)
9. Describe the evaluation process and the criteria used by the development team to compare curricular and instructional approaches. Describe the approaches considered and explain why the approach chosen fits the Public School Academy (PSA) target market and its educational goals. Explain why other specifically identified approaches considered were not chosen. (Maximum 3750 characters)
10. Provide a general description of the curricula to be used. Explain how you have determined (or will determine) that these curricula will lead *all* students to mastery of the Common Core Standards, Michigan's Grade Level Content Expectations (GLCE) or High School Content Expectations (HSCE), as appropriate. (Maximum 2500 characters)

11. Provide an overview of the instructional design and program to be emphasized by the

school, with particular emphasis on how this approach is unique and will enhance student achievement. Be sure to detail the research foundations for the educational approach to be utilized. Outline steps the school will take to ensure that its teachers understand, gain skills needed for and practice the instructional model chosen. (Maximum 2500 characters)

12. Detail the interventions and support services to be provided by the school, such as - extended time, Head Start, latchkey, extracurricular activities, tutoring, computer training, social work services, accelerated learning for advanced students. Additionally, explain why these services were chosen to address the needs of the target population. Describe the plan for how the proposed services will be implemented. (Maximum 3750 characters)
13. Describe the ways in which the proposed charter school will ensure high-quality services to students with special needs. Describe how the services to students with special needs will be innovative. Include a description of how the proposed charter school will participate in development of the county-specific Intermediate School District (ISD) special education plan, which ensures compliance with the Individuals with Disabilities Act (IDEA). (Maximum 3750 characters)
14. Specify the proposed charter school's anticipated date of opening, and briefly describe the proposed school calendar and school day schedule. Identify if you will seek any waivers of federal or state requirements that you believe will be necessary to implement the proposed calendar and schedule. (Maximum 2500 characters)

Part E: STUDENT RECRUITMENT AND COMMUNITY INVLOVEMENT

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

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

IV. CLOSURE MODEL COMPONENTS

09-6-2011

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

PART A: ESTABLISH POLICY

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

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

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

PART C: OPERATE TRANSPARENTLY

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

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

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

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



APPENDIX A
COPY AND PASTE YOUR:

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

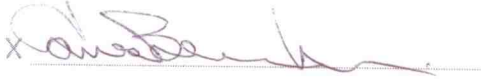
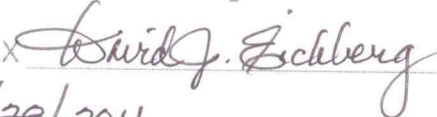
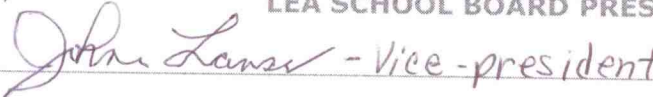
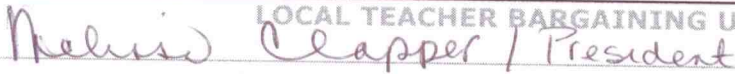
APPENDIX B
COPY AND PASTE YOUR:

Professional Development Calendar or Timeline

(unlimited characters)

APPENDIX C
COPY AND PASTE YOUR:

Daily School Schedule, Sample Student Schedule and Teacher Collaboration Schedule
Or
Executed Addendum to Support the Implementation of the Reform Model
(Maximum 6250 characters)

SCHOOL INFORMATION	CONTACT PERSON FOR REDESIGN PLAN
District: Berrien Springs Public Schools School Name: Berrien Springs High School Address: 1 Sylvester Ave School Code: 00297	Name: David Eichberg Position and Office: Principal Telephone: 269-471-1511 Fax: 269-471-1511 Email: deichberg@homeoftheshamrocks.org
LEA SCHOOL SUPERINTENDENT/DIRECTOR Printed Name: James Bermingham Signature: X  Date:	Telephone: 269-471-291 Fax: 269-471-2590 Email: jimberm@homeoftheshamrocks.org
LEA SCHOOL PRINCIPAL/DIRECTOR Printed Name: David Eichberg Signature: X  Date: 11/28/2011	Telephone: 269-471-1748 Fax: 269-471-1511 Email: deichberg@homeoftheshamrocks.org
LEA SCHOOL BOARD PRESIDENT Signature: X  - Vice-president Date: 11-28-11	
LOCAL TEACHER BARGAINING UNIT Signature: X  / President Date: 11-28-11	
<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>	

ADDENDUM TO MASTER AGREEMENT

between the

BERRIEN SPRINGS PUBLIC SCHOOLS BOARD OF EDUCATION

and the

BERRIEN SPRINGS EDUCATION ASSOCIATION

1. Purpose.

The purpose of this addendum is to achieve compliance with the provisions of Section 1280c of the Revised School Code which requires the Berrien Springs Public Schools' Board of Education (the "Board") to submit to the State School Reform/Redesign Officer a redesign plan for Berrien Springs High School. A component of the redesign plan must include an executed Addendum to the applicable collective bargaining agreement covering the public school (i.e., Berrien Springs High School) that is the subject of the redesign plan.

After receiving input from the Berrien Springs Education Association (the "Association") bargaining unit as well as the District's Superintendent, the Board has determined to adopt the transformation model as identified in Section 1280c of the Revised School Code, in Sections 14005 and 14006 of Title XIV of the American Recovery and Reinvestment Act of 2009, and in 34 CFR Subtitle B, Chapter II, Appendix C.

This Addendum has been developed to implement the transformation redesign plan and to identify those duties and activities which will be required beyond the regular school day and regular work year for High School staff and the remuneration to support those additional responsibilities. The terms of this Addendum become effective upon implementation of the transformation redesign model, as approved by the State School Reform/Redesign Officer, and shall remain effective as long as that intervention redesign model remains in effect at Berrien Springs High School.

2. Relationship to Collective Bargaining Agreement.

The Board and the Association agree as follows:

- A. The Board and the Association recognize that commencing the 2012-13 school year there will be a redesign plan in effect at Berrien Springs High School, based upon the transformation model, as approved by the State School Reform/Redesign Officer. Consistent with the provisions of Section 1280c(8) of the Revised School Code, the parties agree that, notwithstanding any other provision of the collective bargaining agreement between the Board and the Association (or the wages, hours and terms/conditions of employment

established pursuant to that agreement), any contractual or other seniority system that would otherwise be applicable to Berrien Springs High School bargaining unit members shall not apply at Berrien Springs High School for the duration of the approved redesign plan, but only to the extent that such system would be inconsistent with or impede implementation of the approved redesign plan.

Further, notwithstanding any other provision of the collective bargaining agreement between the Board and the Association (or wages, hours and terms/conditions of employment established pursuant to that agreement), any contractual or other work rules which are impediments to implementing the redesign plan approved by the State School Reform/Redesign Officer shall not apply at Berrien Springs High School for the duration of the approved redesign plan.

- B. To the extent that any provisions of this Addendum conflict with or are inconsistent with the terms of the collective bargaining agreement between Board and the Association (or conflict with or are inconsistent with previously established working conditions and past practices), the terms of this Addendum shall be controlling to the extent of any such conflict or inconsistency.
- C. The Board and the Association recognize that various sections and/or provisions of their collective bargaining agreement may be deviated from by the Board only if it is necessary to do so to implement the transformation model. If it becomes necessary for the Board to deviate from the collective bargaining agreement in order to implement the redesign plan, the Board will consult with the Association and the High School staff.
- D. Subsection 1280c(8)(c) of the Revised School Code (MCL 1280c(8)(c)) shall be followed if necessary to implement the redesign plan.

3. Additional Instructional Responsibilities.

- A. The Board shall have the right to require a teacher to teach more than the normal teaching load if necessary to implement the redesign plan. Sections 5.2.2 and 5.5 of the Master Agreement are waived to the extent necessary.
- B. A teacher who is required to teach more than the normal teaching load shall be compensated in accordance with Section 15.7 of the Master Agreement.

4. Professional Development.

- A. The Board and Association acknowledge that professional development over and above that specified in the Master Agreement may be necessary to implement the redesign plan.
- B. If professional development is scheduled during the summer, a teacher shall be excused if the teacher has a conflict based upon a commitment made prior to being notified of the date of the professional development and would suffer an adverse financial consequence.
- C. Teachers shall be paid \$75.00 per day for professional development over and above that specified in the Master Agreement pertaining to the redesign plan.

BOARD OF EDUCATION

By *John Lane*

It's *Vice-president*

Date *11-28-11*

BERRIEN SPRINGS EDUCATION
ASSOCIATION

By *Melissa Clapper*

It's *President*

Date *11-28-11*

Berrien Springs Teacher Evaluation
Dr. Robert Marzano Causal Model for Teacher Evaluation through iObservation
Use of Student Achievement Data
2011-16

1. Expectations for Berrien Springs Public School Teachers:

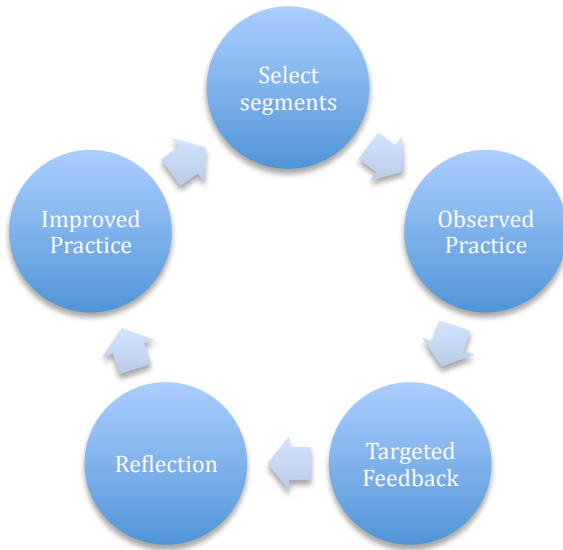
1. Set and communicate high expectations for all students based on standards and track student progress toward achieving the learning goals and proficiency in the standards. Teachers will differentiate instruction as needed, to enable students to meet the goals.
2. Use an increasing variety of effective teaching strategies, resources and technology to facilitate maximum achievement.
3. Establish and use effective classroom management strategies and routines.
4. Build relationships with students, parents and staff, modeling and expecting responsibility and respect.
5. Plan and prepare units of instruction based on appropriate curriculum and standards.
6. Demonstrate growth in teaching effectiveness by developing and implementing a plan for professional growth, including accessing targeted, research-based professional development.
7. Work cooperatively with staff, students and parents to increase student achievement by using a common language of instruction and implementing best practices developed through learning communities.
8. Collect and use data to increase student achievement through locally developed formative and summative assessments, as well as state and national achievement and benchmark assessments.
9. Follow district policies and procedures and build student responsibility by expecting adherence to expectations, policies and procedures.

2. Evaluation Instrument: To measure the effectiveness of teachers in Berrien Springs, they will be evaluated annually through the *iObservation* online system, using the *Robert Marzano Causal Model for Teacher Evaluation*.

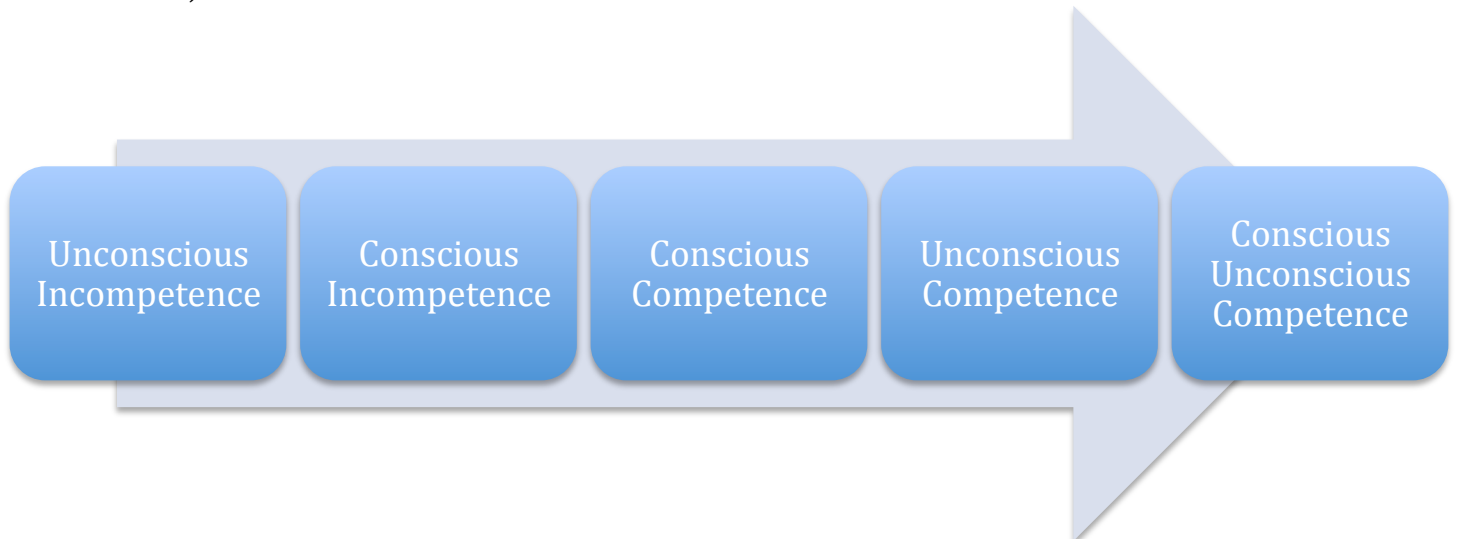
More information about the system and the protocol developed by the well-known Dr. Robert Marzano, who has authored and coauthored several books based on his meta-analysis of educational research, is available on the *iObservation* website: <http://www.iobservation.com/Marzano-Suite/> and in *Effective Supervision: Supporting the Art and Science of Teaching*. Robert Marzano, Tony Frontier, David Livingston. ASCD, Alexandria, VA. 2011.

3. Developing Increased Competency: The goal of teacher evaluation is to provide support and direction for teachers in their journeys to develop the highest possible competency skills. Each year, teachers and administrators will select 2-4 strategies (some group and some individual) for deliberate practice with frequent feedback on progress. The *iObservation* Library of Resources, professional development, learning communities, peer observation, self-assessments, and other methods will be used for support.

What does *Deliberate Practice* look like?



The following information is adapted from William Howell’s Competence Model, *The Empathic Communicator*, 1986.



Unconscious Incompetence	Conscious Incompetence	Conscious Competence	Unconscious Competence	Conscious Unconscious Competence
<ul style="list-style-type: none"> • Unaware there is anything to learn • Not seeking answers because questions are unknown • Ignorance is bliss – no motivation to acquire new skills 	<ul style="list-style-type: none"> • Discomfort, awareness of lack of skills • Need to know and learn something new • Time for professional development • Motivated for change and growth • Early in the training process 	<ul style="list-style-type: none"> • Training, learning for skill improvement has been completed • Dependent upon thoughtful, methodical application of knowledge • Following procedures and steps carefully • Desirable and effective level 	<ul style="list-style-type: none"> • Theoretical knowledge transformed into practical knowledge • Automaticity - skill can be performed without thinking about it • Skill level is extremely high • Knows when to use which skill, can make adjustments on the run 	<ul style="list-style-type: none"> • Ability to describe what is being done and why • Can analyze skills • Ability to take the perspective of another who is less competent and assume communication skills that will transfer the knowledge • “Meta-competence” – thinking about skills • Reflective skills • Important level for mentors, cooperative teachers, coaches, supervisors, experts, consultants

4. Training for Berrien Springs Public Schools in the *Robert Marzano Causal Model for Teacher Evaluation*, through *Learning Sciences, International*, www.learningsciences.com/ is ongoing.

- Day 1: Overview, with emphasis on Domain 1, first three elements; September 20, 2011, all teachers and observers
- Technical individual training through *iObservation*, for all evaluators, completed individually through webinars.
- Day 2: Training in use of *iObservation*, determination of evidence, how to observe and draw conclusions; October 27, 2011; 13 observers and lead teachers
- Regular sharing time with 1-2 local district administrators for support
- Support through *iObservation* as needed
- Resource library through *iObservation*. Extensive library of videos and print for all elements in Domain 1. Teachers and administrators can watch or read individually, in staff, learning community, department, grade level, vertical team meetings.
- Will schedule further training for evaluators and teachers, as needs are determined.

5. Information about the Evaluation Elements: Four domains and several elements organized under each domain make up the *Robert Marzano Causal Model for Teacher Evaluation*. The summative evaluation will be based on a total of 34 elements in 2011-12 and all 60 elements starting in 2012-13.

Elements	2011-12		2012-13		2013-14	2014-15	2015-16
Domain 1: Classroom Strategies and Behaviors	23 elements	30%	41 elements	30%	30%	22%	20%
Deliberate Practice	DQ 1 (Domain 1:1,2,3)	25%	2-4 elements (teacher, bldg choice)	25%	25%	18%	15%
Domain 2: Planning/Preparing	7 elements	7%	8 elements	7%	7%	7%	5%
Domain 3: Reflecting on Teaching	2 elements	3%	5 elements	3%	3%	3%	3%
Domain 4: Collegiality & Professionalism	4 elements	10%	6 elements	10%	10%	10%	7%
Student Achievement Data		25%		25%	25%	40%	50%
Totals		100%		100%	100%	100%	100%

Domain 1, *Classroom Strategies and Behaviors*, is the primary target for teachers, focusing on research-based instructional and management strategies that when effectively implemented, boost student achievement. Forty-one elements are based in the three segments. The goal is for teachers to eventually become competent in using each of the 41 strategies.

Routine Segments	Content-Specific Segments	Segments Enacted on the Spot
<ul style="list-style-type: none"> ○ Learning goals and feedback ○ Rules and procedures 	<ul style="list-style-type: none"> ○ Interacting with new knowledge ○ Practicing and deepening knowledge ○ Generating and testing hypotheses 	<ul style="list-style-type: none"> ○ Student engagement ○ Adherence to rules and procedures ○ Teacher/student relationships ○ High expectations

Elements in Domain 1 are organized around 9 design questions.

Design Questions: Domain 1 (30%)	2011-12	2012-13	2013-
Design Q 1: What will I do to establish and communicate learning goals, track student progress and celebrate success? (Focus for Deliberate Practice for 2011-12)	1-3 (25%)	1-3	1-3
Design Q 2: What will I do to help students effectively interact with new knowledge?	8, 9, 12	6-13	6-13
Design Q 3: What will I do to help students practice and deepen their understanding of new knowledge?	15-20	15-20	15-20
Design Q 4: What will I do to help students generate and test hypotheses about new knowledge?	23	21-23	21-23
Design Q 5: What will I do to establish or maintain classroom rules and procedures?	24, 26, 28, 29,31	24-32	24-32
Design Q 6: What will I do to establish and maintain classroom routines?	4-5	4-5	4-5
Design Q 7: What will I do to recognize and acknowledge adherence and lack of adherence to classroom rules and procedures?	33-35	33-35	33-35
Design Q 8: What will I do to establish and maintain effective relationships with students?	36-38	36-38	36-38
Design Q 9: What will I do to communicate high expectations for all students?	39-41	39-41	39-41

Elements in Domains 2-4 are organized around effective practices related to the classroom.

Domains 2, 3, 4 (20%)	2011-12	2012-13	2013-
Domain 2: Planning and Preparing	43-49	42-49	42-39
Domain 3: Reflecting on Teaching, Professional Growth/Development	50, 54	50-54	50-54
Domain 4: Collegiality and Professionalism (includes attendance)	55, 56, 59, 60	55-60	55-60

6. Evidence for Ratings: Principals and observers will use the following sources of evidence to help generate an overall rating for the teacher at the end of the year.

Sources of Evidence	Years 1-5	Tenured Effective & Highly Effective	Tenured Teachers Needing Assistance
Domain 1: Classroom Strategies and Behaviors	Formal/informal observations (at least 2-4); Announced/unannounced Multiple Walkthroughs Artifacts Self-Observation (video) Other	Formal/informal observations (1+); Announced/ unannounced Multiple Walkthroughs Artifacts Self-Observation (video) Other	Formal/informal observations (at least 2-4) Announced/unannounced Multiple Walkthroughs Artifacts Self-Observation (video) Other
Domain 2: Planning and Preparing	Planning (pre) conference Unit and Lesson plans Teacher website Curriculum maps Artifacts Other	Planning (pre) conference Unit and Lesson plans Teacher website Curriculum maps Artifacts Other	Planning (pre) conference Unit and Lesson plans Teacher website Curriculum maps Artifacts Other

Domain 3: Reflecting on Teaching (includes professional development)	Self-Assessment Reflection/post-conference Individual Development Plan PD log and plan Artifacts Other	Self-Assessment Reflection/post-conference Professional Growth Plan PD log and participation Artifacts Other	Self-Assessment Reflection/post-conference Individual Development Plan PD log and participation Artifacts Other
Domain 4: Collegiality and Professionalism	Conferences Discussions Learning Communities Parent/Student communication Artifacts Other	Conferences Discussions Learning Communities Parent/Student communication Artifacts Other	Conferences Discussions Learning Communities Parent/Student communication Artifacts Other

7. **Final Rating:** Teachers will receive a final rating in one of four designated areas.

Highly Effective	Effective	Minimally Effective	Ineffective
Overall status score of 3.5 – 4.0	Overall status score of 2.5 – 3.4	Overall status score of 1.5 – 2.4	Overall status score of 1.0 – 1.4

The ratings will be used to inform decisions about:

- Professional Development
 - Individual, small group
 - Building, District
 - Content specific
- Personal growth plans (for all tenured teachers)
- Individual Development Plans (for all non-tenured teachers and tenured teachers in need of improvement)
- Teacher retention, promotion and termination

8. **Student Achievement Data**

	Examples	Proficiency	Growth	2012-2014	2014-15	2015-16
State Testing Data	MEAP, MME, MEAP-Access, MiAccess, ELPA	x	x	5%	10%	15%
Benchmark Testing	NWEA, AIMSweb, DRA2, Explore, PLAN, Practice ACT, ACT, KeyTrain, WorkKeys, Brigance, District Writing Prompts Other	x	x	5%	15%	15%
Local Assessments	Mid-terms and finals Grade Level Proficiency assessments Pre-Post assessments Performance Assessments Other	x	x	15%	15%	20%
Total				25%	40%	50%

For further information, contact Jan Bermingham, Curriculum Coordinator, Berrien Springs Public Schools, 269-471-7724, jbermingham@homeoftheshamrocks.org.

Professional Development
Berrien Springs High School
2008 – 2013

District Vision: Together, inspiring students to think, learn, achieve and care in a global community

Building School Improvement Goals

1. Students will improve math skills by demonstrating proficiency with all subgroups achieving AYP on the state's assessment (MME).
2. All students will improve reading comprehension of narrative and informational texts.
3. Students will effectively use the writing process to develop organized and purposeful persuasive pieces of writing.

District Improvement Goals

1. Students will use grade level math skills to demonstrate proficiency in GLCEs and HSCEs; all subgroups will make AYP.
2. Students will independently read for information and for pleasure at or above grade level.
3. Students will effectively use the writing process to develop appropriate narrative and informational pieces of writing

Berrien Springs 4 C's for 21st Century Learning

1. Critical Thinking Skills: How do I solve problems?
2. Collaboration Skills: How do I work with others?
3. Communication Skills: How do I understand and communicate ideas orally and in writing?
4. Creative Skills: How do I produce high quality work?

College and Career Ready

1. College Ready: Ready for credit bearing college courses without need for remedial courses
2. Career Ready: Core academic skills and the ability to apply those skills to concrete situations; employability skills; technical, job-specific skills related to a specific career pathway; ready to pursue post-secondary education/training

To help students meet these expectations, staff development must be focused, ongoing and supported. The shift will be to the Learning Teams to drive the development and implementation of professional development.

Needs	Learning Teams	Previous and ongoing focus worth keeping	Do we need anything new?
Effective Learning Teams	Need capable facilitators		Find leadership training (<i>Cognitive Coaching??</i>)
Increase close and critical reading skills	Monitoring and training during learning teams and staff meetings. LT will also monitor the quick assessments done by English teachers. Make referrals to Child Study Teams.	<i>Reading Apprenticeship</i> – most teachers completely trained. Need to refresh expertise, train others, monitor fidelity of use. <i>Lewis Cass ISD CCSS-ELA</i>	<ul style="list-style-type: none"> • Universal screener for new students. • Diagnostic assessments • Practice for ACT
Increase Math skills	Monitor achievement in math and effectiveness of interventions.	BRESA CCSS training <i>Carnegie Learning Math</i> pilot	If Carnegie is effective – train all teachers.

			Continue development with practice standards.
Assessment, Grading, Standards Based Reporting	Follow assessment plan for district, jury assessments, determine grading and reporting systems, get feedback and make adjustments	<i>Balanced Assessment Series and District Assessment Plan Differentiated Instruction</i>	Finish summative, Pre-Post, standards based – jury assessments. Get consultant for grading, reporting
Engagement of Students	Plan projects and milestones, cross-curricular with real-world applications, plan for performances of learning, exhibitions	David Stephen and coach – continue training – <i>Project-Based Learning</i>	Website completion Rubric, assessment, further development, presentations of learning focus
Develop Culture of Achievement	Data Study, Progress monitoring, development of tiers of intervention, set high expectations	<i>Data Director & Assessment Training</i>	<i>Student Achievement Framework</i> through Berrien RESA

Professional Development						
2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Pat Davenport Plan/Do/Check/Act						
	Data Director, Berrien RESA and on-site support					
		Reading Apprenticeship				
		Balanced Assessment, Grading, Standards-Based Reporting, Carole Commodore (Pearson), Berrien RESA, Consultant TBD				
		Project-Based Learning, David Stephen, New Vista Design, Local Coach/Teacher Support 2011-13				
			Student Achievement Framework, Berrien RESA			
			Effective Teaching Strategies (Marzano) iObservation, Resource Library			
Content Specific Professional Development as determined by teachers and administrators						

Professional Development Calendar
Berrien Springs High School
2011-12

August 2011

1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	Math Tchrs 25 New Teacher Orientation	26 Shamrock U
29 Team Building	30 Staff Mtg, PLA, Reading Apprenticeship	31 Co-Teaching/ Differentiated Inst.		

September 2011

			Doc Brown 1	2
5	6	7	PLA Tech Assistance 8	9
12	13	14	15	16
19	Marzano Tch Eval Trng 20	21	22	23
26	27	ELA/CCSS series LCISD 28	29	30

October 2011

3	PLA Tech Assist 4	5	6	7
10	11	12	13	Assess Design BRESA 14
17	18	19	ELA/CCSS LCISD Deonna 20	21
PBL Leadership Team 11:30 - 3:00 HS Cohort Groups 7:45 - 11:30 24	David with Emma, Jan, Dave 7:45-9:30 HS cohort teams and Emma 9:30-3:00 25	David with MS grade level teams 26	Leadership Marzano Eval Training David with Senior Project, Alt Ed, Brandon CCSS Math Practices BRESA 27	28
31				

November 2011

	Co-Teaching Diff Instr 1	Co-Teaching Diff Instr 2	3	4
--	--------------------------	--------------------------	---	---

7	8	9	10	11
14	ELA/CCSS LCISD Schmoker Analyzing Math Text CCSS BRESA 15	16	17	18
21	22	23	24	25
28	29	30		

December 2011

			Co-Teaching Diff Instr 1	Co-Teaching Diff Instr 2
5	6	7	Assess Design BRESA 8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

January 2012

2	3	4	5	6
9	CCSS Geometry BRESA 10	11	12	13
PD Day 16	ELA CCSS LCISD Schmoker 17	18	19	20
23	Student Achievement Framework BRESA 24	25	BRESA CCSS Math Assessment 26	27
30	31			

February 2012

		Assess Design BRESA 1	BRESA CCSS Math Pract 1 2	3
PBL - David 6	CCSS ELA Scope Curric PBL - David 7	PBL - David 8	PBL - David 9	10
13	14	15	16	17
20	21	22	23	24
27	Student Achievement Framework BRESA 28	29		

March 2012

			1	2
5	Student Achievement Framework BRESA 6	7	8	9
12	13	14	15	16
19	20	21	CCSS Math Pract 2 BRESA 22	23
26	27	ELA/CCSS LCISD Tovani 28	29	30

April 2012

2	3	4	5	6
9	Student Achievement Framework BRESA 10	11	ELA/CCSS LCISD Schmoker 12	13
16	17	Assess Design BRESA 18	19	20
23	24	25	26	27
30				

May 2012

	1	2	3	4
7	8	Exhibition Night 9	10	11
14	15	16	17	18
21	22	23	24	Senior Projects 25
28	29	30	31	

June 2012

				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

ELA CCSS at SMC (Lewis Cass ISD):

Math CCSS at BRESA:

Assessment Design at BRESA:

Co-Teaching/Differentiated Instruction at BSPS:

Project-Based Learning:

Student Achievement Framework:

Sept 28, Oct 20, Nov 15, Jan 17, Feb 7, Mar 28, Ap 12

Oct 27, Nov 15, Jan 10, Jan 26, Feb 2, Mar 22

Oct 14, Dec 8, Feb 1, April 18

Sept 31, Nov 1,2, Dec 1, 2

Oct 24-27, February 6-9 and 4 more days TBD

Nov 8, 22, Jan 24, Feb 28, Mar 6, Ap 10

**High School Redesign Plan
Proposed 8 Period Schedule (48 Minute Periods)**

<u>Time</u>	<u>Class Period</u>	<u>Length</u>
7:45-8:33	1 st hour	48 minutes
8:33-8:38	passing	5 minutes
8:38-9:26	2 nd hour	48 minutes
9:26-9:31	passing	5 minutes
9:31-10:19	3 rd hour	48 minutes
10:19-10:24	passing	5 minutes
10:24-11:12	4 th hour	48 minutes
11:12-11:17	passing	5 minutes
 1st Lunch		
11:12-11:42	Lunch	30 minutes
11:42-11:47	passing	5 minutes
11:47-12:35	5 th hour	48 minutes
 2nd Lunch		
11:17-12:05	5 th hour	48 minutes
12:05-12:10	passing	5 minutes
12:05-12:35	Lunch	30 minutes
12:35-12:40	passing	5 minutes
12:40-1:28	6 th hour	48 minutes
1:28-1:33	passing	5 minutes
1:33-2:21	7 th hour	48 minutes
2:21-2:26	passing	5 minutes
2:26-3:14	8 th hour	48 minutes

Summary of Increased Instructional Time

Current Start Time	7:45 am
Current End Time	2:38 pm
Length of School Day	6 hours 53 minutes

Proposed Start Time	7:45 am
Proposed End Time	3:14 pm
Length of School Day	7 hours 29 minutes

Change in Instructional Time: 36 minutes per day OR 6,480 minutes per year
108 hours per year extended learning time
+59 hours added teacher collaboration time

TOTAL ADDED TIME 167 hours per year

**High School Redesign Plan
Sample High School Student Schedule (9th Grade)**

Semester 1		
<u>Class Period</u>	<u>Course Description</u>	<u>No. of Credits</u>
1 st Hour	Physical Education	.5
2 nd Hour	Earth Science	.5
3 rd Hour	English 9	.5
4 th Hour	American History	.5
5 th Hour	Algebra 1	.5
6 th Hour	Math 180	.5
7 th Hour	Concert Choir	.5
8 th Hour	Spanish 1	.5
	Total Credits	4.0

Semester 2		
<u>Class Period</u>	<u>Course Description</u>	<u>No. of Credits</u>
1 st Hour	Health	.5
2 nd Hour	Earth Science	.5
3 rd Hour	English 9	.5
4 th Hour	American History	.5
5 th Hour	Algebra 1	.5
6 th Hour	Math 180	.5
7 th Hour	Concert Choir	.5
8 th Hour	Spanish 1	.5
	Total Credits	4.0

**High School Redesign Plan
Sample High School Student Schedule (11th Grade)**

Semester 1		
<u>Class Period</u>	<u>Course Description</u>	<u>No. of Credits</u>
1 st Hour	Health Occupations (CTE)	.5
2 nd Hour	Health Occupations (CTE)	.5
3 rd Hour	Health Occupations (CTE)	.5
4 th Hour	Health Occupations (CTE)	.5
5 th Hour	Trigonometry	.5
6 th Hour	Chemistry	.5
7 th Hour	English 11	.5
8 th Hour	World History (Virtual online)	.5
	Total Credits	4.0

Semester 2		
<u>Class Period</u>	<u>Course Description</u>	<u>No. of Credits</u>
1 st Hour	Health Occupations (CTE)	.5
2 nd Hour	Health Occupations (CTE)	.5
3 rd Hour	Health Occupations (CTE)	.5
4 th Hour	Health Occupations (CTE)	.5
5 th Hour	Trigonometry	.5
6 th Hour	Chemistry	.5
7 th Hour	English 11	.5
8 th Hour	World History (Virtual online)	.5
	Total Credits	4.0

**High School Redesign Plan
Increased Time for Teacher Collaboration
(48 Minute Periods)**

Proposed Daily Schedule

- 8-period day – “Flexible Schedule”
- Teachers teach in 1 of 2 flexible schedules (1st – 7th hour or 2nd – 8th hour)
- Class periods are 48 minutes long
- Teachers required to collaborate twice weekly for 48 minutes/day
- Teachers collaborate during the 1st class period or 8th class period of the day
- Teacher collaboration time is for teachers to work in data teams.
- Teams will develop, review & revise effective formative and common assessments.
- Using assessment data, teams will review, discuss and monitor student progress.
- Teams will complete item analyses designed to use as feedback about instruction and show evidence of growth in student learning.
- Collaboration time will also be used for professional development and training.

Description Of Activity	Length of Session	Sessions Per Week	Increased Time (Minutes)	Increased Time (Hours)
Weekly Teacher Collaboration Time	48 minutes	2 sessions	96 minutes	1.6 hrs
Annual Teacher Collaboration Time	48 minutes	74 sessions (37 weeks)	3,552 minutes	59.2 hrs

Epstein's Framework of Six Types of Involvement
(Including: Sample Practices, Challenges, Redefinitions, and Expected Results)

<p>TYPE 1 PARENTING</p> <p>Help all families establish home environments to support children as students.</p>
<p style="text-align: center;">Sample Practices</p> <ul style="list-style-type: none"> • Suggestions for home conditions that support learning at each grade level. • Workshops, videotapes, computerized phone messages on parenting and child rearing at each age and grade level. • Parent education and other courses or training for parents (e.g., GED, college credit, family literacy.) • Family support programs to assist families with health, nutrition, and other services. • Home visits at transition points to pre-school, elementary, middle, and high school. Neighborhood meetings to help families understand schools and to help schools understand families.
<p style="text-align: center;">Challenges</p> <ul style="list-style-type: none"> • Provide information to <i>all</i> families who want it or who need it, not just to the few who can attend workshops or meetings at the school building. • Enable families to share information with schools about culture, background, children's talents and needs. • Make sure that all information for and from families is clear, usable, and linked to children's success in school.
<p style="text-align: center;">Redefinitions</p> <ul style="list-style-type: none"> • <i>"Workshop" to mean more than a meeting about a topic held at the school building at a particular time. "Workshop" may also mean making information about a topic available in a variety of forms that can be viewed, heard, or read any where, any time, in varied forms.</i>
<p style="text-align: center;">Results for Students</p> <ul style="list-style-type: none"> • Awareness of family supervision; respect for parents. • Positive personal qualities, habits, beliefs, and values, as taught by family. • Balance between time spent on chores, on other activities, and on homework. • Good or improved attendance. • Awareness of importance of school.
<p style="text-align: center;">Results for Parents</p> <ul style="list-style-type: none"> • Understanding of and confidence about parenting, child and adolescent development, and changes in home conditions for learning as children proceed through school. • Awareness of own and others' challenges in parents. • Feeling of support from school and other parents.
<p style="text-align: center;">Results for Teachers</p> <ul style="list-style-type: none"> • Understanding families' background, cultures, concerns, goals, needs, and views of their children. • Respect for families' strengths and efforts. • Understanding of student diversity. • Awareness of own skills to share information on child development.

Epstein's Framework of Six Types of Involvement
(Including: Sample Practices, Challenges, Redefinitions, and Expected Results)

<p>TYPE 2 COMMUNICATING</p>
<p>Design effective forms of school-to-home and home-to-school communications about school programs and children's progress.</p>
<p>Sample Practices</p>
<ul style="list-style-type: none"> • Conferences with every parent at least once a year, with follow-ups as needed. • Language translators to assist families as needed. • Weekly or monthly folders of student work sent home for review and comments. • Parent/student pickup of report card, with conferences on improving grades. • Regular schedule of useful notices, memos, phone calls, newsletters, and other communications. • Clear information on choosing schools or courses, programs, and activities within schools. • Clear information on all school policies, programs, reforms, and transitions.
<p>Challenges</p>
<ul style="list-style-type: none"> • Review the readability, clarity, form, and frequency of all memos, notices, and other print and nonprint communications. • Consider parents who do not speak English well, do not read well, or need large type. • Review the quality of major communications (newsletters, report cards, conference schedules, and so on). • Establish clear two-way channels for communications from home to school and from school to home.
<p>Redefinitions</p>
<ul style="list-style-type: none"> • <i>"Communications about school programs and student progress" to mean two-way, three-way, and many-way channels of communication that connect schools, families, students, and the community.</i>
<p>Results for Students</p>
<ul style="list-style-type: none"> • Awareness of own progress and of actions needed to maintain or improve grades. • Understanding of school policies on behavior, attendance, and other areas of student conduct. • Informed decisions about courses and programs. • Awareness of own role in partnerships, serving as courier and communicator.
<p>Results for Parents</p>
<ul style="list-style-type: none"> • Understanding school programs and policies. • Monitoring and awareness of child's progress. • Responding effectively to students' problems. • Interactions with teachers and ease of communication with school and teachers.
<p>Results for Teachers</p>
<ul style="list-style-type: none"> • Increased diversity and use of communications with families and awareness of own ability to communicate clearly • Appreciation for and use of parent network for communications. • Increased ability to elicit and understand family views on children's programs and progress.

Epstein's Framework of Six Types of Involvement
(Including: Sample Practices, Challenges, Redefinitions, and Expected Results)

<p>TYPE 3 VOLUNTEERING Recruit and organize parent help and support.</p>
<p style="text-align: center;">Sample Practices</p> <ul style="list-style-type: none"> • School and classroom volunteer program to help teachers, administrators, students, and other parents. • Parent room or family center for volunteer work, meetings, resources for families. • Annual postcard survey to identify all available talents, times, and locations of volunteers. • Class parent, telephone tree, or other structures to provide all families with needed information. • Parent patrols or other activities to aid safety and operation of school programs.
<p style="text-align: center;">Challenges</p> <ul style="list-style-type: none"> • Recruit volunteers widely so that <i>all</i> families know that their time and talents are welcome. • Make flexible schedules for volunteers, assemblies, and events to enable parents who work to participate. • Organize volunteer work; provide training; match time and talent with school, teacher, and student needs; and recognize efforts so that participants are productive.
<p style="text-align: center;">Redefinitions</p> <ul style="list-style-type: none"> • <i>"Volunteer" to mean anyone who supports school goals and children's learning or development in any way, at any place, and at any time -- not just during the school day and at the school building.</i>
<p style="text-align: center;">Results for Students</p> <ul style="list-style-type: none"> • Skill in communicating with adults. • Increased learning of skills that receive tutoring or targeted attention from volunteers. • Awareness of many skills, talents, occupations, and contributions of parent and other volunteers.
<p style="text-align: center;">Results for Parents</p> <ul style="list-style-type: none"> • Understanding teacher's job, increased comfort in school, and carry-over of school activities at home. • Self-confidence about ability to work in school and with children or to take steps to improve own education. • Awareness that families are welcome and valued at school. • Gains in specific skills of volunteer work.
<p style="text-align: center;">Results for Teachers</p> <ul style="list-style-type: none"> • Readiness to involve families in new ways, including those who do not volunteer at school. • Awareness of parents' talents and interests in school and children. • Greater individual attention to students, with help from volunteers.

Epstein's Framework of Six Types of Involvement
(Including: Sample Practices, Challenges, Redefinitions, and Expected Results)

<p>TYPE 4 LEARNING AT HOME</p> <p>Provide information and ideas to families about how to help students at home with homework and other curriculum-related activities, decisions, and planning.</p>
<p style="text-align: center;">Sample Practices</p> <ul style="list-style-type: none"> • Information for families on skills required for students in all subjects at each grade. • Information on homework policies and how to monitor and discuss schoolwork at home. • Information on how to assist students to improve skills on various class and school assessments. • Regular schedule of homework that requires students to discuss and interact with families on what they are learning in class. • Calendars with activities for parents and students at home. • Family math, science, and reading activities at school. • Summer learning packets or activities. • Family participation in setting student goals each year and in planning for college or work.
<p style="text-align: center;">Challenges</p> <ul style="list-style-type: none"> • Design and organize a regular schedule of interactive homework (e.g., weekly or bimonthly) that gives <i>students</i> responsibility for discussing important things they are learning and helps families stay aware of the content of their children's classwork. • Coordinate family linked homework activities, if students have several teachers. • Involve families and their children in all-important curriculum-related decisions.
<p style="text-align: center;">Redefinitions</p> <ul style="list-style-type: none"> • <i>"Homework" to mean not only work done alone, but also interactive activities shared with others at home or in the community, linking schoolwork to real life.</i> • <i>"Help" at home to mean encouraging, listening, reacting, praising, guiding, monitoring, and discussing -- not "teaching" school subjects.</i>
<p style="text-align: center;">Results for Students</p> <ul style="list-style-type: none"> • Gains in skills, abilities, and test scores linked to homework and classwork. • Homework completion. • Positive attitude toward schoolwork. • View of parents as more similar to teacher and of home as more similar to school. • Self-concept of ability as learner.
<p style="text-align: center;">Results for Parents</p> <ul style="list-style-type: none"> • Know how to support, encourage, and help student at home each year. • Discussions of school, classwork, and homework. • Understanding of instructional program each year and of what child is learning in each subject. • Appreciation of teaching skills. • Awareness of child as a learner.
<p style="text-align: center;">Results for Teachers</p> <ul style="list-style-type: none"> • Better design of homework assignments. • Respect for family time. • Recognition of equal helpfulness of single-parent, dual-income, and less formally educated families in motivating and reinforcing student learning. • Satisfaction with family involvement and support.

Epstein's Framework of Six Types of Involvement
(Including: Sample Practices, Challenges, Redefinitions, and Expected Results)

TYPE 5 DECISION MAKING Include parents in school decisions, developing parent leaders and representatives.
Sample Practices
<ul style="list-style-type: none"> • Active PTA/PTO or other parent organizations, advisory councils, or committees (e.g., curriculum, safety, personnel) for parent leadership and participation. • Independent advocacy groups to lobby and work for school reform and improvements. • District-level councils and committees for family and community involvement. • Information on school or local elections for school representatives. • Networks to link all families with parent representatives.
Challenges
<ul style="list-style-type: none"> • Include parent leaders from all racial, ethnic, socioeconomic, and other groups in the school. • Offer training to enable leaders to serve as representatives of other families, with input from and return of information to all parents. • Include students (along with parents) in decision-making groups.
Redefinitions
<ul style="list-style-type: none"> • <i>"Decision making" to mean a process of partnership, of shared views and actions toward shared goals, not just a power struggle between conflicting ideas.</i> • <i>Parent "leader" to mean a real representative, with opportunities and support to hear from and communicate with other families.</i>
Results for Students
<ul style="list-style-type: none"> • Awareness of representation of families in school decisions. • Understanding that student rights are protected. • Specific benefits linked to policies enacted by parent organizations and experienced by students.
Results for Parents
<ul style="list-style-type: none"> • Input into policies that affect child's education. • Feeling of ownership of school. • Awareness of parents' voices in school decisions. • Shared experiences and connections with other families. • Awareness of school, district, and state policies.
Results for Teachers
<ul style="list-style-type: none"> • Awareness of parent perspectives as a factor in policy development and decisions. • View of equal status of family representatives on committees and in leadership roles.

Epstein's Framework of Six Types of Involvement
(Including: Sample Practices, Challenges, Redefinitions, and Expected Results)

<p>TYPE 6</p> <p>COLLABORATING WITH COMMUNITY</p> <p>Identify and integrate resources and services from the community to strengthen school programs, family practices, and student learning and development.</p>
<p>Sample Practices</p> <ul style="list-style-type: none"> • Information for students and families on community health, cultural, recreational, social support, and other programs or services • Information on community activities that link to learning skills and talents, including summer programs for students. • Service integration through partnerships involving school; civic, counseling, cultural, health, recreation, and other agencies and organizations; and businesses. • Service to the community by students, families, and schools (e.g., recycling, art, music, drama, and other activities for seniors or others). • Participation of alumni in school programs for students.
<p>Challenges</p> <ul style="list-style-type: none"> • Solve turf problems of responsibilities, funds, staff, and locations for collaborative activities. • Inform families of community programs for students, such as mentoring, tutoring, business partnerships. • Assure equity of opportunities for students and families to participate in community programs or to obtain services. • Match community contributions with school goals, integrate child and family services with education.
<p>Redefinitions</p> <ul style="list-style-type: none"> • <i>"Community" to mean not only the neighborhoods where students' homes and schools are located but also any neighborhoods that influence their learning and development.</i> • <i>"Community" rated not only by low or high social or economic qualities, but by strengths and talents to support students, families, and schools.</i> • <i>"Community" means all who are interested in and affected by the quality of education, not just those with children in the schools.</i>
<p>Results for Students</p> <ul style="list-style-type: none"> • Increased skills and talents through enriched curricular and extracurricular experiences. • Awareness of careers and of options for future education and work. • Specific benefits linked to programs, services, resources, and opportunities that connect students with community.
<p>Results for Parents</p> <ul style="list-style-type: none"> • Knowledge and use of local resources by family and child to increase skills and talents or to obtain needed services • Interactions with other families in community activities. • Awareness of school's role in the community and of community's contributions to the school.
<p>Results for Teachers</p> <ul style="list-style-type: none"> • Awareness of community resources to enrich curriculum and instruction. • Openness to and skill in using mentors, business partners, community volunteers, and others to assist students and augment teaching practices. • Knowledgeable, helpful referrals of children and families to needed services.

Reeves' Leadership Performance Matrix

<p>1.0 Resilience: Narrative: Leaders in education bounce back quickly from adversity and stay focused on the vision of the organization. They bring together people and resources with the common belief that the organization can grow stronger in tough times when it applies certain knowledge, skills, and attitudes in the face of adversity.</p>				
1.1 Constructive Reactions	Highly Effective (System-wide Impact) In addition to "Effective"...	Effective (Local Impact)	Needs Improvement (Leadership Potential)	Unsatisfactory
The leader constructively reacts to disappointment and barriers to success	The leader offers frank acknowledgement of prior personal and organizational failures and clear suggestions for system-wide learning resulting from those lessons.	The leader readily acknowledges personal and organizational failures and offers clear suggestions for personal learning.	The leader acknowledges personal and organizational failures when confronted with evidence.	The leader is defensive and resistant to the acknowledgement of error.

1.2 Willingness to Admit Error	Highly Effective (System-wide Impact) In addition to “Effective”...	Effective (Local Impact)	Needs Improvement (Leadership Potential)	Unsatisfactory
The leader demonstrates willingness to admit error and learn from it	<p>The leader shares case studies of personal and organizational errors in a way that is used to guide, inspire, and teach colleagues throughout the organization.</p> <p>The leader builds resilience in colleagues and throughout the organization by habitually highlighting and praising “good mistakes” where risks were taken, mistakes were made, lessons were learned, and both the individual and the organization learned for the future.</p>	<p>The leader admits failures quickly, honestly, and openly with direct supervisor and immediate colleagues.</p> <p>There is evidence of learning from past errors.</p> <p>Non-defensive attitude exists in accepting feedback and discussing errors and failures.</p>	<p>The leader is able to accept evidence of mistakes when offered by others.</p> <p>Some evidence of learning from mistakes is present.</p>	<p>The leader is unwilling to acknowledge errors.</p> <p>When confronted with evidence of mistakes, the leader is defensive and resistant to learning from mistakes.</p>
1.3 Disagreement The leader constructively handles disagreement with leadership and policy decisions	The leader demonstrates willingness to challenge executive authority and policy leaders appropriately with evidence and constructive criticism, but once the decision is made, fully supports and enthusiastically implements organizational policy and leadership decisions.	<p>The leader accepts and implements leadership and policy with fidelity.</p> <p>Initiatives are represented by the leader in a way that advocates for policies as if it is the leader’s idea.</p> <p>The leader proactively brings concerns to his or her immediate supervisor by articulating disagreements and points of view in the interest of the organization.</p>	<p>The leader sometimes challenges executive and policy leadership without bringing those concerns to appropriate executive and policy authorities.</p> <p>The leader sometimes implements unpopular policies unenthusiastically or in a perfunctory manner.</p>	The leader ignores or subverts executive and policy decisions that are unpopular or difficult.

1.4 Dissent	Highly Effective (System-wide Impact) In addition to “Effective”...	Effective (Local Impact)	Needs Improvement (Leadership Potential)	Unsatisfactory
The leader constructively handles dissent from subordinates	<p>The leader creates constructive contention, assigning roles (if necessary) to deliberately generate multiple perspectives and consider different sides of important issues.</p> <p>The leader recognizes and rewards thoughtful dissent.</p> <p>The leader uses dissenting voices to learn, grow and, where appropriate, acknowledge the leader’s own error.</p> <p>The leader encourages constructive dissent in which multiple voices are encouraged and heard; the final decision is made better and more broadly supported as a result.</p>	<p>The leader uses dissent to inform final decisions, improve the quality of decision making, and broaden support for his or her final decision.</p> <p>Defined structures and processes are in place for eliciting input.</p>	The leader tolerates dissent, but there is very little of it in public.	Dissent is absent due to a climate of fear and intimidation.
1.5 Improvement of Specific Performance Areas The leader demonstrates explicit improvement in specific performance areas based on previous evaluations and formative feedback	<p>The leader’s previous evaluations are combined with personal reflection and 360-degree feedback to formulate an action plan that is reflected in the leader’s daily choices of priorities, as well as in the organization’s priorities.</p> <p>The influence of previous evaluations has an impact not only on the leader, but on the entire organization.</p>	<p>The leader’s previous evaluations are explicitly reflected in projects, tasks, and priorities.</p> <p>Performance on each evaluation reflects specific and measureable improvements along the performance continuum from unsatisfactory, to needs improvement, to effective, to highly effective.</p>	The leader is aware of previous evaluations, but has not translated them into an action plan.	No evidence of reference to previous leadership evaluations is present in the leader’s choices of tasks and priorities.

2.0 Personal Behavior and Professional Ethics:

Narrative: Leaders in education demonstrate personal behaviors consistent with community values and morals. They keep commitments, work with students, and act in service of the best interest of the students, staff, and community.

2.1 Integrity	Highly Effective (System-wide Impact) In addition to “Effective”...	Effective (Local Impact)	Needs Improvement (Leadership Potential)	Unsatisfactory
<p>The leader demonstrates integrity</p>	<p>The leader meets commitments—verbal, written, and implied—without exception.</p> <p>Commitments to individuals, students, community members, and subordinates have the same weight as commitments to superiors, board members, or other people with visibility and authority.</p> <p>The leader’s commitment to integrity is clear throughout the organization, as any commitment from anyone who reports to this leader is as good as a commitment from the leader.</p>	<p>The leader meets commitments or negotiates exceptions where the commitment cannot be met.</p> <p>Verbal commitments have the same weight as written commitments.</p>	<p>The leader meets explicit written commitments.</p> <p>The need to “get it in writing” does not allow subordinates or superiors to make assumptions that verbal statements have the weight of a commitment.</p>	<p>The phrases “I’m working on it” or “I’m doing the best I can” are regarded as acceptable substitutes for commitments.</p> <p>The leader does not follow through with tasks, budgets, and priorities critical to the performance of his or her site or responsibilities.</p>
<p>2.2 Emotional Self-Control</p> <p>The leader demonstrates emotional self-control</p>	<p>The leader possesses complete self-control, even in the most difficult and confrontational situations, but also provides assistance to colleagues on the techniques of emotional intelligence.</p> <p>Not only is the leader an exemplar of emotional intelligence, but the entire organization reflects this commitment to self-control, empathy, and respect.</p>	<p>The leader deals with sensitive subjects and personal attacks with dignity and self-control.</p> <p>The leader never meets anger with anger, but defuses confrontational situations with emotional intelligence, empathy, and respect.</p>	<p>The leader occasionally exhibits aggressive, dismissive, or demeaning behaviors leading to a climate in which people are reluctant to raise sensitive issues.</p>	<p>The leader loses his or her temper and is emotionally unstable.</p> <p>Conversations on any sensitive topic are brief or nonexistent.</p>

2.3 Ethical and Legal Compliance with Employees The leader demonstrates compliance with legal and ethical requirements in relationship to employees	Highly Effective (System-wide Impact) In addition to “Effective”...	Effective (Local Impact)	Needs Improvement (Leadership Potential)	Unsatisfactory
	<p>The leader meets the letter and spirit of the law, avoiding both the fact and appearance of impropriety.</p> <p>The leader inculcates the foundations of mutual respect for colleagues and for the law throughout the organization.</p>	<p>There are no instances of illegal or unethical conduct with employees or prospective employees, and no other conduct that crosses the line of policy or law.</p>	<p>The leader’s conduct does not support a school culture respectful of the legal and policy requirements for the relationship between leaders and employees.</p>	<p>The leader violates (even just one time) the legal and policy requirements for the relationship between leaders and employees.</p>
2.4 Tolerance The leader demonstrates tolerance of different points of view within the boundaries of the values and mission of the organization	<p>The leader actively seeks differences in perspective, encouraging different scenarios and curricula in the context of academic standards.</p> <p>The leader explicitly differentiates divergent thinking when it is constructive and facilitates a transition to convergent thinking to support organizational goals.</p>	<p>The leader focuses evaluation on the achievement of the mission and adherence to values without penalizing differences in points of view that are within the framework of organizational requirements.</p>	<p>There is no punishment of alternative points of view, but little or no development or encouragement of those views exists.</p>	<p>The leader suppresses other points of view and discourages disagreement or divergent thinking.</p>

2.5 Respect The leader honors the time and presence of others	Highly Effective (System-wide Impact) In addition to “Effective”...	Effective (Local Impact)	Needs Improvement (Leadership Potential)	Unsatisfactory
	<p>The leader consistently demonstrates an ability to effectively manage time and meetings by engaging others in the process, achieving meeting objectives, and beginning and ending on time.</p> <p>The leader models respect for others by arriving early to all meetings, and has developed and shared a system to consistently encourage, welcome, and recognize diverse opinions—even when such opinions differ from those of the leader.</p> <p>Colleagues can point to specific indicators of how they are afforded time, attention to their concerns, and respect during interactions with the leader.</p>	<p>The leader arrives on time and is prepared, participates fully, and is ready to listen and respect others in planned and unplanned meetings.</p> <p>The leader is fluent with agenda items (knowledge of each topic) and is prepared to offer ideas and engage others in meaningful dialogue.</p> <p>Diverse opinions are consistently encouraged, welcomed, and recognized by the leader, even when such opinions differ from those of the leader.</p> <p>Staff who report to the leader indicate that they are afforded time, attention to their concerns, and respect during interactions with the leader.</p>	<p>The leader generally arrives on time and is prepared, participates fully, and is ready to listen and respect others in planned and unplanned meetings, with periodic exceptions (sidebar conversations, distractions during planned or unplanned meetings).</p> <p>The leader is occasionally fluent with agenda items in terms of knowledge of each topic, but seldom offers ideas to engage others in meaningful dialogue.</p> <p>Diverse opinions are sometimes welcomed by the leader, but this occurs inconsistently.</p>	<p>The leader frequently arrives late and is not prepared, is often absent at key meetings, and tends to engage in disrespectful behaviors that do not honor others (sidebar conversations, distractions during planned or unplanned meetings).</p> <p>The leader may be attentive, but generally only in the presence of supervisors, and rarely takes the time to be fluent and knowledgeable regarding agenda items and topics of interest to the organization.</p>

3.0 Student Achievement:

Narrative: Leaders in education make student learning their top priority. They direct energy and resources toward data analysis for instructional improvement, development and implementation of quality standards-based curricula and evaluate, monitor, and provide feedback to staff on instructional delivery.

3.1 Planning and Goal Setting	Highly Effective (System-wide Impact) In addition to “Effective”...	Effective (Local Impact)	Needs Improvement (Leadership Potential)	Unsatisfactory
The leader demonstrates planning and goal setting aligned to the school/district improvement plan to improve student achievement	The leader routinely shares examples of specific leadership, teaching, and curriculum strategies that are associated with improved student achievement. Other leaders credit this leader with sharing ideas, coaching, and providing technical assistance to implement successful new initiatives.	Goals and strategies reflect a clear relationship between the actions of teachers and leaders aligned to the school/district improvement plan and the impact on student achievement. Results show steady improvements based on these leadership initiatives.	Specific and measurable goals related to student achievement are established, but these efforts have yet to result in improved student achievement nor planning for methods of monitoring improvements.	Goals are neither measurable nor specific. The leader focuses more on student characteristics than on the actions of the teachers and leaders in the system.

3.2 Student Achievement Results	Highly Effective (System-wide Impact) In addition to “Effective”...	Effective (Local Impact)	Needs Improvement (Leadership Potential)	Unsatisfactory
<p>The leader demonstrates evidence of student improvement through student achievement results</p>	<p>A consistent record of improved student achievement exists on multiple indicators of student success.</p> <p>Student success occurs not only on the overall averages, but in each group of historically disadvantaged students.</p> <p>Explicit use of previous data indicates that the leader has focused on improving performance. In areas of previous success, the leader aggressively identifies new challenges, moving proficient performance to the exemplary level. Where new challenges emerge, the leader highlights the need, creates effective interventions, and reports improved results.</p>	<p>The leader reaches the required numbers, meeting performance goals for student achievement.</p> <p>The average of the student population improves, as does the achievement of each group of students who have previously been identified as needing improvement.</p>	<p>Some evidence of improvement exists, but there is insufficient evidence of changes in leadership, teaching, and curriculum that will create the improvements necessary to achieve student performance goals.</p>	<p>Indifferent to the data, the leader blames students, families, and external characteristics.</p> <p>The leader does not believe that student achievement can improve.</p> <p>The leader has not taken decisive action to change time, teacher assignment, curriculum, leadership practices, or other variables in order to improve student achievement.</p>

3.3 Instructional Leadership Decisions	Highly Effective (System-wide Impact) In addition to “Effective”...	Effective (Local Impact)	Needs Improvement (Leadership Potential)	Unsatisfactory
<p>The leader demonstrates the use of student achievement data to make instructional leadership decisions</p>	<p>The leader can specifically document examples of decisions in teaching, assignment, curriculum, assessment, and intervention that have been made on the basis of data analysis.</p> <p>The leader has coached school administrators in other schools to improve their data analysis skills.</p>	<p>The leader uses multiple data sources, including state, district, school, and classroom assessments, and has at least three years of data.</p> <p>The leader systematically examines data at the subscale level to find strengths and challenges.</p> <p>The leader empowers teaching and administrative staff to determine priorities from data.</p> <p>Data insights are regularly the subject of faculty meetings and professional development sessions.</p>	<p>The leader is aware of state and district results and has discussed those results with staff, but has not linked specific decisions to the data.</p>	<p>The leader is unaware of or indifferent to the data.</p>
<p>3.4 Student Requirements and Academic Standards</p> <p>The leader demonstrates understanding of student requirements and academic standards</p>	<p>Every faculty meeting and staff development forum is focused on student achievement, including periodic reviews of student work.</p>	<p>The link between standards and student performance is in evidence from posting examples (exemplars) of proficient student work throughout the building.</p>	<p>Standards are posted and required training has been conducted, but the link between standards and student performance is not readily evident to faculty or students.</p>	<p>Classroom curriculum is considered a matter of individual discretion.</p> <p>The leader is hesitant to intrude or is indifferent to decisions in the classroom that are at variance from the requirements of academic standards.</p>

3.5 Student Performance	Highly Effective (System-wide Impact) In addition to “Effective”...	Effective (Local Impact)	Needs Improvement (Leadership Potential)	Unsatisfactory
<p>The leader demonstrates understanding of present levels of student performance based on consistent assessments that reflect local and state academic standards</p>	<p>Power standards are used and shared with other buildings.</p> <p>Standards are viewed as essential building blocks because they provide enduring understanding and leverage across content areas, and provide a foundation for the next grade or course level.</p> <p>Every faculty meeting and staff development forum is focused on student achievement, including reviews of individual student work compared to standards.</p>	<p>Each academic standard has been analyzed and translated into student-accessible language.</p> <p>Power standards are widely shared by faculty members and are visible throughout the building.</p> <p>The link between standards and student performance is in evidence from the posting of proficient student work throughout the building.</p>	<p>Standards have been analyzed, but are not translated into student-accessible language.</p> <p>Power standards are developed, but not widely known or used by faculty.</p> <p>Student work is posted, but does not reflect proficient work throughout the building.</p>	<p>Power standards have not been developed.</p> <p>There is no student work posted.</p>

4.0 Decision Making:

Narrative: Leaders in education make decisions based on the vision and mission using facts and data. They use a transparent process for making decisions and articulate who makes which decisions. The leader uses the process to empower others and distribute leadership when appropriate.

4.1 Factual Basis for Decisions	Highly Effective (System-wide Impact) In addition to “Effective”...	Effective (Local Impact)	Needs Improvement (Leadership Potential)	Unsatisfactory
<p>The leader employs factual basis for decisions, including specific reference to internal and external data on student achievement and objective data on curriculum, teaching practices, and leadership practices</p>	<p>Decision making is neither by consensus nor by leadership mandate, but consistently based on the data.</p> <p>Data is reflected in all decisions, ranging from course and classroom assignments to the discontinuance of programs.</p> <p>The leader can cite specific examples of practices that have been changed, discontinued, and/or initiated based on data analysis.</p> <p>A variety of data sources, including qualitative and quantitative, are used.</p> <p>Data sources include state, district, school, and classroom assessments.</p> <p>Inferences from data are shared widely outside the school community to identify and replicate the most effective practices.</p>	<p>The pattern of decision-making reflects a clear reliance on state and district student achievement data as well as on curriculum, instruction, and leadership practices data.</p>	<p>Some decisions are based on data, but others are the result of personal preference and tradition.</p>	<p>Data is rarely used for decisions.</p> <p>The predominant decision making methodology is mandated from the leader or based on what is popular.</p>

4.2 Decision-Making Structure	Highly Effective (System-wide Impact) In addition to “Effective”...	Effective (Local Impact)	Needs Improvement (Leadership Potential)	Unsatisfactory
<p>The leader demonstrates clear identification of decision-making structure, including which decisions are made by consensus or by the staff independently, which decisions are made by the leader after getting input from the staff, and which decisions are made by the leader alone</p>	<p>All stakeholders understand the difference between decision-making levels, including staff decisions by consensus or majority, staff input that will significantly influence leadership decisions, and unilateral leadership decisions.</p> <p>The leader uses data in such a compelling way that the vast majority of decisions are consensus or majority decisions.</p> <p>Staff surveys reflect a feeling of empowerment and personal responsibility for organizational success.</p>	<p>The leader clarifies the decision-making method for major decisions and shares decisions with the staff, using data to the greatest extent possible to support those decisions.</p>	<p>The leader uses both consensus and unilateral decision making, but the reason for changing decision-making structures is not consistently clear.</p>	<p>The leader’s approach to decision making has no clear method and demoralizes or bewilders the staff.</p>
<p>4.3 Decisions Linked to Vision</p> <p>The leader links decisions to vision, mission, and strategic priorities reflected in the school/district improvement plans</p>	<p>The current vision, mission, and strategic priorities of the leader and the organization are visible, ingrained in the culture of the organization, and routinely used as a reference point for decisions.</p> <p>The use of strategic guidelines for decision-making filters makes many decisions self-evident and avoids time wasted on unproductive arguments.</p>	<p>The decisions of the leader are consistent with the vision, mission, and strategic priorities of the organization (as reflected in improvement planning documents).</p>	<p>While the vision, mission, and priorities may be visible, they are not consistently linked to the leader’s decisions.</p>	<p>The leader is unaware of or disconnected from the organization’s vision, mission, and strategic priorities.</p> <p>There is little or no evidence of the relationship of leadership decisions to these organizational guideposts.</p>

4.4 Decisions Evaluated for Effectiveness	Highly Effective (System-wide Impact) In addition to “Effective”...	Effective (Local Impact)	Needs Improvement (Leadership Potential)	Unsatisfactory
<p>The leader evaluates decisions for effectiveness and revises, where necessary</p>	<p>The leader can provide clear and consistent evidence of decisions that have been changed based on new data.</p> <p>The leader has a regular pattern of decision reviews and “sunsetting,” in which previous decisions are reevaluated in light of the most current data.</p> <p>There is a culture of “honest bad news” in which the leader and everyone in the organization can discuss what is not working without fear of embarrassment or reprisal.</p>	<p>The leader has a record of evaluating and revising decisions based on new information.</p>	<p>The leader has new information and appears to be willing to reconsider previous decisions, but does not have a clear record of making changes.</p>	<p>There is little or no evidence of reflection and reevaluation of previous decisions.</p>

5.0 Communication:

Narrative: Leaders in education understand communication as a two-way street. They seek to listen and learn from students, staff, and community. They recognize individuals for good work and maintain high visibility at school and in the community. Regular communications to staff and community keep all stakeholders engaged in the work of the school.

5.1 Two-Way Communication with Students	Highly Effective (System-wide Impact) In addition to “Effective”...	Effective (Local Impact)	Needs Improvement (Leadership Potential)	Unsatisfactory
<p>The leader demonstrates two-way communication with students</p>	<p>The leader goes to exceptional lengths to listen to students. The listening strategies may include focus groups, surveys, student advisory committees, and numerous one-to-one student conversations.</p> <p>Discussions with students reveal that they know that the leader will listen to them and treat them with respect.</p>	<p>The leader knows student names, regularly greets students by name, and is proactive in talking with and listening to students.</p> <p>The leader is particularly visible at the beginning and end of the school day and during all other times when students are present.</p>	<p>The leader knows most student names, is visible, often greets students by name, and talks with students frequently.</p>	<p>The leader does not know student names, avoids student contact except where leadership presence is required, and retreats to the office during most occasions where students are likely to be present.</p> <p>Many students do not know the leader’s name or recognize the leader on sight.</p>
<p>5.2 Two-Way Communication with Faculty and Staff</p> <p>The leader demonstrates two-way communication with faculty and staff</p>	<p>The leader actively engages in “active listening” to the faculty and staff.</p> <p>The leader’s calendar reflects numerous individual and small group meetings with staff at every level, not just with the direct reports. Bus drivers, cafeteria workers, and first-year teachers all report confidence in their ability to gain a respectful hearing from the leader.</p>	<p>Faculty meetings include open discussions with two-way discussions.</p> <p>Faculty members regularly have the opportunity for 1:1 meetings with the leader.</p> <p>The leader knows all staff members and makes an effort to recognize the personal and individual contributions made by each one.</p>	<p>The leader typically limits his or her listening to time during faculty meetings.</p>	<p>Faculty meetings consist of the reading of announcements, with little or no interaction.</p>

5.3 Two-Way Communication with Parents and Community	Highly Effective (System-wide Impact) In addition to “Effective”...	Effective (Local Impact)	Needs Improvement (Leadership Potential)	Unsatisfactory
<p>The leader demonstrates two-way communication with parents and community</p>	<p>Clear evidence of parent-centered and community-centered communication is present, including open forums, focus groups, surveys, personal visits, and extensive use of technology.</p> <p>Decisions in curriculum, leadership, staffing, assessment, and school appearance reflect parent and community involvement.</p> <p>Survey data suggests that parents and community members feel empowered and supportive of educational objectives.</p>	<p>The leader conducts frequent interactions with parents and community members, including newsletters, briefings, visits and calls, and the use of technology (e.g., voicemail, hotlines, email, websites).</p> <p>There is clear evidence of decisions based on input from parents and community members.</p>	<p>Parents and community members receive a respectful hearing when they initiate the conversation.</p>	<p>Parents and community members have little or no role to play in leadership decision making.</p>
<p>5.4 Analysis of Input and Feedback</p> <p>The leader actively listens and analyzes input and feedback</p>	<p>The leader models open communication by listening purposefully and actively.</p> <p>The leader is able to read the situation and respond accordingly.</p> <p>The leader maintains listening systems for major stakeholders (parents, teachers, students, patrons, and staff), explicitly plans analysis of and reflection on data, and establishes structures that facilitate action based on feedback and analysis.</p>	<p>Observations and documentation provided by the leader demonstrate that the leader listens well, seeks mutual understanding, and welcomes the sharing of information.</p> <p>The leader has established an effective communication plan, communicates openly, and is receptive to ideas from a variety of sources and perspectives.</p>	<p>The leader appears to listen to others, but often relies on his/her interpretation of events rather than seeking out alternative perspectives and interpretations.</p> <p>Analysis of listening data occurs rarely.</p>	<p>The leader hears what others say, but relies on his/her personal interpretation.</p> <p>The leader does not appear to communicate openly, omitting key details and attempting to resolve challenges without input or assistance.</p>

6.0 Faculty Development:

Narrative: Leaders recruit, hire, and retain effective and highly effective teachers. In their efforts to retain effective and highly effective teachers, leaders focus on evidence, research, and classroom realities faced by teachers. They link professional practice with student achievement to demonstrate the cause and effect relationship. Leaders also facilitate effective professional development, monitor implementation of critical initiatives, and provide timely feedback to teachers so that feedback can be used to increase teacher professional practice.

6.1 Faculty Proficiencies and Needs	Highly Effective (System-wide Impact) In addition to “Effective”...	Effective (Local Impact)	Needs Improvement (Leadership Potential)	Unsatisfactory
<p>Understanding of faculty proficiencies and needs for further development to support and retain effective and highly effective teachers</p>	<p>The leader has demonstrated a record of differentiated professional development for faculty based on student needs.</p> <p>The leader has developed a system of job-embedded professional development that differentiates training and implementation based on teacher needs, which help retain effective and highly effective staff.</p> <p>The leader routinely shares professional development opportunities with other schools, departments, districts, and organizations.</p>	<p>Faculty development reflects the prioritized needs of the School Improvement Plan and some effort has been made to differentiate and embed professional development to meet the needs of all faculties (coaching, mentoring, collaborative teams, peer scoring). The leader is able to use data from evaluation of instructional personnel to assess proficiencies and identify priority needs to support and retain effective and highly effective faculty members.</p>	<p>The leader is aware of the differentiated needs of faculty and staff members, but professional development is only embedded in faculty meetings at this time, rather than incorporating the use of collaboration, study teams, etc.</p>	<p>Professional development is typically “one size fits all,” and there is little or no evidence of recognition of individual faculty needs or matching of faculty needs to student achievement needs. Consequently, retaining effective and highly effective staff is problematic.</p>

6.2 Leading Professional Development	Highly Effective (System-wide Impact) In addition to “Effective”...	Effective (Local Impact)	Needs Improvement (Leadership Potential)	Unsatisfactory
Personal participation in leading professional development	<p>The leader is an active participant in teacher-led professional development, demonstrating with a commitment of time and intellect that the leader is a learner and is willing to regularly learn from colleagues.</p> <p>The leader routinely shares learning experiences with other administrators and colleagues throughout the system.</p>	<p>The leader devotes faculty meetings to professional development, not announcements.</p> <p>The leader personally leads professional development at various times throughout the school year.</p>	The leader sometimes devotes faculty meetings to professional development and occasionally shares personal learning experiences with colleagues, but relies on others to lead each professional development opportunity.	The leader displays little or no evidence of new learning or sharing that learning with colleagues.
6.3 Formal and Informal Feedback Formal and informal feedback to colleagues with the exclusive purpose of improving individual and organizational performance	<p>The leader uses a variety of creative ways to provide positive and corrective feedback. The entire organization reflects the leader’s focus on accurate, timely, and specific recognition.</p> <p>The leader balances individual recognition with team and organization-wide recognition.</p>	<p>The leader provides formal feedback consistent with the district personnel policies, and provides informal feedback to reinforce effective/highly effective performance and highlight the strengths of colleagues and staff.</p> <p>Corrective and positive feedback is linked to organizational goals and both the leader and employees can cite examples of where feedback is used to improve individual and organizational performance</p>	The leader adheres to the personnel policies in providing formal feedback, although the feedback is just beginning to provide details that improve teaching or organizational performance.	<p>Formal feedback is nonspecific.</p> <p>Informal feedback is rare, nonspecific, and not constructive.</p>

6.4 Modeling Coaching and Mentoring	Highly Effective (System-wide Impact) In addition to “Effective”...	Effective (Local Impact)	Needs Improvement (Leadership Potential)	Unsatisfactory
<p>The leader models coaching and mentoring</p>	<p>The leader is deliberate in establishing development structures that conform to the Learning Forward/National Staff Development Council (NSDC) Standards.</p> <p>The leader coaches other administrators on successful observation strategies, use of the educator standards to improve instruction and student learning, and communicating through a common language of instruction.</p> <p>The leader is seen by one’s staff as capable of coaching them to improve yet willing to hold them accountable for performance that is not considered acceptable.</p> <p>Multiple examples exist that verify a standards-based professional learning community and action research is evident in context, process, and content.</p>	<p>The leader engages in coaching to improve teaching and learning, and is receptive to innovative teaching strategies and practices; the leader is also willing to facilitate new approaches to instruction through action research.</p> <p>The leader monitors classroom visits in which the actual activity corresponds to the planned activity.</p> <p>The leader actively coaches instructional staff for improvement of classroom practice making effective use of a common language of instruction, the educator standards, and research-based instructional strategies linked to improvement of student learning and instructional practice.</p> <p>A system has been developed that provides for regular observation of classrooms.</p>	<p>The leader is able to identify certain effective instructional strategies and complete observation processes, but needs to develop more prescriptive assistance about strategies and practices to help teachers refine and improve their effectiveness.</p>	<p>The leader views classroom observations as an obligation to make sure teachers are teaching and students are on task.</p> <p>Evidence of coaching and mentoring, if any, does not specify effective teaching strategies or provide feedback that is either corrective or accurate.</p>

6.4 Modeling Coaching and Mentoring	Highly Effective (System-wide Impact) In addition to “Effective”...	Effective (Local Impact)	Needs Improvement (Leadership Potential)	Unsatisfactory
The leader models coaching and mentoring (continued)		<p>Observations are not just used for rating purposes; they are also used for coaching and professional development opportunities.</p> <p>The leader has organized faculty into an effective learning/action research community, wherein coaching and mentoring occurs formally and informally among the faculty.</p>		

6.5 Recruitment and Hiring of Faculty	Highly Effective (System-wide Impact) In addition to “Effective”...	Effective (Local Impact)	Needs Improvement (Leadership Potential)	Unsatisfactory
<p>The leader recruits and hires effective and highly effective teachers</p>	<p>The leader tracks the success of her or his recruitment and hiring strategies, learns from past experience, and revisits the process annually to continually improve the process.</p> <p>The leader engages in a variety of traditional and non-traditional recruitment strategies and then prioritizes based on where they find their most effective teachers.</p> <p>Effective recruiting and hiring practices are frequently shared with other administrators and colleagues throughout the system.</p>	<p>The leader works collaboratively with the staff in the human resources office to define the ideal teacher based upon her or his school’s vision, culture, and performance expectations and on what type of teacher has been successful in their school.</p> <p>The leader is sensitive to the various legal guidelines about the kind of data that can be sought in interviews.</p> <p>A hiring selection tool that helps interviewers focus on key success criteria aligned with Marzano’s Art and Science of Teaching, compare findings with others more effectively, and develop more rigor in scoring and evaluating candidates is developed and effectively utilized.</p> <p>A hiring process is established specifying the steps, which staff is included, who is responsible and what the leader is looking for.</p>	<p>The leader works with the staff in the human resources office to write and post a job description for the vacant teaching position.</p> <p>Hiring processes are put into place but may not be systematic or systemic in nature. Consequently the process lacks standardization and improvement from year to year.</p>	<p>The leader approaches the recruitment and hiring process from a reactive rather than a proactive standpoint. Consequently, the process may not be well thought out, disjointed, and not aligned with key success criteria embedded within the teacher evaluation documents essential to organizational success.</p>

7.0 Leadership Development:

Narrative: Leaders in education actively cultivate and grow other leaders within the organization. They also model trust, competency, and integrity, which positively impacts and inspires growth in other potential leaders.

7.1 Mentoring Emerging Leaders	Highly Effective (System-wide Impact) In addition to “Effective”...	Effective (Local Impact)	Needs Improvement (Leadership Potential)	Unsatisfactory
The leader mentors emerging leaders to assume key leadership responsibilities	The leader has coached or mentored multiple administrators or instructional personnel who have assumed administrative positions and responsibilities. Multiple administrators throughout the system cite this leader as a mentor and reason for their success.	The leader has personally mentored at least one emerging leader to assume leadership responsibility in an instructional leadership or at an administrative level, with positive results.	The leader provides some training to an emerging school leaders or administrator who may, in time, be able to independently assume a leadership role.	Persons under the leader’s direction are unable or unwilling to assume added responsibilities; there is no evidence of effort to develop others.

7.2 Identification of Potentially Future Leaders	Highly Effective (System-wide Impact) In addition to “Effective”...	Effective (Local Impact)	Needs Improvement (Leadership Potential)	Unsatisfactory
The leader consistently identifies potential future leaders	<p>The leader routinely identifies and recruits new leaders.</p> <p>The leader has specifically identified at least two new leaders in the past year, and has entered them into the ranks of leadership training.</p> <p>The leader is remarkable for identifying leaders from unexpected sources, including helping potential leaders find their own leadership strengths even when they had not initially considered a leadership career.</p> <p>The leader helps other leaders to identify and recruit potential leadership candidates.</p>	The leader has specifically identified and recruited new leaders.	The leader follows personnel guidelines for accepting applications for new leaders but has not implemented any systemic process for identifying emergent leaders.	The leader does not recognize the need for leadership in the system.

7.3 Delegation and Trust	Highly Effective (System-wide Impact) In addition to “Effective”...	Effective (Local Impact)	Needs Improvement (Leadership Potential)	Unsatisfactory
The leader provides evidence of delegation and trust in subordinate leaders	<p>Staff throughout the organization is empowered in formal and informal ways.</p> <p>Faculty members participate in the facilitation of meetings and exercise leadership in committees and task forces; other employees, including noncertified staff, exercise appropriate authority and assume leadership roles where appropriate.</p> <p>The climate of trust and delegation in this organization contributes directly to the identification and empowerment of the next generation of leadership.</p>	<p>There is a clear pattern of delegated decisions, with authority to match responsibility at every level in the organization.</p> <p>The relationship of authority and responsibility and delegation of authority is clear in personnel documents, such as evaluations, and also in the daily conduct of meetings and organizational business.</p>	The leader sometimes delegates, but also maintains decision-making authority that could be delegated to others.	The leader does not afford subordinates the opportunity or support to develop or to exercise independent judgment.

8.0 Time/Task/Project Management:

Narrative: Leaders in education manage the decision making process, but not all decisions. They establish personal deadlines for themselves and the entire organization. Additionally, leaders understand the benefits of going deeper with fewer initiatives as opposed to superficial coverage of everything. They also effectively manage and delegate tasks and consistently demonstrate fiscal efficiency.

8.1 Organization of Time and Projects	Highly Effective (System-wide Impact) In addition to “Effective”...	Effective (Local Impact)	Needs Improvement (Leadership Potential)	Unsatisfactory
The leader organizes time and projects for effective leadership.	<p>The leader maintains a daily-prioritized task list.</p> <p>Personal organization allows the leader to consider innovations and be available to engage in leadership activities and collaborate with people at all levels.</p> <p>Calendar is free of conflicts and focused on the priorities of the leader and organization.</p> <p>The leader applies project management to systems thinking throughout the organization.</p>	<p>The use of organizational development tools is evident by supporting documentation provided by the leader.</p> <p>Project/task accomplishments are publicly celebrated and project challenges are open for input from a wide variety of sources.</p>	<p>Projects are managed using lists of milestones and deadlines, but are infrequently updated.</p> <p>The impact of changes is rarely documented.</p>	<p>Project management is haphazard or absent.</p> <p>There is little or no evidence of lists of milestones and deadlines.</p>

8.2 Fiscal Stewardship	Highly Effective (System-wide Impact) In addition to “Effective”...	Effective (Local Impact)	Needs Improvement (Leadership Potential)	Unsatisfactory
<p>The leader provides fiscal stewardship by completing projects on schedule and within budget</p>	<p>The leader regularly saves resources of time and money for the organization, and proactively redeploys those resources to help the organization achieve its strategic priorities. Results indicate the positive impact of redeployed resources in achieving strategic priorities.</p> <p>The leader has established processes to leverage existing limited funds and increase capacity through grants, donations, and community resourcefulness.</p>	<p>The leader leverages knowledge of the budgeting process, categories, and funding sources to maximize all available dollars to achieve strategic priorities.</p> <p>The leader has a documented history of managing complex projects, meeting deadlines, and keeping budget commitments.</p> <p>The leader documents a process to direct funds to increase student achievement that is based on best practice and leveraging of antecedents of excellence in resources, time, and instructional strategies.</p>	<p>The leader sometimes meets deadlines, but only at the expense of breaking the budget; or, the leader meets budgets, but fails to meet deadlines.</p> <p>The leader lacks proficiency in using budget to focus resources on school improvement priorities.</p>	<p>The leader has little or no record of keeping commitments for schedules and budgets.</p>

8.3 Project Objectives and Plans	Highly Effective (System-wide Impact) In addition to “Effective”...	Effective (Local Impact)	Needs Improvement (Leadership Potential)	Unsatisfactory
<p>The leader establishes clear objectives and coherent plans for complex projects</p>	<p>The leader uses project management as a teaching device, helping others understand the interrelationship of complex project milestones throughout the organization.</p> <p>The leader uses complex project management to build systems thinking throughout the organization.</p> <p>Project plans are visible in heavily trafficked areas, so that accomplishments are publicly celebrated and project challenges are open for input from a wide variety of sources.</p> <p>Successful project results can be documented.</p>	<p>Project management documents are revised and updated as milestones are achieved or deadlines are changed.</p> <p>The leader understands the impact of a change in a milestone or deadline on the entire project, and communicates those changes to the appropriate people in the organization.</p> <p>The leader uses examples to differentiate between a task and a project.</p>	<p>Project management methodologies are vague or it is unclear how proposed project management tools will work together in order to help keep the project on time and within budget.</p> <p>The impact of change in a milestone or deadline on the project is not clear or are rarely documented, and communicated to people within the organization.</p>	<p>There is little or no evidence of project management against goals, resources, timelines, and results.</p>

9.0 Technology:

Narrative: Leaders in education are technically savvy. They process changes and capture opportunities available through social networking tools and access and process information through a variety of online resources. They incorporate data-driven decision making with effective technology integration to analyze school results. Furthermore, leaders develop strategies for coaching staff as they integrate technology into teaching, learning, and assessment processes.

9.1 Use of Technology to Improve Teaching and Learning	Highly Effective (System-wide Impact) In addition to “Effective”...	Effective (Local Impact)	Needs Improvement (Leadership Potential)	Unsatisfactory
<p>The leader demonstrates use of technology to improve teaching and learning</p>	<p>The leader serves as a model for technology implementation to other organizations.</p> <p>The links between technology implementation and learning success are clear and public.</p> <p>The leader provides evidence of greater efficiency, improved quality of information, and more responsive effective communication.</p> <p>The leader coaches the entire staff on the results of the linkage between technology and organizational success, creating new ways to save resources and improve organizational effectiveness.</p> <p>The leader relentlessly pursues emerging best practices (e.g., web-based lessons).</p>	<p>The leader can document adherence to the following:</p> <ul style="list-style-type: none"> • Assist teachers in using technology to access, analyze, and interpret student performance data and in using results to appropriately design, assess, and modify student instruction. • Collaboratively design, implement, support, and participate in professional development for all instructional staff that institutionalizes effective integration of technology for improved student learning. 	<p>The leader is personally proficient in required technology applications and appears to be an advocate for the use of instructional technology, but does not always differentiate between technology implementation and a clear impact on teaching and learning.</p>	<p>The leader does not display personal competence in the use of required technology applications.</p> <p>The leader does not link the installation of technology to specific teaching and learning objectives.</p>

9.2 Personal Proficiency in Electronic Communication	Highly Effective (System-wide Impact) In addition to “Effective”...	Effective (Local Impact)	Needs Improvement (Leadership Potential)	Unsatisfactory
The leader demonstrates personal proficiency in electronic communication	<p>The leader creates new opportunities for learning and uses the organization as an example of effective technology implementation.</p> <p>Leading by example, the leader provides a model of new learning.</p>	<p>The leader personally uses email, word processing, spreadsheets, presentation software, database, and district software.</p> <p>Personal study and professional development reflect a commitment to continued learning.</p>	<p>The leader has mastered some, but not all, software required for proficient performance.</p> <p>The leader takes the initiative to learn new technology.</p>	<p>The leader has limited literacy with technology.</p> <p>There is little or no evidence of the leader taking a personal initiative to learn new technology.</p>

10.0 Personal Professional Learning:

Narrative: Leaders in education stay informed on current research in education and demonstrate their understanding. They engage in professional development opportunities that improve their personal professional practice and align with the needs of the school system. In addition, leaders generate a professional development focus in their schools and districts that is clearly linked to the system-wide strategic objectives.

10.1 Personal Understanding of Research Trends	Highly Effective (System-wide Impact) In addition to “Effective”...	Effective (Local Impact)	Needs Improvement (Leadership Potential)	Unsatisfactory
The leader demonstrates personal understanding of research trends in education and leadership	In addition to personal reading that is wide and deep in the fields of education research, the leader contributes directly to research, providing case studies, experimental results, and research questions to serve the interests of other leaders and educational organizations.	Personal reading, learning, and teaching in education and leadership research trends are evident and documented.	Some interest in education and leadership research trends is evident and documented. The leader is able to link personal reading to some leadership actions.	Little or no evidence of personal learning and research is present.

10.2 Personal Professional Focus	Highly Effective (System-wide Impact) In addition to “Effective”...	Effective (Local Impact)	Needs Improvement (Leadership Potential)	Unsatisfactory
<p>The leader creates a personal professional focus</p>	<p>The leader approaches every professional development opportunity with a view toward multidimensional impact.</p> <p>Knowledge and skills are shared throughout the organization and with other departments, schools, and districts.</p> <p>Rather than merely adopting the tools of external professional development, this leader creates specific adaptations so that learning tools become part of the culture of the organization and are “home-grown” rather than externally generated.</p>	<p>The leader engages in professional development that is directly linked to organizational needs.</p> <p>The priority is given to building on personal leadership strengths.</p> <p>The leader personally attends and actively participates in the professional development that is required of other leaders in the organization.</p> <p>In the case of building principals, the leader personally attends and actively participates in the professional development required of teachers.</p>	<p>The leader actively participates in professional development, but it is reflective of a personal agenda rather than addressing the strategic needs of the organization.</p> <p>The leader attends professional development for colleagues, but does not fully engage in it and set an example of active participation.</p>	<p>The leader might introduce a professional development program, but does not participate in the learning activities along with the staff.</p> <p>The leader is not strategic in planning a personal professional development focus aligned with the school or district goals.</p>

10.3 Professional Development Focus	Highly Effective (System-wide Impact) In addition to “Effective”...	Effective (Local Impact)	Needs Improvement (Leadership Potential)	Unsatisfactory
<p>The leader creates a professional development focus</p>	<p>The leader has demonstrated the ability to integrate initiatives into one or two focus areas for professional development, with extensive time in faculty meetings, grade level meetings, department meetings, and staff development meetings focused on intensive implementation of a few areas of learning.</p> <p>The leader is able to document how professional development activities impact the closing of the learning gap for each subgroup.</p>	<p>Professional development plan has focused areas of emphasis and each of those areas is linked to the organization’s strategic objectives.</p> <p>The leader is able to identify specific professional development offerings from past years that have been systematically reviewed and terminated because they failed to support organizational goals.</p> <p>The leader has a process for prior review of new professional development programs, and rigorously applies it to applications for time and funding.</p> <p>Professional development priorities are linked to the needs of the school, based on student and faculty achievement data.</p>	<p>Professional development opportunities are somewhat related to the organizational objectives, but no means of assessing their impact exists.</p> <p>Participant evaluations are the primary criteria for selection, so programs that are popular but ineffective tend to be the norm.</p>	<p>Faculty requests are routinely approved, whether or not they are related to student achievement.</p> <p>The leader’s personal professional development agenda is based on preference, not organizational needs.</p>

10.4 Application of Learning	Highly Effective (System-wide Impact) In addition to “Effective”...	Effective (Local Impact)	Needs Improvement (Leadership Potential)	Unsatisfactory
The leader applies professional development learning	In addition to being proficient, this leader provides evidence of leverage, applying each learning opportunity throughout the organization. This leader creates forms, checklists, self-assessments, and other tools so that concepts learned in professional development are applied in the daily lives of teachers and leaders throughout the organization. In addition, this leader regularly shares these application tools with other schools, departments, or districts in order to maximize the impact if the leader’s personal learning experience.	There is clear evidence of the actual application of personal learning in the organization. Where learning has not been applied within the organization, this leader rigorously analyzes the cause for this and does not continue investing time and money in professional development programs that lack clear evidence of success when applied in the organization.	The leader has given intellectual assent to some important learning experiences, but can give only a few specific examples of application to the organization.	Even on those rare occasions when this leader engages in professional development, the purpose appears to be merely collecting information rather than reflecting on it and applying it to the organization. Professional development is an expense, not an investment in constructive improvements.

Berrien Springs Middle and High School Assessment Development Plan

	Summative Assessments	Periodic /Benchmark Assessments	Pre-Test Post-Test	Formative Assessments
Frequency	End-of-course, Semester	Quarterly /Midterm	Before/after units	Ongoing, very frequent
Purpose	Assessments for proficiency of standards Evaluation of instruction/curriculum	Assessments of proficiency of standards Evaluation of instruction	Determine prior knowledge, areas of strength & weakness, misunderstandings, need for various teaching strategies Progress monitoring	Feedback for students and teachers Progress monitoring
Types	Paper-pencil (multiple choice, essay, short answer, etc), performance evaluation, skills assessment, (assessed with rubrics), student self-assessment	Paper-pencil, performance evaluation, skills assessment, (assessed with rubrics), student self-assessment	Paper-pencil, performance evaluation, skills assessment, (assessed with rubrics), student self-assessment	Conferencing, small groups, observations, questioning, student self-assessment, performance assessments, rubric checks, clickers, peer assessments, practice quizzes, "tickets out the door", daily work, student/teacher reflection
Aligned to standards	Yes	Yes	Yes	Yes
Results in Data Director	Yes (shows proficiency, need for re-teaching or intervention)	Yes (shows proficiency and gaps, need for re-teaching, intervention)	Data Director is helpful - shows growth	Not usually
Used for grades?	Yes	May or may not be used for grades	Post-test may be used; pre-test may not be used	Usually not used for grades
Formative use of results (teachers and students)	Teachers see areas of strength & weakness, establish need for changes in instruction	Teachers & students see areas of strength & weakness, need for further instruction	Teachers & students determine learning goal targets/I can statements; chart growth	Teachers & students determine areas of strength, weakness & progress on goals,; set plans, appropriate assistance/enrichment
Timeline	1 st draft due 5-2-11; Further development summer and 2011-12	End of marking periods, 2011-12 Further development summer and 2011-12	Due Beginning and ending points of units - 2011-12	Ongoing development and use

MY ACT JOURNEY

Student Name _____ Date _____ Grade 11

School Berrien Springs High School

My Explore/PLAN/ACT information

	8 th Grade Explore		10th Grade PLAN		11 th Grade Practice ACT		Goal for ACT		
	College Ready Benchmark	My Score	College Ready Benchmark	My Score	College Ready Benchmark	My Score	College Ready Benchmark	My Goal	My Score
English	13		15		18		18		
Reading	15		17		21		21		
Math	17		19		22		22		
Science	20		21		24		24		

ACT's College Readiness Benchmarks

The benchmarks are scores on the ACT subject-area tests that represent the level of achievement required for students to have a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in corresponding credit-bearing first-year college courses. These college courses include English composition, college algebra, introductory social science courses, and biology.

My ACT Journey

	Above or Below Benchmark - Explore/8 th grade		Above or Below Benchmark - PLAN/9 th grade		How many points did you grow from Explore to PLAN		Above or Below Benchmark - Practice ACT - 11 th Grade		How many points did you grow from PLAN to Practice ACT		ACT Goal
	+ or -	How many points?	+ or -	How many points?	+ or -	How many points?	+ or -	How many points?	+ or -	How many points?	
Math											
English											
Reading											
Science											

What are your plans to meet your goals?

MY ACT JOURNEY

Student Name _____ Date _____ Grade 10
 School Berrien Springs High School

My Explore/PLAN/ACT information

	8 th Grade Explore		9th Grade PLAN		10 th Grade Practice ACT			Goal for ACT		
	College Ready Benchmark	My Score	College Ready Benchmark	My Score	College Ready Benchmark	My Goal	My Score	College Ready Benchmark	My Goal	My Score
English	13		15		18			18		
Reading	15		17		21			21		
Math	17		19		22			22		
Science	20		21		24			24		

ACT's College Readiness Benchmarks

The benchmarks are scores on the ACT subject-area tests that represent the level of achievement required for students to have a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in corresponding credit-bearing first-year college courses. These college courses include English composition, college algebra, introductory social science courses, and biology.

My ACT Journey

	Above or Below Benchmark - Explore/8 th grade		Above or Below Benchmark - PLAN/9 th grade		How many points did you grow from Explore to PLAN		Above or Below Benchmark - Practice ACT - 11 th Grade		How many points did you grow from PLAN to Practice ACT		ACT Goal
	+ or -	How many points?	+ or -	How many points?	+ or -	How many points?	+ or -	How many points?	+ or -	How many points?	
Math											
English											
Reading											
Science											

What are your plans to meet your goals?

MY ACT JOURNEY

Student Name _____ Date _____ Grade 9
 School Berrien Springs High School

My Explore/PLAN/ACT information

	8 th Grade Explore		9 th Grade PLAN			10 th Grade Practice ACT			Goal for ACT		
	College Ready Benchmark	My Score	College Ready Benchmark	My Goal	My Score	College Ready Benchmark	My Goal	My Score	College Ready Benchmark	My Goal	My Score
English	13		15			18			18		
Reading	15		17			21			21		
Math	17		19			22			22		
Science	20		21			24			24		

ACT's College Readiness Benchmarks

The benchmarks are scores on the ACT subject-area tests that represent the level of achievement required for students to have a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in corresponding credit-bearing first-year college courses. These college courses include English composition, college algebra, introductory social science courses, and biology.

My ACT Journey

	Above or Below Benchmark - Explore/8 th grade		Above or Below Benchmark - PLAN/9 th grade		How many points did you grow from Explore to PLAN		Above or Below Benchmark - Practice ACT - 11 th Grade		How many points did you grow from PLAN to Practice ACT		ACT Goal
	+ or -	How many points?	+ or -	How many points?	+ or -	How many points?	+ or -	How many points?	+ or -	How many points?	
Math											
English											
Reading											
Science											

What are your plans to meet your goals?

