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GOVERNOR

STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
LANSING

MICHAEL P. FLANAGAN
SUPERINTENDENT OF
PUBLIC INSTRUCTION

December 28, 2011

Ms. Gloria Rubis, Superintendent
Bridgeport-Spaulding Schools
Bridgeport High School
4691 Bearcat Blvd.
Bridgeport, MI 48722

Dear Ms. Rubis:

The redesign plan submitted by your team for Bridgeport 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

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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><input type="checkbox"/> YES</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><input checked="" type="checkbox"/> YES</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><input type="checkbox"/> YES</p>	<p>The plan does not identify how the leader will be rewarded or removed. The plan does not specify opportunities for staff to improve practice</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>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 checked="" type="checkbox"/> YES <input checked="" type="checkbox"/> YES <input checked="" type="checkbox"/> YES</p>	<p>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. Reform seniority rights, and other job protections, to enable quick performance-based dismissals.</p> <p>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. 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. 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. Align professional development with identified needs based on staff evaluation and student performance.</p> <p><input type="checkbox"/> YES <input type="checkbox"/> YES</p>	<p>Plan is unclear about how follow-up and support is provided. The plan consists of a series of workshop activities without a clear instructional focus consistent with a research-based instructional program. Include guidance on job embedded professional development.</p>

TRANSFORMATION	GETTING STARTED	PARTIALLY COMPLIANT	COMPLIANT	COMMENTS
<p>REQUIREMENT 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.</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 checked="" type="checkbox"/> YES</p> <p>Structure professional development to provide adequate time for collaboration and active learning.</p> <p>Create a school culture in which professional collaboration is valued, emphasized, and fosters a culture of continuous learning.</p> <p>Professional Development calendar is attached in Appendix B.</p> <p><input type="checkbox"/> YES</p>	<p>Plan appears to address teacher leadership opportunities for staff.</p> <p>Plan could be strengthened by considering more career growth opportunities and more flexible working schedules.</p>
PART B: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES				
<p>REQUIREMENT 6 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 checked="" 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>Plan identifies the research to support the instructional programs identified in the plan, however it is unclear how this relates to the specific needs of the students.</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>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 checked="" type="checkbox"/> YES</p> <p><input type="checkbox"/> YES</p>	<p>School has a plan for using student data to inform instruction.</p> <ul style="list-style-type: none"> ✓ Plan details PD on data use and describes how teachers have easy access to data on their students. ✓ 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. ✓ Teachers are trained on data usage and can access assigned student's data with ease. ✓ Teachers prepare standards-aligned lessons and differentiated activities. ✓ Student learning assessed frequently using standards-based classroom assessments. ✓ Parent communications are frequent and include useful information about homework practices. ✓ Plan includes varied modes of instruction (teacher-directed whole-class; teacher-directed small group; student-directed small group, etc.). ✓ Teachers employ effective classroom management. 	<p>While the plan addresses the MMC, it is not clear how the rubric scale and the cognitive taxonomy relates to the instructional program identified.</p> <p>Identify key strategies and be sure there is a process for implementing the strategies. It is not clear how the data will be used to inform and differentiate instruction.</p>

PART C: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT

REQUIREMENT B

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

Not clear how much time has been increased over the course of the day, week, or year. Plan needs to specify the amount of time increased each year.

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 checked="" 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 Not clear how these activities are 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 checked="" type="checkbox"/> YES Plan describes some details pertaining to the operational flexibility that the district will provide to the school.	<input type="checkbox"/> YES Plan details the operational flexibility in staffing, calendars, time, and budgeting. <input checked="" type="checkbox"/> Align resource allocation (money, time, human resources) with the school's instructional priorities. <input checked="" type="checkbox"/> Negotiate union waivers if necessary. <input checked="" type="checkbox"/> Consider establishing a turnaround office or zone to also include transformation and other models. <input checked="" type="checkbox"/> Examination of current district policies and structures related to central control and make modifications to fully support transformation. <input checked="" type="checkbox"/> Re-orient district culture toward shared responsibility and accountability, and establish performance objectives for the school.	<input type="checkbox"/> YES Operational flexibility needs to be linked to the transformation plan and instructional program, including the building involved in selecting staff, controlling budgets, etc.
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: <ul style="list-style-type: none"> • ISD • MDE • External Provider 	<input checked="" type="checkbox"/> YES

PART E: RUBRIC REVIEW OF OVERALL PLAN

TRANSFORMATION	GETTING STARTED	PARTIALLY COMPLIANT	COMPLIANT	COMMENTS
<p>REQUIREMENT 12 Plan is clear and cohesive.</p>	<p><input type="checkbox"/> YES</p> <p>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.</p>	<p><input checked="" type="checkbox"/> YES</p> <p>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.</p>	<p><input type="checkbox"/> YES</p> <p>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.</p>	

SCHOOL INFORMATION

District: Bridgeport-Spaulling Community Schools
 School Name: Bridgeport High School
 Address: 4691 Bearcat Blvd. Bridgeport, MI 48722
 School Code: 00398

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.

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THE TRANSFORMATION MODEL STARTS HERE:

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

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

I. TRANSFORMATION MODEL COMPONENTS

PART A: DEVELOP/INCREASE SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS

1. Describe how the building principal was replaced or how the existing principal meets the 2 year rule. Please include the leaders name and discuss how the leader meets the criteria for a turnaround principal. (Maximum 2500 characters)
Suzanne D. Brown was moved to the High School in 2009-10 as a co-principal in charge of discipline and daily operations. In 2010-11 she was moved to sole principal in charge of curriculum and instruction and an assistant principal was hired. See attached letter.
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)
During the 2010-11 school year a committee of 4 teachers, 2 principals, 1 uni-serve director, and 1 superintendent met to develop an evaluation tool that met the requirements from the state to include students achievement. There are 4 domains of the evaluation tool which follows the framework of Charlotte Danielson. Student achievement is one of those domains.*Due to changes in the evaluation process the district is researching other tools of evaluation that will address student achievement.
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)
We have developed a staff recognition program that will recognize our faculty and staff who have impacted student achievement and growth.
 - Recognition from the School Board at board meetings, School Bell (district paper), and School paper.

- Data Wall – Showcase outside main office that displays data team core courses who have shown student growth bi-weekly in these courses.
- Data Wall in Teacher’s Lounge – displaying bi-weekly updates on each teacher’s students academic growth and/or lack of academic growth in their courses.
- Recognition dinner for staff if we make AYP, removed from the PLA list and/or show notable grow in closing the gap in the state average.
- Honorary Degree – (see below):

Seniors at Bridgeport High School realize they had a lot of help along the way to graduation. Our Renaissance program knows that staff and faculty rarely get the recognition they deserve. We have made it a point to acknowledge those teachers and staff members who truly influenced and guided our students along the path. We have created an honorary diploma for our seniors to present to a staff member to recognize their contributions to the success of our kids. These diplomas can be given to any staff member from elementary or middle school teachers to cafeteria or library staff to bus drivers.

When our seniors receive their caps and gowns in the spring, we designate a day to go around the district presenting their chosen staff member with the honorary diploma. The students arrive wearing their cap and gown, carrying the honorary diploma wrapped in a ribbon. They present the staff member with the diploma, explaining how and why that particular staff member influenced and helped them earn their own high school diploma. This is a very meaningful experience, both for the senior and the staff member. (Josten's Renaissance Program)

*The evaluation tool and the state's requirements on removal of a teacher are very clear. The teacher who receives 3 ineffective evaluations will be removed from their position.

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)

Professional Development

Professional Development Days – The district calendar has five built in professional development days for all staff. They are broken up into PD days before the school year begins, and the rest of the PD days during each semester of school year.

Teacher Data Teams – We have established data teams for each core area and the elective area. Our data teams will meet once a week for a 45 minutes period. The data team’s goal is to hold collaborative, structured, continuous meetings to focus on analyzing data for student achievement and ways to increase student growth. They identify the strengths and needs of student performance through data analysis. They set goals based on identifying these areas of need. They also concentrate on

research-based effective teaching and learning strategies for implementation and evaluate their effectiveness in student learning.

Mentor Program- Our data teams will mentor new and probationary teachers. They will provide peer observation opportunities, effective teaching strategies and best practices. They will guide the new teacher through the induction process of school life, policies, procedures, learning walks and teaching systems.

Evaluation Process – The evaluation process will provide feedback to teachers and drive professional development needs. Professional development will be implemented based on best practices and strategies to increase students’ achievement and growth.

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)

Increased opportunities for Promotion and Career Growth.

- The district through the contract provides career opportunity through tuition reimbursement.
- Data Team Leader, Data Team Mentors, Grant Writers, Data Collector/Analyst provide an additional opportunity for staff to gain experience in a variety of different areas.
- Staff has been given the opportunity to provide peer-based professional development in the areas of standard based learning and grading, best practices and strategies, grant writing and staff members have facilitated school improvement days.
- Individual and small group professional development days have been given to staff to work on collaboration on standard based learning and grading.
- Teachers will be given the opportunity to participate in learning walks to visit colleague’s classrooms to observe best practices, model classrooms and strategies.
- Our district will continue to contact surrounding colleges and universities for names of graduates in the field of education.
- Our district will continue to contact universities that have minority graduates in the field of education to provide role models and meet the needs of our diverse population.
- Individual Development Plans will continue to be used for new and probationary teachers to help guide and set goals for their teaching year.

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)

A popular research based instructional program is Standards Based Grading using formative assessments. Our SBG/FA program follows guidelines given by Robert Marzano, Ph. D. in several publications (e.g., Formative Assessment & Standards-Based Grading, MRL 2010 and Designing & Teaching Learning Goals & Objectives, MRL 2009).

Dr. Marzano provides research data supporting four aspects of formative assessment that make it highly effective for increasing student learning: (1) in 14 meta-analysis of giving students feedback there was an average percentile gain of 27%, (2) in the 1991 Bangert-Drowns, Kulik & Kulik study of frequency of assessment there was a positive correlation between assessment frequency and student achievement, (3) 14 studies conducted at Marzano Research Laboratory showed an average 32% gain for students who tracked their own progress, (4) in 13 meta-analyses of establishing learning goals there was an average percentile gain of 21%. Taken together, these results indicate a system of learning goals assessed with formative assessments will cause student learning.

At BHS we have used the Michigan Merit Curriculum (and soon the Common Core) and the content strands included on the MME to generate focused lists of learning goals for each course. These goals are sometimes called Power Standards or Priority Standards in press. For each learning goal we've identified a rubric scale that uses a cognitive taxonomy to describe expectations for students' understanding of each content goal. Learning goals are assessed formatively so that students and teachers can change their approaches to learning or teaching the content in order to increase understanding. Students track their progress toward each goal and form action plans to increase their achievement and beginning in the 2012 - 2013 year teachers will use data teams to make decisions based on classroom formative data. By allowing students to continually reassess their progress toward learning goals (over the full school year) we encourage everyone to strive for deep understanding of course content.

The program also accommodates differentiated instruction strategies starting with the rubric scale that identifies a range of acceptable performances of the required content. Another differentiation strategy facilitated by SBG/FA is providing the opportunity for increased time and practice and reassessment. For example, a series of formative assessments for a particular content goal in an ELA course might follow the Writing Process in which students increase their understanding of the content and the quality of their writing by using prewriting, drafting, editing, and revision to demonstrate what they've learned.

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)

School has a plan for using student data to inform instruction: Formative assessment data is used by students when they analyze their scores and make decisions (action plan) about what to do to increase understanding. It is used by teachers in TDTs (Teacher Data Teams) to examine progress toward each LG (Learning Goal) and to make instructional decisions about re-teaching, pacing, and strategy. Differentiating instruction, that begins with the rubric scales associated with each LG, and continues when students develop their action plans based on feedback from each formative assessment. In addition, teachers working in TDTs can think of targeted strategies to assist struggling learners and to challenge more able learners.

Preliminary training has taken place and will continue with Pinnacle Gradebook as to printing reports of formative scores and summary LG scores. PD will be provided prior to the first TDT meeting to teach the protocol as well as how to use formative data. Assessing student learning frequently using standards based classroom assessments. We began doing this in the 2011 - 2012 school year.

Continuous evaluation and adjustments will be on going to standards-aligned lessons and differentiated activities.

Student collaborative work is a focus. It is assigned as a learning goal and scoring it formatively.

BHS is looking at the "flip model" to eliminate the issues we have with students not doing their homework. Doubling up on Math classes, especially at the 9th and 10th grade level will give our students the opportunity to finish assignments and homework in class.

The PLA Committee will be looking at developing criteria for expectations for the academic climate in the classroom, with a focus on training students to meet these expectations, and an effective set of strategies for handling students who don't meet the expectations.

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)

For the 2012-13, school year, BHS will be doubling up on our 9th, 10th and 11th grade Math classes. Each 9th and 10th grader will have 2 math classes on their schedule. At the 11th grade level an additional math class will be added to any 11th grader who has not demonstrated proficiency or who shows a weakness in Math. Math Workshops 6th - 12th grade will continue to meet throughout the 2011-12 school year to align the math curriculum, common core and address weaknesses our Middle and High School students have in the math area. November 7, 2011 was the first meeting facilitated by Gail Weeks, Secondary Mathematics Consultant from Great Lakes Bay Region Instructional Services. The second meeting is scheduled for December 7, 2011.

- Teacher Data Teams (TDT)- Made up of department teams of the four core areas including special education plus a team of elective course teachers. The TDT will be meeting for one block of 45 minutes (7:00 a.m. - 7:45 a.m.) once a week throughout the school year.

- Reading and Writing Across the Curriculum - The Reading and Writing Committee during November 1, 2011, Professional Development took input from the teaching staff of BHS on effective Reading and Writing strategies. The committee will be meeting in the next couple months to make a decision on a strategy that will be implemented across the curriculum for the 2012-13 school year. Training on the strategy will take place before the 2012-13 school year.

- May Term -This schedule includes two semesters approximately 75 days in length, and an additional May Term, which lasts approximately 25-30 days. During the first two semesters, students have the opportunity to fulfill their Michigan Merit Curriculum requirements. The philosophy behind May Term is simple: May Term exists in order to provide opportunities for students to supplement, extend, and enhance their educational lives in a manner unavailable during the traditional academic year. Students will enroll in engaging, stimulating, and unique topics that are not part of the traditional schedule. This May term will provide various opportunities for our students. Any student who is not proficient in any portion of an academic course will remain in that course to recover his/her credit with the original classroom teacher. Students who are on track with credits will have opportunities to enroll in engaging electives not available during the first two semesters.

ADVANTAGES

- More academic electives
- More career-oriented electives
- Enhanced academic opportunities
- Credit is recovered with original classroom teacher

Attach a copy of the school schedule, sample student schedule, and teacher collaboration schedule or executed addendum to support the implementation of the extended learning time model 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)
 - Community Service Clubs
 - V.O.I.C.E. (Volunteer Opportunities Increase Character Everytime) – a school driven community service based group that reach out to the student body and their families and the community. Two of their major projects are, "Safe Haven and Shoes." These projects will provide food, clothing and shoes for those in need.
 - National Honor Society and Student Council - also do community service projects with food drives, toys for tots, and working soup kitchens.

- Science Club – The science club run community service projects including maintaining the BHS courtyard by the cafeteria and participating in Tree Day with the Saginaw County Soil Conservation District in April. Bridgeport High School is a member of the 4R 4Ever program through Mid Michigan Waste Authority. Recycling bins have been placed in all classrooms and offices throughout the school. Paper and cardboard is recycled weekly. This effort has been so successful that in their first year the school collected over 40,000 lbs of recyclable materials.
- Art Club –The art club participates in community service projects collecting pop tabs for HDSA-Michigan Chapter, a local charity and collecting Campbell's labels for educational materials.

7th hour Tutoring, Mentoring and Enrichment Course

Part of the 7th hour experience will be coordinating community career-based businesses and members to speak to our student during our 7th hour enrichment time.

Multi-Communication with Parents and Community Members

- District and High School Webpage
- School Messenger – this service reaches all parents, staff and students by phone, e-mail and text.
- School Bell Newspaper, Birch Run-Bridgeport Herald Newspaper
- Communicate pertinent transformational practices and other school policies and procedures by recording presentations on DVD and have them online on the BHS website for parents and the community.

Hold an Open House Meet-the-Teacher Night in September

Parents/students follow the student's schedule and move room to room every 10 minutes to get a brief explanation from each teacher about classroom expectations and to trade contact information (e.g., phone #'s and emails). After, there is a congregation in the cafeteria or lounge for snacks and coffee. At this location booths can be set up with student representatives from school clubs and activities to recruit students. The booths would allow display of art, science, woodshop, etc. projects. The guidance booth can display information pertaining to academic requirements for a successful high school experience. There will be an opportunity for parents to sign up to volunteer to help out in the school with a variety of activities.

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)

- Align the middle school (6 - 8th) program with the high school program by using Standard Based Grading and Formative Assessment, Pinnacle Gradebook, data teams, the common reading/writing strategy and common core expectations.
 - 6th – 12th math has begun the process of aligning the curriculum to improve math instruction and student achievement.
 - The district is investigating ways to reallocate the necessary funds for the transformation model (e.g., hiring math teachers, paying the stipend for morning data team meetings, paying a stipend to teachers impacted by a shorter prep held during the 7th period, creating a Transformation Supervisor).
 - Negotiate with the teachers to add a night in September for the Meet-the-Teacher event, or to move one of the PT conference nights from Nov. to Sept. to handle this event.
 - Reorient district culture toward shared responsibility and accountability toward various practices include; a private data wall, data teams, a public data/goals/successes wall, two-way communication between school and parents, learning walk opportunities, evaluations that factor in student growth.
 - In terms of allocating human resources toward instructional priorities, we are planning the 7th period to provide assistance to students in completing assignments (i.e., assisting students who don't have a home environment that supports homework completion). We are doubling students' math preparation in grades 9th – 10th and therefore increasing the number of math department faculty.
 - We are looking at piloting a “flipping class” with our 9th grade academy and at least one core course teacher for grades 10th, 11th and 12th.
 - Negotiation with the teachers union will take place to implement many of our programs needed for our Transformation Model.
- 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.)
- The district is supporting monthly professional development opportunities for staff members to participate in Transformation Model planning and implementation.
 - Technical assistance has been provided so far by the MDE with the data and informational workshops. Venessa Keesler from Psychometrics, Accountability, Research and Evaluation provided us with, “Major Takeaways from Bridgeport High School Data.” Also, BHS transformation committee, our district grant writer, SISD data warehouse, our BHS data specialist, partnering with Greg Green, Clintondale High School Principal on, “flipping your school,” Gail Weeks from the Greater Lakes Bay Region Instructional Service, providing monthly math workshops and Sue Rutherford, MEA Uni-Serve Director are providing assistance.
 - The district has established a transformation team who will continue to meet monthly on the implementation of the transformation model.
 - The transformation team has shared with staff the outline of the transformation model. On-going communication with shareholders will take place as the model is being implemented through this school year and next school year through orientations, videos, open houses, parent-teacher conferences, open forum meetings, School Messenger, School Bell and website opportunities.

- The transformation team will lead the plan at the school and district level.

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

THE TURNAROUND MODEL STARTS HERE:

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 leader's 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, sample student schedule, and teacher collaboration schedule or executed addendum to support the implementation of the extended learning time model in Appendix C.

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

**TURNAROUND SCHOOLS WILL STOP HERE.
MAKE SURE TO UPDATE APPENDIXES A, B AND C**

THE RESTART MODEL STARTS HERE:

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.

IV. CLOSURE MODEL COMPONENTS

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.

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)

See Attached Letter from Superintendent on Principal, Leader Evaluation and Teacher Evaluations.

APPENDIX B
COPY AND PASTE YOUR:

Professional Development Calendar or Timeline

(unlimited characters)

Bridgeport High School
Professional Development Calendar
2011-2013

September 8, 2011 – MDE Informational Workshop – Lansing, Michigan
September 14, 2011 – PLA feedback Meeting – BHS Library
September 21, 2011 – PLA feedback Meeting – BHS Library
September 29 -30, 2011 – Data Workshop – Dearborn, Michigan
October 4, 2011 – MDE Informational Workshop – Lansing, MI
October 21, 2011 – Renaissance Program – Port Huron, MI
October 26, 2011 – Transformation Model Committee Workshop – BHS
November 1, 2011 – SIP/PD Day – BHS
November 7, 2011 – 6th – 12th grade Math Workshop – BHS
November 10, 2011 – Flipping Model – Clintondale High School
November 15, 2011 – Transformation Committee Workshop – BHS
November 30, 2011 – New Tech High School – Pinckney, MI
December 7, 2011 – 6th – 12th grade Math Workshop – BHS
December 8 – 9, 2011 – Common Core – SISD
January 3, 2012 – Technology Assistance Workshop- BHS
January 12, 2012 – Transformation Committee Workshop – BHS
January 18, 2012 – Reading/Writing Strategy Workshop-BHS
February, 2012 – 6th – 12th grade Math Workshop – BHS
February 2, 2012 – Transformation Committee Workshop – BHS
February 7, 2012 – Reading/Writing Strategy Workshop – BHS
February 17, 2012 – PD Day – Presenting Transformation Model – BHS
March, 2012 – 6th – 12th Math Workshop –BHS
March, 2012 – Transformation Committee Workshop – BHS
April, 2012 – 6th -12th Math Workshop –BHS
April, 2012 – Transformation Committee Workshop – BHS
May 1, 2012 – PD Day – Presenting Transformation Model – BHS
June 19 & 20, 2012 – Data Team Training – BHS
August 27-29, 2012 – PD Days – Implementation of Transformation Model –BHS
2012-2013 TBA – Professional Development Days

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)

Tentative 7 Period Day Schedule

12-13 School Year

7:00 – 7:45 am –Teacher Data Teams meet once a week - Teacher Collaboration

7:50 – 8:45 a.m. = 1st hour

8:50 – 9:45 a.m. = 2nd hour

9:50 – 10:45 a.m. = 3rd hour

10:50 – 11:45 a.m. = 4th hour

10:45 – 11:15 a.m. = Lunch A

11:20 – 12:15 p.m. = 4th hour

11:45 – 12:15 p.m. = Lunch B

12:20 – 1:15 p.m. = 5th hour

1:20 – 2:15 p.m. = 6th hour

2:20 – 3:00 p.m. = 7th hour

Teacher time:

Arrival 7:30 a.m. Dismissal 3:00 p.m.

Arrival 7:00 a.m. Dismissal 3:00 p.m. Teacher Data Team meeting day

2012 -13 Course Offerings

Class of 2016

9th grade

Algebra 1

Algebra 1 supplement

English 9

US History

Biology

PE/Health

10th Grade

Alg2

Alg2 supplement

English 10

W. History

Science

Elective

11th grade

Geometry

Geometry supplement

English 11

Econ/Govt

Science

Spanish 1

12th grade

Sr. Math

Spanish 2

English 12

Visual Arts/Elective

Elective

Elective

Class of 2015

10th grade

Algebra 2

Algebra 2 supplement

English 10

World History

Science

Elective

11th Grade

Geometry

Geometry supplement

English 11

Econ/Govt

Science

Elective

12th Grade

Sr. Math

Visual Arts/Elective

English 12

Elective

Elective

Elective

Class of 2014

11th Grade

Geometry

Geometry supplement/Elective/VA

English 11

Econ/Govt

Science

Elective

12th Grade

Sr. Math

English 12

Visual Arts/Elective



Elective

Elective

Elective

Class of 2013

12th Grade

Sr Math

English 12

Visual Arts/Elective

Elective

Elective

Elective

*AP Classes, Dual Enrollment, Career Center Classes are available for Juniors and Seniors.

Bridgeport-Spaulling Community School District

PERFORMANCE APPRAISAL

Name:	Job Title:
Reason for Appraisal: Annual Evaluation	Date of Last Appraisal:
Dates Covered in Appraisal: 2011-12	
Supervisor: Gloria Rubis, Superintendent	

PERSONAL FACTORS

The supervisor and employee each rate the employee's performance on the scale indicated. A meeting is arranged to share their perceptions.

PURPOSES

The performance appraisal process provides for periodic exchange of information about accomplishments and problems in the educational setting. It provides a choice of factors to help the supervisor organize his/her observations, to assess individual performance in relation to standards for the district, to note aspects of work in which the staff member does well and to note any areas needing improvement to meet component and program standards. The performance appraisal provides a special occasion for the staff member and the supervisor to reach or renew their mutual understanding of the objectives for the specific building, and the staff member's role – work standards can be clarified, training needs discussed or effects of changes in the work noted.

RATING FACTORS

1. Outstanding (O) Exceptionally effective
2. Satisfactory (S) Fulfills the normal job requirements with strong points
3. Unsatisfactory (U) Job performance level shows a significant limitation that must be improved substantially to be acceptable
4. Not-Observed (N-O) No opportunity to observe

Consider each factor separately and independently. Base your rating on observable and proven performance.

ADAPTABILITY:

Consider ability to adapt to changes in requirements of job and changes in procedures and methods of operation.

Comments:	O	S	U	N-O
Supervisor				
Employee				

ATTENDANCE AND PUNCTUALITY:

Consider absenteeism, tardiness, attendance to appointments and work schedule.

Comments:	O	S	U	N-O
Supervisor				
Employee				

CAPACITY TO DEVELOP:

Consider the potential to develop skills, improve job performance and assume more responsibility.

Comments:	O	S	U	N-O
Supervisor				
Employee				

DEPENDABILITY:

Consider judgment demonstrated, instructions followed, commitments met.

Comments:		O	S	U	N-O
Supervisor					
Employee					

EFFECTIVENESS IN WORKING WITH OTHERS:

Ability and willingness to cooperate with colleagues, instructional staff and others, follow directions and rules, accept constructive criticism and exhibit good judgment.

Comments:		O	S	U	N-O
Supervisor					
Employee					

INIATIVE:

Ability to be self-starting, efficient, resourceful and creative toward district mission, duties and responsibilities.

Comments:		O	S	U	N-O
Supervisor					
Employee					

DISTRICT MISSION KNOWLEDGE:

Understanding of objectives, duties and responsibilities gained through education, training and experience.

Comments:		O	S	U	N-O
Supervisor					
Employee					

JUDGEMENT:

Ability to set priorities, manage time, make effective recommendations and decisions.

Comments:		O	S	U	N-O
Supervisor					
Employee					

QUALITY OF WORK:

Consider effectiveness of results; also consider thoroughness, usability and dependability of results.

Comments:		O	S	U	N-O
Supervisor					
Employee					

QUANTITY OF WORK:

Consider achievements resulting from personal effort. Also speed with which assignments are completed.

Comments:		O	S	U	N-O
Supervisor					
Employee					

OVERALL APPRAISAL:

Comments:		O	S	U	N-O
Supervisor					
Employee					

SUPERVISOR’S COMMENTS: (additional comments may be attached)

EMPLOYEE’S COMMENTS: (additional comments may be attached)

I certify that this appraisal was prepared by me and reviewed with said employee

Supervisor’s Signature Date

I certify that this appraisal was reviewed with me by my supervisor.

I understand that my signature does not necessarily mean that I agree with the appraisal.

Employee’s Signature Date

Bridgeport-Spaulling Evaluation Form

School Year

Teacher:

School

Grade/Class/ Hour

Observation Dates

Duration of Observation

Administrator

This evaluation is based on performance in the following areas from the Components of Professional Practice (condensed from Enhancing Professional Practice—A Framework for Teaching by Charlotte Danielson, 1996):

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

Levels of Performance

Each component in a domain, as represented in the rubric, has four levels of performance: Needs improvement, Progressing Satisfactorily, Meets, Expectations, Exceeds Expectations. The levels range from teachers who are still striving to master the rudiments of teaching (unsatisfactory) to highly accomplished professionals who are able to share their expertise (distinguished).

Needs Improvement

The teacher does not yet appear to understand the concepts underlying the component. Working on the fundamental practices associated with the elements will enable the teacher to grow and develop in this area.

Progressing Satisfactorily

The teacher appears to understand the concepts underlying the component and attempts to implement its elements. But implementation is sporadic, intermittent, or otherwise not entirely successful. Additional reading, discussion, visiting classrooms of other teachers, and experience (particularly supported by a mentor) will enable the teacher to become proficient in this area.

Meets Expectations

The teacher clearly understands the concepts underlying the component and implements it well. Most experienced, capable teachers will regard themselves and be regarded by others as performing at this level.

Exceeds Expectations

Teachers at this level are master teachers and make a contribution to the field, both in and outside their school. Their classrooms operate at a qualitatively different level, consisting of a community of learners, with students highly motivated and engaged and assuming considerable responsibility for their own learning.

Area	Possible Evidence	Needs Improvement	Progressing Satisfactorily	Meets Expectations	Exceeds Expectations	Evidence	Comment
Domain 1: Planning and Preparation							
Demonstrating Knowledge of Content and Pedagogy	Understands the central concepts Tools of inquiry Structure of the disciplines taught Creates learning experiences						
Demonstrating Knowledge of Students	Understands how students learn Understands how students develop Provides learning opportunities						
Selecting Instructional Goals	IDP						
Demonstrating Knowledge of Resources	Understands instructional strategies Uses variety of instruction						
Designing Coherent Instruction	Understands the central concepts Meaningful learning experiences Structures lesson						
Assessing Student Learning	Understands assessment strategies Uses assessment strategies in instruction Uses data to inform/adjust instruction						

Area	Possible Evidence	Needs Improvement	Progressing Satisfactorily	Meets Expectations	Exceeds Expectations	Evidence	Comment
Domain 2: Classroom Environment							
Creating an Environment of Respect and Rapport	Use of signals Humor Choices provided Clear guidelines Positive reinforcement Posting student work						
Establishing a Culture for Learning	Posted agenda Standards Outcomes Essential questions Power & priority						
Managing Classroom Procedures	Posted expectations Proximity Routines						
Managing Student Behavior	Proximity Choices Expectations Interventions Point system Conferencing Monitoring/scanning Signals and cuing						
Organizing Physical Space	Monitoring transitions Materials available Student organizational structures Groups for learning Safe						

Area	Possible Evidence	Needs Improvement	Progressing Satisfactorily	Meets Expectations	Exceeds Expectations	Evidence	Comment
Domain 3: Instruction							
Communicating Clearly and Accurately	Feedback Respectful dialogue Call student by name System for calling on students						
Using Questioning and Discussion Techniques	Higher order questioning Visible thinking strategies Questioning vs. telling Variety of responders Literacy strategies Modeling outcomes Organizers Summarization and note taking						
Engaging Students in Learning	Literacy strategies Hands-on instruction Learning groups Knowledge based instruction Best Practices						
Providing Feedback to Students	Conferencing Literacy strategies Ticket out the door Visible thinking Hands-on instruction Cooperative groupings Rubic assessment (self/peer) Reflection						
Demonstrating Flexibility and Responsiveness	Humor Consistent procedures for unexpected Stays calm Moves to plan "B" Uses data to inform/adjust classroom instruction						

Area	Possible Evidence	Needs Improvement	Progressing Satisfactorily	Meets Expectations	Exceeds Expectations	Evidence	Comment
Domain 4: Professional Responsibilities							
Reflecting on Teaching	Reflects on lesson, teaching strategies, student achievement						
Maintaining Accurate Records	Grade book Student attendance record						
Communicating with Families	Phone logs P/T conferences Parent meetings IEP's Child studies Email Written communication						
Contributing to the School and District	School improvement plan Committee work Grade level meeting						
Growing and Developing Professionally	Professional development New programs Continuing education						
Showing Professionalism	Demonstrates respect and rapport Creates a welcoming environment						

Summary

Overall Performance

Year	Needs Improvement	Progressing Satisfactorily	Meets Expectations	Exceeds Expectations	Domains

Administrator's Comments:

Year

--

Teacher's Comments:

--

Initials/Date

--

Administrator's Comments:

Year

--

Teacher's Comments:

--

Initials/Date

--

Administrator's Comments:

Year

Teacher's Comments:

Administrator's Signature _____

Date: _____

Teacher's Signature _____

Date: _____

Signature of teacher indicates he/she has reviewed and received a copy of this record.

If Teacher is not in agreement with this, a rebuttal may be written and turned into Human Resources within ten working days of receipt of evaluation.