



Reform Redesign Report

Verona Elementary School

Battle Creek Public Schools

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TABLE OF CONTENTS

Introduction.....	1
-------------------	---

Executive Summary

Introduction.....	3
-------------------	---

Description of the School.....	4
--------------------------------	---

School's Purpose.....	6
-----------------------	---

Notable Achievements and Areas of Improvement.....	7
--	---

Additional Information	8
------------------------------	---

Transformation Redesign Diagnostic

Introduction.....	10
-------------------	----

PART A: REFORM TEAM PERSONNEL.....	11
------------------------------------	----

PART B: TEACHING AND LEARNING PRIORITIES.....	12
---	----

PART C: DEVELOP/INCREASE SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS.....	14
---	----

PART D: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES.....	20
--	----

PART E: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT.....	23
---	----

PART F: PROVIDING OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT.....	25
--	----

Assurances Report

Michigan Department of Education Assurances.....	29
--	----

Priority Assurances.....	29
--------------------------	----

Introduction

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

Executive Summary

Introduction

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

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

Description of the School

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

Verona Elementary is a school-wide Title I school located within the Battle Creek, Michigan, school district in Calhoun County. The community of Battle Creek consists of approximately 52,000 people, with a median household income of approximately \$39,000. Approximately 21% of the population lives below the poverty level.

Verona is one of nine (9) elementary schools in the district. The current student population consists of 380 students in grade kindergarten through 5.

Verona serves a very diverse population of students. Demographically, the student population consists of:

81% economically disadvantaged (district average 73%)

61% boys

39% girls

76% attended for the full academic year (2011-12)

24% student transient rate (within and outside of the district)

57% Caucasian

30% African-American

12% Hispanic

Staff demographics include:

27 - instructional staff members (1 male/26 females)

4 - Special education staff members

2 - Title I teachers

6 - part time ancillary staff members

1 - Bilingual support staff member

1-37 years of educational experience

14% African-American staff

86% Caucasian staff

Verona staff members collectively comprise a group of very dedicated, willing group of educators that are committed to excellence and the progress of supporting student achievement at Verona.

Students receive the core curriculum in self-contained classrooms. Music, art, physical education and Enrichment classes extend the core curriculum and are taught by qualified teachers. All students receive a minimum of forty minutes of instruction in each of these areas per week. Other services include Title I support, services from four (4) inclusive special education teachers, support for English language learners, a speech therapist, a student support specialist and weekly services from a school nurse.

Reform Redesign Report

Verona Elementary School

In the fall of 2005, Verona and McKinley students and staff merged to form one student body housed at the Verona site. Then in the fall of 2008 Post School merged with Verona and Franklin schools. Approximately half of Post's student body joined with Verona, supporting an environment of mixed students, staff and families. Also, over the course of the past five (5) years, Verona has had four (4) different principals to assume the instructional leadership position. As of the initiation of this school year, there was also no functioning School Improvement Team, or other opportunities for staff members to feel a part of the Verona family, as well as to also promote ownership. These are factors that have led to a decline in staff moral, ownership and level of trust.

The following is a summary of academic achievement for Verona utilizing z-scores, which suggests how many standard deviations above or below the mean students scored over the last two (2) years. Verona's data is as follows:

Math: -0.85

Reading : -2.04

Science -0.34

Social Studies : -2.65

Writing: -1.57

Verona Elementary also demonstrates several strengths as well. The staff members are very dedicated and are all willing to work collaboratively to do whatever it requires to support student achievement. Staff members are willing and interested in forming an active School Improvement Team, a Parent/Community Support Committee, a Curriculum Committee, as well as participate with the Parent Teacher Association (PTA) meetings. Community partnerships, such as the Verona Project (consisting of the United Way partnerships) and Miller College are also very active in supporting the school as well. Specific members have readily voiced the desire to take on any leadership or support role necessary to support the teaching and learning at Verona Elementary.

Verona Elementary is very dedicated to increasing student achievement, and will continue to work collaboratively with all resources and supports to achieve our specific goal(s).

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

The belief of Verona Elementary supports that of the district - our commitment is to the "whole child" - academic, social, physical, and emotional - as the way to meet the needs children have to discover, grow, and develop as healthy and responsible citizens.

We continue to support the vision of our district leader, in that our aim is to build a remarkable organization for teaching and learning that meets the needs of all students.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Verona Elementary also demonstrates several strengths as well. The staff members are very dedicated and are all willing to work collaboratively to do whatever it requires to support student achievement. Staff members are willing and interested in forming an active School Improvement Team, a Parent/Community Support Committee, a Curriculum Committee, as well as participate with the Parent Teacher Association (PTA) meetings. Community partnerships, such as the Verona Project (consisting of the United Way partnerships), Miller College, 21st Century after school learning program, and community churches are also very active in supporting the school as well. Specific members have readily voiced the desire to take on any leadership or support role necessary to support the teaching and learning at Verona Elementary.

Verona Elementary is very dedicated to increasing student achievement, and will continue to work collaboratively with all resources and supports to achieve our specific goal(s). We strive to consistently increase and maintain student achievement over the next several years.

Additional Information

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

The aim of Verona Elementary is to work collaboratively with leadership of Battle Creek Public Schools, as well as the assistance of others, to create an environment for teaching and learning that meets the needs of all students. This will work to positively impact student learning in all areas. We believe in working together for the success of all students.

Transformation Redesign Diagnostic

Introduction

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

PART A: REFORM TEAM PERSONNEL

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

Dr. Linda Hicks (LHicks@battle-creek.k12.mi.us)- Superintendent

Karen Hart (KHart@battle-creek.k12.mi.us) -Interim Director of Curriculum

Gwenn Dangerfield (GDangerfield@battle-creek.k12.mi.us) - Principal

Kim Lehman (LehmanK@calhounisd.org)- School Improvement Facilitator

Dr. Nora Evers (nora.evers2@gmail.com) - MSU District Improvement Facilitator

Brenda Ehle (BEhle@battle-creek.k12.mi.us) - (upper elementary) teacher

Anna Antes (AAntes@battle-creek.k12.mi.us) -(lower elementary) teacher

PART B: TEACHING AND LEARNING PRIORITIES

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

Based upon previous data from the Michigan Education Assessment Program (MEAP), reform ideas to impact teaching and learning at Verona Elementary include:

As guided by the American Institute for Research, our transformation framework focuses on the following core elements:

Leadership - coaching and mentoring, monitoring the process of student growth and implementation of curriculum, coordinating and aligning the implementation strategies toward the common goals, convening leadership teams

Comprehensive diagnostic - comprehensive, short summative assessments, utilizing diagnostic outcomes as a teaching tool

Teaching Effectiveness - instructional coaching, collaborative peer support

Family and Community - assess parent and community attitudes and involvement, build consistent communication regarding academic achievement

Based on this framework and on the findings of the Golden Package data dialogues (MEAP analysis), our reform plan includes two big ideas:

1. To better align the Common Core curriculum standards. The alignment of the curriculum is an important strategy for achieving higher standards for teaching and learning and will directly impact our students' achievement. It is also an important approach to appropriate instructional planning. What we teach and how we teach are the most important paths to our students' achievements. This will be achieved by the staff using assessment data to address learning goals, instructional practices, time allocation and to use instructional approaches that address students' needs and achievement. The process of front and back loading (construction or selection of assessments that match the curriculum) will occur when teachers actually teach the written curriculum which is the basis for the tested curriculum and thus will boost student achievement.

Vaughn et al (1990) offered an example of a process that might be a consideration for Verona Elementary school: First, there has to be a construction or access to written curriculum guides for specific content areas in grades K-5. This is being done presently by our district through training our staff in the Common Core standards. At the building level, our grade level teams use common planning time to further work in curriculum implementation. Second, assessment data is used to further plan and develop instruction. We use our data dialogues to diagnose the MAP, MEAP and other assessment data (formative as well as summative) in order to develop content and delivery. That is, the alignment of curriculum and assessment as well as the continuous efforts to address students' needs will result in sustained improvement linked to student achievement.

2. To increase Family and Community Engagement. We will increase parent participation in reference to student achievement and learning outcomes by increasing the required four (4) contacts (report cards and conferences) to eight (8) contacts, including the interim student progress reports to be communicated in October, December, February and April. The interim report cards will include classroom assessment progress, MAP, and other information that will give the parent an up-to-date picture of their child's academic progress. Additionally, we are

linking our quarterly report of the student's Reading Records. Our United Way Literacy program tracks the students' reading progress and will be communicated on the report cards.

In Duke et al's (2005) case studies, three primary points on contact between school and community emerged. First, turnaround schools improved their school - home contact and did a better job of keeping parents informed and addressing parents' concerns. This point is established through the increase of contacts regarding academic information. Second, schools initiated programs to increase parent involvement. At Verona, the United Way Literacy grant provides the necessary funds for Parent Nights that include a dinner, information regarding the program, a visit to the classroom with their child where the developments and achievements are celebrated.

Schools established parent partnerships and supplies for students' involvement. This is done through the Book Bags that are taken home by the students through which parents are encouraged to be involved in their child reading and to help them understand the importance of sustained learning. The Golden Package data was used to focus on the disaggregated information, which pointed to our economically disadvantaged students needing additional learning support. Lastly, during the parent-teacher conferences, parents are completing a survey from which we receive information regarding their concerns and ideas as well as their perception of our school.

Additionally, Partners in School Innovation (PSI) assesses the School Improvement Plan throughout the academic year, as well as the Professional Learning Communities within the school that examine on a weekly basis the planned and enacted curriculum and assessments, as guided by the Principal, Ms. Dangerfield, and the ISD School Improvement Coordinator, Ms. Lehman. This ongoing review and analysis is used to assess the effectiveness of the enacted curriculum as well as the instructional practices. Disaggregation of data allows for the opportunity to observe patterns, gaps, strengths and concerns in student learning. Finally, we are monitoring the initiative of increased family and community engagement through the number of parents involved in parent-teacher conferences as parents are completing a survey from which we receive information regarding their concerns and ideas as well as their perception of our school.

Liebling, C. (November, 1997). Achieving Standards-Based Curriculum Alignment Through Mindful Teaching. RMC Research Cooperation, Portsmouth, VA. American Institute of Research (AIR) (www.betterhighschools.org/ews/asp)

State what data were used to identify these ideas.

Data used to identify specific areas of academic need include the MEAP (Golden Package), Mi-Access, Measurements of Academic Performance (MAP) assessments, running records, the Michigan Literacy Progress Profile (MLPP), school demographics, z-scores, classroom observations, instructional classroom visits, quarterly summative assessments and lesson plan audits. The ongoing review (weekly Professional Learning Communities and Partners in School Innovations participation 5 times per year) and analysis of specific data will be used to assess the effectiveness of the (taught) curriculum, as well as instructional practices. Disaggregation of specific data will also allow the opportunity to observe patterns, gaps, strengths and weaknesses in student learning.

PART C: DEVELOP/INCREASE SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS

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

Mrs. Gwenn Dangerfield was named principal of Verona Elementary School in August of 2012 and replaced a principal who served at Verona for one year. Battle Creek Public Schools treated the search for a principal with a high degree of importance and a desire for a professional who could understand elementary curriculum and have the capacity to frame a rapid turnaround plan. A search was conducted and potential candidates were screened with the specific goal of identifying a viable candidate with experience in, and knowledge of, school improvement. The interview committee consisted of teachers, administrators, and parents. The committee recommended to the superintendent their desire to hire Mrs. Gwenn Dangerfield as the new principal of Verona Elementary School.

Mrs. Dangerfield brings with her an impressive track record of evaluating, creating, and improving systems designed to raise student achievement for all students, particularly among those in high-risk situations. She is also well versed in the (Charlotte Danielson) teacher evaluative model, as well as in curriculum and instructional practices. Background and training include extensive training and work in Differentiated Instruction and Professional Learning Communities (Hope Foundation).

Ms. Dangerfield has many years of experience as an elementary principal in an urban district, very similar to Battle Creek Public Schools. She comes with over twenty-five (25) years of experience in education, with 19 of those being administrative in nature. It should also be noted that Mrs. Dangerfield lead the (instructional) efforts of a previous school, resulting in that school being the only school in that district to be recognized as one of the top ten performing schools in Southwest Michigan (2010).

Mrs. Dangerfield comes to Verona Elementary with teaching certification including Special Education emphasis, one of two Masters in Educational Leadership, and an Education Specialist degree (Ed.S) with an emphasis in Curriculum & Instruction. Mrs. Dangerfield also holds Administrative (K-12) and Central Office certification as well.

It is anticipated that Mrs. Dangerfield's experience will enable her to work with students, staff and the community to redesign Verona Elementary School in such a way that it will emerge from restructuring as a student-centered organization that effectively meets the needs of all students.

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.

A district-level committee adopted the teacher evaluation plan after an investigation and review process that included research into various methodologies and examination of exemplary evaluation tools created by other districts. The district tool (based on the Charlotte Danielson model) was adjusted based on user feedback after the first year of implementation and improvements were made to the tool. In addition the feedback suggested that principals needed more support in understanding how to use the tool effectively.

TIMELINE FOR EVALUATION PROCESS AND PROFESSIONAL DEVELOPMENT

August, 2012

22 Principal's Meeting, PD on teacher evaluation

Reform Redesign Report

Verona Elementary School

- 27 Principals distribute the following forms and documents
- 27 - 31 Building PD on teacher evaluation
- 28 District Opening Day; committee presentation on teacher evaluation

September, 2012

- 19 Principals Meeting, PD on teacher evaluation
- 24 Staff Meeting, PD on teacher evaluation

October, 2012

- 1 Deadline for principals to meet with each staff member to review/finalize Professional Plan for Continuous Improvement for 2012-13
- 8 Staff Meeting, PD on teacher evaluation (once a month)
- 12 Deadline for all teachers to have had at least one observation of an entire lesson and follow-up dialogue
- 22 Staff Meeting, PD on teacher evaluation (once a month)
- 24 Principals Meeting, PD on teacher evaluation

November, 2012

- 12 Staff Meeting, PD on teacher evaluation
- 21 Principals Meeting, PD on teacher evaluation
- 21 Deadline for principals to have completed both observation and follow-up dialogues
- 26-30 Brief survey of teachers and principals on evaluation process

December, 2012

- 10 Staff Meeting, PD on teacher evaluation
- 17 Deadline for principals to complete observations, the teacher evaluation rubric, and all three professional dialogues for the first semester. Deadline for principals to complete mid-year review.
- 17 For identified teachers, revise the Professional Plan for Continuous Improvement
- 19 Principals Meeting, PD on teacher evaluation; review results of survey
- 20 Deadline for principals to distribute survey results to staff

January, 2013

- 16 Principals Meeting, PD on teacher evaluation
- 25 For Minimally Effective or Ineffective teachers, deadline for principals to complete first observation and dialogue for teachers whose mid-year review resulted in changes to the Professional Plan for Continuous Improvement

February, 2013

- 8 For Effective or Highly Effective teachers, deadline for principals to complete first observation and follow-up dialogue for teachers whose mid-year review did not result in changes to Professional Plan for Continuous Improvement
- 22 For Minimally Effective or Ineffective teachers, deadline for principals to complete second observation for teachers whose mid-year review resulted in changes to Professional Plan for Continuous Improvement

March, 2013

- 22 For Minimally Effective or Ineffective teachers, deadline for principals to complete two observations with feedback dialogues and the teacher evaluation rubric with dialogue for any teacher whose mid-year review resulted in changes to Professional Plan for Continuous Improvement

Reform Redesign Report

Verona Elementary School

April, 2013

15 For Effective or Highly Effective teachers, deadline for principals to complete second observation and dialogue for teachers whose mid-year review did not result in changes to Professional Plan for Continuous Improvement

22 For Minimally Effective or Ineffective teachers, deadline for principals to complete third observation for teachers whose mid-year review resulted in changes to Professional Plan for Continuous Improvement

May, 2013

17 Deadline for principals to complete 4-5 total observations with dialogues for all teachers

24 Deadline for principals to complete final professional dialogue and teacher evaluation documents with ratings for 2012-13. All teachers will have a Professional Plan for Continuous Improvement for the 2013-14 school year

31 Launch online surveys on evaluation process for principals and teachers

June, 2013

3 12:00 p.m. Deadline for principals to provide teachers with evaluation documents and ratings and submit a copy of all documents to Human Resources

19 Principals Meeting-review survey results and begin refinement of plan for 2013-14

*Each month's Principals Meeting will have PD on teacher evaluation; at least one staff meeting each month will reserve time for PD and discussion on teacher evaluation. The evaluation addresses the following domains:

Student Achievement - 25% (1st - 5th grade: Measurement of Academic Progress (must show 20 point RIT score improvement in math and reading and Running Record Level D proficiency for kindergarten)

Planning and Preparation - 20%

Classroom Environment - 20%

Instruction - 25%

Professional Responsibilities - 10%

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.

High quality candidates will respond to Verona's clearly articulated challenges (i.e., high free/reduced student population, high percentage of boys, high transiency rate) coupled with well-defined, high expectations. High expectations are articulated through weekly staff meetings, professional conversations, walk-throughs and staff meetings. A professional profile and concise set of interview questions are developed to guide in the initial staff selection and hiring process.

Verona Elementary School will use a mentoring process for new staff, introducing them to curriculum maps, a complete, the Response to Intervention (RTI) approach to support academics and behaviors, and the implementation of effective Professional Learning Communities. Additional supports for (new) staff include (formalized) district professional development, building level (weekly) professional learning communities (PLC's), professional conversations, and mentor teacher assignments. Teachers are allocated from 120-200 minutes per week of collaborative (PLC) time, which requires the submission of a data driven agenda and form to be submitted to the principal to support accountability.

Reform Redesign Report

Verona Elementary School

The school will reward leaders, teachers and staff members who have increased student achievement with incentives and recognition for meeting goals and objectives.

Based on an increase in overall MEAP reading and grade level proficiency scores for the building (supporting the district's goal of at least a 15% increase for all grade levels in the area of literacy), the building will receive an \$8,000 stipend to be spent or allocated as decided upon by the building School improvement Team.

Should Verona Elementary meet or exceed at least a 20% increase in MEAP literacy scores, for each year goals are met, staff will receive an additional \$5,000 to be spent or allocated as decided upon by the building school improvement team.

Verona will provide leadership opportunities to individuals who show the highest levels of effectiveness (as per teacher evaluations, observations and professional conversations), giving them the chance to lead book studies, PLCs or teacher teams, and departments. In addition, Verona will provide opportunities for teachers to share their skills with other staff through building professional development in areas where they demonstrate substantial ability.

As of 2013-14, removal of minimally effective or ineffective leaders and staff members will occur after a minimum of three formative observations, five walk-throughs, and one summative evaluation. Student growth data will be collected during the school year, with results figuring into the summative evaluation.

∅A teacher whose performance on any domain of a formative observation is minimally-effective or ineffective as determined by domain specific cut scores will be designated a "Teacher in Need of Assistance" and will develop an improvement plan to designate steps required to address these deficiencies. Follow-up will be conducted by the administrator and instructional coach. A teacher disagreeing with the results of a formative observation may request another formative observation by another administrator.

∅Subsequent observations will be conducted and teachers who fail to complete the growth plan or who perform at a sub-standard level in one or more areas of the formative observation or summative evaluation instrument will be removed as per local and state policy in effect at the time.

∅In the case of a reduction in force, Verona will implement local and state policy in effect at the time. Administrative staff will be evaluated in accordance with the adopted district instrument, with 25% of the evaluation based on an average of the campus-wide student achievement scores obtained by core area teachers. Administrative staff will be retained or removed at the discretion of the superintendent.

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

After taking a look at our school wide data, we decided to make the focus area for the remainder of 2012-13 school year and 2013-14 school year on Reading. The first step in our professional development plan will be to establish a curriculum team comprised of teachers representing all grade levels and led by the School Improvement Facilitator from the ISD. This team will meet monthly to develop a reading curriculum plan and calendar. They will pull from documents currently being developed by the district and Partners in School Innovation. Grade level representatives will then report back to their weekly grade level Professional Learning Community (PLC), a collaborative team of

teachers, principal and instructional coach that commit themselves to talking collaboratively about teaching and learning and then taking action based on student data that will improve student learning and achievement. In this way, each grade level PLC will have input in the curriculum document. The grade level PLCs meet every week during common planning time for approximately 120 minutes per week.

Currently common benchmark assessments are in place three times per year. Every grade level is using the Fountas and Pinnell Benchmark System to administer running records. Beginning this year, a literacy coach from the ISD will provide 3 full days of Fountas and Pinnell Running Record training to the entire staff, including the building administrator. The training will include the correct notation, comprehension analysis and planning next steps. These days will be in addition to the school day and reimbursed by a stipend. In order to support the implementation of the correct use of running records, observations, modeling and walk throughs by the building principal and literacy coach will be occurring during the remainder of the 2012-13, and continue into the 2013-14 school year. These observations will be followed by a debriefing and coaching session with the teacher. The 2013-14 school year will also include four 90 min. after school PD sessions, to analyze student running records with support from the literacy coach. The diagnostic data pulled from the running records will be used at grade level PLCs to plan for classroom instruction. The observations in the 2013-14 school year will focus on the instructional strategies being implemented in the classroom. Debriefing and coaching will follow each observation, in order to embed the professional development that was implemented.

During the 2015-16 school year, the staff will be trained on Differentiated Instruction. The process will be to have grade level teacher leaders trained in strategies to implement differentiated instruction based on student data in reading and other subject areas. Staff meeting, PLC and building level PD time will be set aside to train the remainder of the staff. The building administrator has already received this training and will assist instructional coaches from the ISD to embed the professional development and ensure that student data is driving the differentiated instruction. Classroom observations by the principal and instructional coach will also continue to improve effective classroom instruction.

In addition to the building professional development plan, BCPS will be providing ongoing monthly professional development to all grade level (K-5) teachers in the district in the areas of Language Arts and Mathematics during the duration of the plan.

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.

Taking on leadership roles within the building and working together with a team with accountability, trust and respect from the building administrator will lead to a better atmosphere to promote student growth and ownership of the building. We will also pursue, as approved by the principal and superintendent, stipends of no greater than \$750.00 for individual classes or seminars that pertain to reading achievement (for all instructional staff). The district will also pursue the implementation of an Aspiring Leadership Academy, to promote and enhance leadership skills for teachers interested in expounding upon their careers in education.

Additional incentives include:

Increased opportunities for career growth may also include staff attendance at specific reading professional development (i.e., Michigan Reading Association (MRA) and Differentiated Instruction Workshops, Guided Reading workshops, etc).

A building-wide incentive of \$8,000 when students demonstrate meeting district expectations of at least a 15% increase on the MEAP assessment. An additional \$5,000 will be granted if building scores meet or exceed a 20% increase over previous MEAP scores in reading.

PART D: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES

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

During the next two school years, Verona will focus to improve K-5 reading scores. PLCs from every grade level will use MEAP data, MAP data, benchmark data from the Fountas and Pinnell system, MLPP assessment data, monitoring notes and ongoing running records in data conferences to determine next steps for instruction. This model is based on the Teaching Learning Cycle. Teachers will use a combination of resources including the Fountas and Pinnell continuum, the Common Core/GLECs crosswalk, CAF or core manual and district curriculum documents (currently under development) to plan for instruction. Time will be spent in both building and district level pd unpacking the GLCEs in the crosswalk document and aligning them with the Common Core Standards. Teachers will also use leveled classroom libraries and sets of guided reading materials to provide appropriate texts for their students. The Curriculum Committee for the building will begin immediately working with curriculum documents that are currently being developed by the district to provide pacing guides and ensure vertical alignment. Teachers will be able to use these documents to support instruction, as they are developed. Beginning immediately, each grade level will have a 90 minute, uninterrupted literacy block every day. During this time, Title I interventionists and special education teachers will push into the general education classrooms to provide additional academic support to identified students.

In a study by Nye, Konstantopoulos & Hedges (2004) it was found that the impact of the teacher was the single-most powerful variable in explaining student reading achievement. It is what the teacher knows and is able to do that impacts reading instruction. General guidelines suggest that students should do 45-60 minutes of easy reading every school day. Embedded instructional coaching will support teachers in the implementation of specific instructional strategies, as well as best practices in literacy and lesson delivery. These coaching sessions will be informed by intentional walk-throughs and observations do by both the principal and literacy coach. A similar structure will be used in the 2015-16 school year, as the academic focus shifts to another core area.

In order to impact learning for all students, the classroom teacher will be supported to gain expertise in knowledge and application of quality instruction, literacy pedagogy and data analysis. Effective instruction is the foundation for all students to become readers, writers, speakers and listeners. Richard Allington in his book, *What Really Matters in Response to Intervention*, addresses the need for quality instruction for all students to reach exit benchmarks for literacy at their grade level. Quality instruction provided by the classroom teacher (Tier I) includes strategies, instructional approaches and classroom conditions that would address the literacy needs of all the readers and writers in their classrooms.

Instructional approaches - the delivery method used by the teacher to provide literacy instruction dependent upon students' learning needs as indicated by the literacy assessments

Whole group - instruction delivered to the entire class

Small group - instruction delivered to a small group of students

Individual - instruction delivered to individual students

Gradual Release of Responsibility - the scaffold for student learning providing for ample guided practice and feedback for students to become self-winding readers

Conditions for Learning - based on the work of Brian Cambourne, (1988) the conditions that would be present in the classroom to ensure student learning

Immersion - students immersed in a literate environment.

Reform Redesign Report

Verona Elementary School

Demonstration - teacher modeling for whole group, small group, individual students

Expectation - all students will be readers/writers

Responsibility - ownership of the reading/writing and becoming a reader/writer

Use - students use and practice their developing reading/writing skills and strategies

Approximation - students approximating and learning to read/write

Response - timely, relevant and appropriate feedback for students to develop as readers/writers

Assessment Plan - Schedule of formative and summative literacy assessments, person responsible for administering, calendar, data to be collected for progress monitoring (already established by district).

Data Conferencing - Regularly scheduled meetings (PLCs) between teachers, coaches and the principal based on assessment to discuss student progress, interventions, and next steps for student learning

Formative assessments - Using the assessments, the teacher systematically analyzes individual student assessments, determines the students next instructional needs, groups students with similar needs and plans the literacy instruction to occur the next day.

Data Warehouse - electronic storage of student assessment information that can be used to generate data reports. (District has already established Data Director that teachers are familiar with.)

Students of concern - determined by progress monitoring, to provide additional support from the Title One interventions for both students experiencing challenges in reading and those that have flat-lined in reading growth

Students with IEPs - instruction in reading/writing will be with the classroom teacher and special education teacher , formative assessments will be used to determine the students next learning need and the instructional approach to be used

Ongoing support with the implementation of these research based best practices in literacy from the literacy coach and principal through the Instructional Learning Cycle, including PLCs and Professional Development will help support the rapid turn-around model.

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.

One way in which the use of student data will be in the Professional Learning Communities that meet for 120-200 minutes weekly in each grade level. General education teachers, special education teachers and interventionists will be required to meet using a combination of formative, summative and interim student data, to plan for instruction, determine grade level pacing, differentiated Tier One instruction, and Tier Two and Three interventions. During year one and two of implementation, the academic focus will be on reading, so examples of student data that teachers will bring to the PLC would be benchmark running records, MAP test results, MEAP item analysis, MLPP assessment data, ongoing running records and monitoring notes. This common time will allow interventionists and special education staff to be able to focus on the same academic objectives that is being covered by the general education teacher, as well as ensure that the intervention process will be fluid and constantly monitored. This will assist in the communication/documentation between all tiered levels of support. The building administrator will also attend the grade level PLC's one per week and require specific documentation/goals for each meeting. These meetings are required by all staff and will be enforced by the building administrator. In year two, the instructional coach will also attend grade level PLC's to help monitor data collection and assist in planning for instruction. Classroom observations and debriefing

with teachers by instructional coach and principal will assist in the implementation of instruction based on student data.

Verona will also make use of the bulletin board near the office in the front of the building to display aggregate data collected by staff and building administrator. This will provide an avenue for displaying information to staff, parents and building volunteers. This data will not identify individual classrooms or students, of course, but will begin to provide an accountability factor for school wide data. The data board will be maintained by the building administrator and district data coaches.

PART E: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT

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

Currently at Verona, there are 4 special area classes, music, physical education, art and enrichment (technology). Beginning in the Fall of 2013, the enrichment class, which meets with every student K-5, twice per week for 40 minutes (for a total of 80 minutes weekly) will be changed to become a Social Studies with technology integration class. Before the 2013-14 school year begins, the enrichment teacher will receive Social Studies curriculum development support, and training in content area reading strategies and K-5 Social Studies standards, as well as time to embed the current district technology curriculum into this core area. This will also allow general education teachers to focus more classroom instructional time on the other 4 academic core areas. This will increase general education instructional time by 80 minutes per week.

In addition, the current start time for Verona Elementary is 8:26 am. Beginning the Fall of 2013, the school day will begin at 8:10 am, with the teacher report time at 7:45 am and end time at 3:45 pm. The dismissal time for students will be 3:30 pm. This will add another additional 80 minutes per week of general education instructional time. By implementing both plans to increase instructional time, an additional 180 minutes per week, or 108 additional hours of core instruction per year will be added to the current schedule. This additional time will be instructional time focused on literacy, in order for teachers to provide additional independent reading and writing practice time, differentiated instruction based on data and tiered levels of interventions based on student data.

This plan will maintain the weekly 200 minutes of collaborative planning time for each grade level during the school day. The professional development schedule for the next three years will also allow for additional collaborative time for teachers based around student data, reading assessment and instruction and differentiated instruction.

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

In order to provide a more consistent path of communication from school to home, beginning this year, classroom teachers will be required to send home a newsletter to communicate classroom information every week, or every other week. These letters will be monitored by the building administrator. There will also be a monthly newsletter sent home to families from the building administrator to communicate building information. In addition, currently the only parent contacts required of teachers to communicate academic progress by the district are two 20 minute conferences in November and March. Report cards are sent home 4 times during the school year. In order to increase communication to parents concerning academic progress and concerns, teachers will now send home 4 additional progress reports in the months of Oct., Dec., Feb., and April. These progress reports will be developed by the Progress Report Committee, made up of staff members. The report will be consistent school wide and convey academic information in all core areas, behavior and attendance information, in addition to requiring parent signatures. The final progress report will provide teachers an opportunity to require attendance to Summer School due to low student achievement. The data board displayed near the office in Verona, will also provide school wide aggregate data for parents and other visitors in the building. In addition, in the 2014-15 school year, Verona will team up with the technology department at the high school to create DVDs for families of their child receiving quality reading instruction. These DVDs will be burned and given out for families to view over and over. Finally, beginning in 2012-13 and continuing for following years, Verona elementary will have a

school wide literacy night in March to support their focus area. The building administrator and literacy coach will work with staff on the Parental Involvement Committee to organize and develop literacy activities, a book fair and literacy give-aways to involve both students and families in a positive literacy experience. This committee will work to create organize more family activities throughout the school year, like a Summer Celebration party, where families not only celebrate their child's accomplishments, but also receive information about how to support their children during the Summer months. We plan to measure this perception data of the culture and climate of the building through a parent survey given both at the beginning, middle and end of the school year. Success will be measured on the amount of increase in positive parent perception data.

In order to help parents support their student with reading strategies at home, teachers will be sending home independently leveled books daily. In this way, students will be provided the materials necessary to practice their reading strategies independently outside of the school day, in order to become a more proficient reader and create a life style habit of reading daily in and out of the school building. Parents will be able to listen to their children read daily, regardless of the availability of correctly leveled books in the home. Success will be measured through the benchmark running records done 3 times throughout the year based on district proficiency levels, as well as, the amount of participation in families. This will be documented on parent signature sheets that will accompany the take home readers. During the first year of implementation, we will shoot for 60% participation rate and then increase each consecutive years.

PART F: PROVIDING OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT

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

Battle Creek Public Schools will provide Verona Elementary with operational flexibility in accordance with the aspects of the restructuring plan outlined in the above sections. Specifically:

Verona Elementary will be granted the necessary flexibility to develop its own walk-through instruments. This flexibility will allow Verona Elementary to effectively establish its own performance objectives.

Verona Elementary will have the flexibility to reward its staff according to the stipend schedule outlined in the plan and be granted the budgetary flexibility to provide tangible and intangible rewards to exemplary teachers.

Verona Elementary will have the flexibility to develop and implement their own interview and candidate rating instruments, as well as to accept or reject transfers from other buildings.

Verona Elementary will have the flexibility and resources to implement its own professional development program based upon identified student and staff needs. This includes the ability to opt-out of any district professional development with the exception of convocation, as long as a building alternative is provided.

Verona Elementary will have the flexibility to review any portion of the district budget impacting the Verona Elementary and to request reasonable changes in budget allocations in order to meet building goals and implement building initiatives. This flexibility will allow Verona Elementary to align resource allocation with its instructional priorities.

Verona Elementary shall be granted the opportunity, with full consideration, to request additional operational flexibility from the school board, superintendent, or their designees on an as-needed basis.

Verona Elementary in cooperation with the local teachers' union will have flexibility in calendars, work hours, and structure of the school day.

Battle Creek Public Schools in cooperation with our District Improvement Facilitator is developing a plan to improve operations at the district level using the Education Resource Strategies. These operations influence the ability for Verona Elementary to engage in a rapid turnaround process. The following areas will be studied and refined:

1. School Funding: Ensure equitable, transparent, and flexible funding across schools adjusted for student need
2. Teaching: Restructure teaching to foster individual and team effectiveness and professional growth
3. School Design: Support schools in organizing talent, time, and money to maximize learning
4. Instructional Support: Ensure access to aligned curriculum, instruction, assessment, and professional development

5. Leadership: Build school and district leader capacity

6. Central Services: Redesign central roles for empowerment, accountability, and efficiency

7. Partnerships: Partner with families and communities

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.

In the Fall of 2011, the Early Grade Reading Achievement Project began implementation in Kindergarten at Verona Elementary. This yearly \$75,000 grant written by Calhoun Intermediate School District and the United Way of the Greater Kalamazoo and Battle Creek Regions, focuses on improving reading and writing proficiencies for all students through ongoing, monthly teacher professional development based on researched best practices in literacy instruction, embedded literacy coaching (100 days of support from a CISD literacy coach), building classroom leveled libraries and online libraries, additional literacy nights and literacy focused parent/teacher conferences, community volunteer Reading Buddies and a leveled Summer Reading program. In one year, the amount of students leaving Kindergarten at a proficient reading level rose 66% from 5% in 2011 to 71% in 2012. The Summer Reading program was comprised of sending 10 individually leveled books each week to each exiting Kindergartener to read and keep over the Summer. Of the children who received the books, 77% of them either maintained or raised their reading level upon entering 1st grade. Due to the success of the program, it has expanded to include 3 Kindergarten classrooms and 3 first grade classrooms for the 2012-13 school year. The final goal of the project is to increase 3rd grade Reading MEAP scores by the Fall 2014, as those initial Kindergarten students enter 3rd grade. The support from United Way in this project at Verona will have a huge impact in the turn-around model at Verona in the upcoming years.

Battle Creek Public Schools will support Verona Elementary's transformational efforts by providing the operational flexibility requested, but will also assist Verona Elementary in obtaining the necessary training and resources through the creation of a BCPS Transformation Team consisting of the Superintendent, Verona Principal, Assistant Superintendent of Curriculum and Instruction, and Verona Elementary leadership teams and data coaches. The BCPS Transformation Team will provide technical assistance to Verona Elementary with primary responsibility for assessing district and building capacity to implement the restructuring plan, as well as identifying the sources for professional development, technical assistance, and resources necessary to implement the plan. The Transformation Team will also be tasked with creating a plan to ensure clear and consistent communication with the community regarding the restructuring plan and all associated implementation efforts. The Assistant Superintendent for Curriculum and Instruction will act as the internal lead partner for Verona Elementary's transformation efforts and will lead the transformation effort at the district level, while the Verona Elementary principal will lead the transformation effort at the school level. The Transformation Team will meet monthly, with a meeting agenda developed by the district and building leads.

The following are the scheduled dates for the transformational team:

December 12, 2012 4:00 PM

January 10, 2013 4:00 PM

February 13, 2013 4:00 PM

March 13, 2013 4:00 PM

April 10, 2013 4:00 PM

May 8, 2013 4:00 PM

Assurances Report

Michigan Department of Education Assurances

Priority Assurances

Assurance	Certified	Comment/Attachment
Our school has implemented an evaluation process, which includes a significant connection with student growth, to assess the effectiveness of teachers and leaders working in our school. (Attach a copy of the evaluation tool below.)	Yes	<u>Final teacher evaluation documents, 8-24-12.docx</u>
Our school has a Professional Development calendar that supports the reform effort selected for our school. (Attach a copy of the professional development calendar below.)	Yes	Currently subject to negotiations. <u>Elementary PD Calendar 2012-2013 with math added.doc</u>
Our school has implemented an extended learning time model to increase instructional time as evidenced by our daily school schedule, teacher collaboration schedule and student schedule. (Attach a copy of the schedule(s) below.)	Yes	<u>Professional Development Time Line.doc</u>
Our school provides additional time to improve student learning and engagement through enrichment activities for students.	No	We are currently developing increased enrichment opportunities for Verona students through a secific summer enrichment program specific to our students.
Our school provides time for teachers to collaborate, plan and engage in professional development within and across grades and subjects.	Yes	An instructional schedule has been established to allow for common ELA instructional blocks for all grade levels, as well as collaborative time (from 3 - 5 times per week) for all grade levels. The color-coded blocks indicate common planning time for specific grade levels and all teachers invovled. <u>Verona (final) schedule_1.doc</u>
Our school District has a Memorandum of Understanding or Collective Bargaining Agreement with the Local Education Association regarding the measures required to implement the reform/redesign plan. Alternately, Public School Academies without a Local Education Association can provide documentation of board approval of the submitted reform plan.	No	Cuurrently in district negotiations. <u>BCEA LOA info..odt</u>

BATTLE CREEK PUBLIC SCHOOLS

Battle Creek Public Schools

Teacher Evaluation Plan

Revised
8/23/2012



Timeline for Evaluation Process & Professional Development

First Semester

- August 22, 2012 – Principal’s Meeting, PD on teacher evaluation
- August 27, 2012 – Principals distribute the following forms and documents: evaluation timeline, teacher evaluation rubric, plan for continuous improvement, data collection guidelines for student growth, learning visit checklist, learning visit discussion guide, mid-year review form, and final teacher evaluation form
- Week of August 27, 2012 – Building PD on teacher evaluation
- August 28, 2012 – District Opening Day; committee presentation on teacher evaluation

- September 19, 2012 – Principals Meeting, PD on teacher evaluation
- September 24, 2012 – Staff Meeting, PD on teacher evaluation

- October 1, 2012 – Deadline for review and decision on all proposed rubric language pertaining to special education teachers
- October 1, 2012 – Deadline for review and decision on MAP Science Content and Processes assessment for use as student growth data point
- October 1, 2012 – Deadline for principals to meet with each staff member to review/finalize plan for continuous improvement for 2012-13
- October 8, 2012 – Staff Meeting, PD on teacher evaluation
- October 12, 2012 – Deadline for all teachers to have had at least one Learning Visit and follow-up dialogue
- October 22, 2012 – Staff Meeting, PD on teacher evaluation
- October 24, 2012 – Principals Meeting, PD on teacher evaluation

- November 12, 2012 – Staff Meeting, PD on teacher evaluation
- November 21, 2012 – Principals Meeting, PD on teacher evaluation
- November 21, 2012 – Deadline for principals to have completed both Learning Visits and dialogues
- November 26-30, 2012 – Brief survey of teachers and principals on evaluation process

- December 10, 2012 – Staff Meeting, PD on teacher evaluation
- December 17, 2012 – Deadline for principals to have completed both Learning Visits, the teacher evaluation rubric, and all three professional dialogues for the first semester
- December 17, 2012 – Deadline for principals to complete mid-year review and, for identified teachers, to revise the plan for continuous improvement
- December 19, 2012 – Principals Meeting, PD on teacher evaluation; review results of survey
- December 21, 2012 – Deadline for principals to distribute survey results to staff

***Each month's Principals Meeting will have PD on teacher evaluation; at least one staff meeting each month will reserve time for PD and discussion on teacher evaluation**

Second Semester

- January 16, 2013 – Principals Meeting, PD on teacher evaluation
- January 25, 2013 – Deadline for principals to complete first learning visit and dialogue for teachers whose mid-year review resulted in changes to plan for continuous improvement
- February 8, 2013 – Deadline for principals to complete first Learning Visit and dialogue for teachers whose mid-year review did not result in changes to plan for continuous improvement
- February 22, 2013 – Deadline for principals to complete second learning visit for teachers whose mid-year review resulted in changes to plan for continuous improvement
- March 22, 2013 – Deadline for principals to complete two learning visits with dialogues and the teacher evaluation rubric with dialogue for any teacher whose mid-year review resulted in changes to plan for continuous improvement
- April 15, 2013 – Deadline for principals to complete second learning visit and dialogue for teachers whose mid-year review did not result in changes to plan for continuous improvement
- April 22, 2013 - Deadline for principals to complete third learning visit for teachers whose mid-year review resulted in changes to plan for continuous improvement
- May 17, 2013 – Deadline for principals to complete all learning visits with dialogues and Structured Observations for all teachers
- May 24, 2013 – Deadline for principals to complete final professional dialogue and teacher evaluation documents with ratings for 2012-13; all teachers will have a plan for continuous improvement
- May 31, 2013 – Launch online surveys on evaluation process for principals and teachers
- June 3, 2013, 12:00 p.m. – Deadline for principals to provide teachers with evaluation documents and ratings and submit a copy of all documents to Human Resources
- June 19, 2013 – Principals Meeting, review survey results and begin refinement of plan for 2013-14

***Each month's Principals Meeting will have PD on teacher evaluation; at least one staff meeting each month will reserve time for PD and discussion on teacher evaluation**

August 23, 2012

BATTLE CREEK PUBLIC SCHOOLS

TEACHER EVALUATION RUBRIC

DOMAIN 1: PLANNING AND PREPARATION

Component	Ineffective- 0 points	Minimally Effective- 1 point	Effective- 2 points	Highly Effective- 3 points
1A Demonstrating Knowledge of Content and Pedagogy	The teacher's plans and practice display little to no knowledge of the content, prerequisite relationships between different aspects of the content, or the instructional practices specific to that discipline.	The teacher's plans and practice reflect some awareness of the important concepts in the discipline, prerequisite relationships between them, and instructional practices specific to that discipline.	The teacher's plans and practice reflect solid knowledge of the content, prerequisite relationships between important concepts, and the instructional practices specific to that discipline.	The teacher's plans and practice reflect extensive knowledge of the content and structure of the discipline. The teacher actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding.
Notes				
1B Demonstrating Knowledge of Students	The teacher demonstrates little or no knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.	The teacher indicates the importance of understanding students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and occasionally attempts to attain this knowledge for the class as a whole.	The teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students within the class as a whole. There is evidence that he/she is using this knowledge to improve instruction.	The teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources, and attains and uses this knowledge to tailor instruction for individual students.
Notes				

Domain 1: Planning and Preparation – Continued

Component	Ineffective- 0 points	Minimally Effective- 1 point	Effective- 2 points	Highly Effective- 3 points
1C Selecting Instructional Outcomes	Instructional outcomes are unsuitable for students, represent trivial or low-level learning, or are stated only as activities. They do not permit viable methods of assessment.	Instructional outcomes are of moderate rigor and are suitable for some students, but consist of a combination of activities and goals, some of which permit valid methods of assessment. The outcomes can reflect more than one type of learning, but the teacher makes no attempt at coordination or integration.	Instructional outcomes are stated as goals reflecting high level learning and curriculum standards. They are suitable for most students in the class, represent different types of learning, and can be assessed in a valid manner. The outcomes reflect opportunities for coordination.	Instructional outcomes are stated as goals that can be validly assessed, reflecting rigorous learning and curriculum standards. They represent different types of content, offer opportunities for both coordination and integration, and take account of the needs of individual students.

Notes

1D Designing Coherent Instruction & Assessment	The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure. The experiences are suitable for only some students. The teacher's plan for assessing student learning contains no clear criteria or standards, is poorly aligned with the instructional outcomes, or is inappropriate for many students. The results of assessment have minimal impact on the design of future instruction.	The series of learning experiences demonstrates partial alignment with instructional outcomes, some of which are likely to engage students in significant learning. The lesson or unit has a recognizable structure and reflects partial knowledge of students and resources. The teacher's plan for student assessment is partially aligned with the instructional outcomes, without clear criteria, and inappropriate for at least some students. The teacher intends to use assessment results to plan for future instruction for the class as a whole.	The teacher coordinates knowledge of content, students, and resources to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The lesson or unit has a clear structure and is likely to engage students in significant learning. The teacher's plan for student assessment is aligned with the instructional outcomes, uses clear criteria, and is appropriate for the needs of students. The teacher intends to use assessment results to plan for future instruction for specific groups of students.	The teacher coordinates knowledge of content, students, and resources to design a series of learning experiences aligned to instructional outcomes, differentiated where appropriate to make them suitable for all students and likely to engage them in significant learning. The lesson or unit's structure is clear and includes different pathways according to student needs. The teacher's plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies have been made clear and the teacher uses assessment results to plan future instruction for individual students.
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Notes

Domain 1: Planning and Preparation – Continued

Component	Ineffective- 0 points	Minimally Effective- 1 point	Effective- 2 points	Highly Effective- 3 points
<p>1E A baseline for learning has been established.</p>	<p>Teaching is directed by the textbook or source material with no reference to the state assessments, grade-level or course content expectations, or other approved learning standards.</p>	<p>Teaching is directed by the state assessments, grade-level or course content expectations, or other approved learning standards, as well as the textbook and other classroom materials, with no reference to prior student performance.</p>	<p>Previous scores on state administered tests or other standardized tests are recorded in a class profile. Where these instruments are not available, an assessment for placement is administered to determine current levels of student performance at the beginning of the term or as students enter the class.</p>	<p>Previous scores on state administered tests, standardized and/or local/teacher made benchmark testing that encompasses learning levels on at least a marking period basis are recorded and utilized to determine modifications for instruction; students are involved in tracking their own learning.</p>

Notes

<p>1F Desired results for student learning are clearly defined and in agreement with the state assessments, grade-level or course content expectations, or other approved learning standards.</p>	<p>Teacher cannot find or does not use the grade-level or course content expectations, or other approved learning standards.</p>	<p>Teacher can identify sections of the grade-level or course content expectations, or other approved learning standards for which he/she is responsible but does not translate into lesson plans or student assessment.</p>	<p>Units of study from state assessments, grade-level or course content expectations, or other approved learning standards are referenced in lesson plans and identified on assessments.</p>	<p>Groups of students and/or individual student progress on specific state assessments, grade level or course content expectations, or other approved learning standards, and appropriate end-of-course tests indicators are followed until mastery is achieved. Students identify their goals for learning and reflect on progress.</p>
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Notes

DOMAIN 2: THE CLASSROOM ENVIRONMENT

Component	Ineffective- 0 points	Minimally Effective- 1 point	Effective- 2 points	Highly Effective- 3 points
2A Creating an Environment of Respect and Rapport	Classroom interactions between the teacher and students are negative, inappropriate, or insensitive to student's cultural backgrounds, and characterized by sarcasm, put-downs, or conflict.	Classroom interactions between the teacher and students may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students.	Classroom interactions between teacher and students are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students.	Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to student's cultures and levels or developments. A classroom community is evident.
Notes				
2B Establishing a Culture of Learning	The classroom environment conveys a negative culture for learning, characterized by low teacher commitment to the subject, low expectations for student achievement and little or no student pride in work.	The teacher's attempt to create a culture for learning is partially successful, with little teacher commitment to the subject, modest expectations for student achievement, and little student pride in work. Both teacher and students appear to be only "going through the motions."	The classroom culture is characterized by high expectations for most students and genuine commitment to the subject by both teacher and students, with students demonstrating pride in their work.	High levels of student energy and teacher passion for the subject create a culture for learning in which everyone shares a belief in the importance of the subject and all students hold themselves to high standards of performance – for example, by initiating improvements to their work.
Notes				

Domain 2: The Classroom Environment – Continued

Component	Ineffective- 0 points	Minimally Effective- 1 point	Effective- 2 points	Highly Effective- 3 points
2C Managing Classroom Procedures and Student Behavior	Much instructional time is lost because of inefficient classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties. There is little evidence that standards of conduct have been established, and little or no teacher monitoring of student behavior. Response to student misbehavior is repressive or disrespectful of student dignity.	Some instructional time is lost because classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties are only partially effective. It appears that the teacher has made an effort to establish standards of conduct for students. The teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.	Little instructional time is lost because of classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties, which occur smoothly. Standards of conduct appear to be clear to students, and the teacher monitors student behavior against those standards. The teacher’s response to student misbehavior is appropriate and respects the student’s dignity.	Students contribute to the seamless operation of classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties. Standards of conduct are clear, with evidence of student participation in setting them. The teacher’s monitoring of student behavior is subtle and preventative, and the teacher’s response to student misbehavior is sensitive to individual student needs. There are signs that the teacher encourages the students to take an active role in monitoring the standards of behavior.

Notes

DOMAIN 3: INSTRUCTION

Component	Ineffective- 0 points	Minimally Effective- 1 point	Effective- 2 points	Highly Effective- 3 points
3A Communicating with Students	Expectations for learning, directions, and procedures, and explanations of content are unclear or confusing to students. The teacher's use of language contains errors or is inappropriate for students' culture or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clarified after initial confusion; the teacher's use of language is correct but may not be completely appropriate for student's cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clear to students. Communications are appropriate for students' cultures and levels of development.	Expectations for learning, directions and procedures, and explanations of content are clear to students. The teacher's oral and written communication is clear and expressive, appropriate to student's cultures and levels of development, and anticipates possible student misconceptions.
Notes				
3B Using Questioning and Discussion Techniques	The teacher's questions are low level or inappropriate, eliciting limited student participation, and recitation rather than discussion.	Some of the teacher's questions elicit a thoughtful response, but most are low level, posed in rapid succession. The teacher's attempts to engage all students in the discussion are only partially successful.	Teacher uses a variety of questions including open-ended when appropriate. Teacher encourages all students to participate in the discussion and steps aside when appropriate.	Questions are marked by high expectations and are culturally and developmentally appropriate. Students formulate many of the high-level questions and the teacher ensures that all voices are heard.
Notes				
3C Engaging Students in Learning	Activities and assignments, materials, and groupings of students are not appropriate for the instructional outcomes or students' cultures or levels of understanding, resulting in little intellectual engagement. The lesson has no structure or is poorly paced.	Activities and assignments, materials, and groupings of students are partially appropriate for the instructional outcomes or students' cultures or levels of understanding, resulting in moderate intellectual engagement. The lesson has a recognizable structure but that structure is not fully maintained.	Activities and assignments, materials, and groupings of students are partially appropriate for the instructional outcomes or students' cultures or levels of understanding. The lesson's structure is coherent, with appropriate pace, fully maintained for the entire class period.	Students, throughout the lesson, are highly intellectually engaged in significant learning and make material contributions to the activities, student groupings, and materials. Students are engaged in work of a high level or rigor. The lesson is adapted to the needs and interests of individuals, and the structure and pacing allow for student reflection and closure.
Notes				

Domain 3: Instruction – Continued

Component	Ineffective- 0 points	Minimally Effective- 1 point	Effective- 2 points	Highly Effective- 3 points
<p>3D Using Formative Assessment in Instruction</p>	<p>Formative assessment is rarely used in instruction, either through monitoring of progress by the teacher or students or feedback to students. There is little or no evidence the teacher checks for understanding. Students are not aware of the assessment criteria used to evaluate their work.</p>	<p>Formative assessment is occasionally used in instruction through some monitoring of progress of learning by the teacher. Checking for understanding during instruction occurs but may be episodic and unreliable. Feedback to students is uneven, untimely, and students are aware of only some of the assessment criteria used to evaluate their work.</p>	<p>Formative assessment is used in instruction, through self-assessment by students, monitoring of progress/checking for understanding of learning by the teacher, and high-quality feedback to students, though sometimes not in a timely manner. Students are fully aware of the assessment criteria used to evaluate their work. There is little compelling evidence that the formative data collected is used for tailoring instruction.</p>	<p>The teacher continually checks for understanding and uses assessment in a sophisticated manner in instruction through student involvement in establishing the assessment criteria, self-assessment by students, monitoring of progress by both students and the teacher, and high-quality feedback to students from a variety of sources in a timely manner. Formative assessment data and information is clearly used to inform instruction.</p>

Notes

<p>3E Demonstrating Flexibility and Responsiveness</p>	<p>The teacher adheres to the instruction plan, even when a change would improve the lesson or address students' lack of interest. The teacher brushes aside student questions or when students experience difficulty. The teacher blames the students or their home environment for performance or achievement difficulties.</p>	<p>The teacher attempts to modify the lesson when needed and to respond to student questions, with moderate success. The teacher accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon.</p>	<p>The teacher promotes the successful learning of all students, making adjustments as needed to instruction plans and accommodating student questions, needs, and interests.</p>	<p>The teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests. The teacher ensures the success of all students, using an extensive repertoire of instructional strategies.</p>
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Notes

Domain 3: Instruction – Continued

Component	Ineffective- 0 points	Minimally Effective- 1 point	Effective- 2 points	Highly Effective- 3 points
<p>3F Student progress is recorded and/or graphed on a regular basis to determine appropriate pacing of instruction.</p>	<p>Pacing of instruction based on student progress is not identifiable.</p>	<p>Pacing of instruction based on student progress has been identified but is not consistently connected to state and local learning goals.</p>	<p>Pacing of instruction based on student progress is directed toward the total group and/or sub-groups and is in agreement with state and local goals or benchmarks.</p>	<p>Pacing of instruction based on student progress is in agreement with state and local goals, and allows for flexible grouping and individual student mastery of benchmarks. Student input is used to determine next steps in learning.</p>

Notes

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

Component	Ineffective- 0 points	Minimally Effective- 1 point	Effective- 2 points	Highly Effective- 3 points
4A Showing Professionalism	The teacher has little sense of ethics and professionalism and contributes to practices that are self-serving or harmful to students. The teacher fails to comply with school and district regulations and time lines, and contributes to a negative culture.	The teacher is honest and well intentioned in serving students and contributing to decisions in the school, but the teacher's attempts to serve students are limited. The teacher complies minimally with school and district regulations, doing just enough to get by, with minimal contribution to a positive culture.	The teacher displays a high level of ethics and professionalism in dealings with both students and colleagues and complies fully and voluntarily with school and district regulations. The teacher contributes to a positive culture.	The teacher is proactive and assumes a leadership role in making sure that school practices and procedures ensure that all students, particularly those traditionally underserved, are honored in school. The teacher displays the highest standards of ethical conduct and is a leader in producing a positive culture.
Notes				
4B Maintaining Accurate Records	The teacher's systems for maintaining both instructional and non-instructional records are either nonexistent or in disarray, resulting in errors and confusion.	The teacher's systems for maintaining both instructional and non-instructional records are rudimentary and only partially effective.	The teacher's systems for maintaining both instructional and non-instructional records are accurate, efficient, and effective.	The teacher's systems for maintaining both instructional and non-instructional records are accurate, efficient, and effective and students participate by tracking their own records and using them in goal setting.
Notes				
4C Communicating with Families	The teacher's communication with families about the instructional program or about individual students is sporadic or culturally inappropriate. The teacher makes no attempt to engage families in the instructional program.	The teacher adheres to school procedures for communicating with families and makes modest attempts to engage families in the instructional program. But communications are not always appropriate to the cultures of those families.	The teacher communicates frequently with families and successfully engages them in the instructional program. Information to families about individual students is conveyed in a culturally appropriate manner.	The teacher's communication with families is frequent and sensitive to cultural traditions; students participate in the communication. The teacher successfully engages families in the instructional program.
Notes				

Domain 4: Professional Responsibilities – Continued

Component	Ineffective- 0 points	Minimally Effective- 1 point	Effective- 2 points	Highly Effective- 3 points
4D Participating in a Professional Learning Community or Team	The teacher avoids participating in a professional learning community or in school and district events and projects; relationships with colleagues are negative or self-serving.	The teacher becomes involved in the professional learning community and in school and district events and projects when specifically asked; relationships with colleagues are cordial.	The teacher participates actively in the professional learning community and in school and district events and projects, and maintains positive and productive relationships with colleagues.	The teacher makes a substantial contribution to the professional learning community and to school and district events and projects, and assumes a positive leadership role among the faculty.

Notes

4E Growing and Developing Professionally	The teacher does not participate in professional development and makes no effort to share knowledge with colleagues. The teacher is resistant to feedback.	The teacher participates in professional development activities that are convenient or are required, and makes limited contributions to the profession. The teacher accepts, with some reluctance, feedback.	The teacher seeks out opportunities for professional development based on an individual assessment of need and actively shares expertise with others. The teacher welcomes feedback.	The teacher actively pursues professional development opportunities and initiates activities to contribute to the profession. In addition, the teacher seeks feedback.
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Notes

4F Analyzes, interprets and reflects on student growth	There is no evidence the teacher analyzes, interprets or reflects on student growth.	The teacher occasionally analyzes, interprets, or reflects on student growth.	The teacher consistently analyzes, interprets, or reflects on student growth.	The teacher consistently analyzes, interprets, or reflects on student growth and is refining instruction according to analyses. The teacher involves students in this process.
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Notes

Plan for Continuous Improvement

(Completed collaboratively by administrator and teacher during dialogue within 5 school days of observation)

Teacher _____ School _____ Area/Grade _____

Plan Start Date _____

Components addressed in this plan:

- Planning and Preparation
- Classroom Environment
- Instruction
- Professional Responsibilities
- Student Growth

Specific Goal(s):

Activities to meet the goals of this plan:

Indicators of progress to be collected:

Resources needed for plan activities:

Administrator's plan to support:

Next meeting date for follow-up: _____

- See attachments

Teacher Signature and Date:

Administrator Signature and Date:

Data Collection Guidelines for Student Growth

<i>Elementary Teachers</i>				
	Kindergarten	1st through 5th	Elective Teachers	Special Ed
Data Used for Evaluations	MLPP Data	MAP - ELA or Math	Still to be determined by the departments	MAP based upon IEP
Expectations	Collected Quarterly	Beginning, Mid-Year, End of year; Student conferences and goals based upon results; 80% proficiency based on RIT scores	To be determined by November 1, 2012	To be determined by November 1, 2012

Data Collection Guidelines for Student Growth

<i>Secondary Teachers - Middle School</i>						
	Science	Social Studies	Math	ELA	Elective Teachers	Special Education
Data Used for Evaluations	MAP Science Concepts and Processes	Pilot	MAP Mathematics Survey w/Goals	MAP Reading Survey w/Goals	Still to be determined by the departments	Math or Reading MAP Assessment for every student who takes the MEAP based on area of resource
Expectations	Currently being reviewed for appropriateness of content. To be determined by October 1, 2012	To be determined by November 1, 2012	Beginning, Mid-Year, End of year; Student conferences and goals based upon results; 80% proficiency based on RIT scores	Beginning, Mid-Year, End of year; Student conferences and goals based upon results; 80% proficiency based on RIT scores	To be determined by November 1, 2012	To Be Determined by November 1, 2012

Data Collection Guidelines for Student Growth

<i>Secondary Teachers - High School</i>						
	Science	Social Studies	Math	ELA	Elective Teachers	Special Education
Data Used for Evaluations	Stanford 10	Stanford 10	Stanford 10	<i>Stanford 10</i>	Still to be determined by the departments	Still to be determined by the departments
Expectations	9th Grade - September and May; 10th - 12th - May; Proficiency to be determined by the transformation team	9th Grade - September and May; 10th - 12th - May; Proficiency to be determined by the transformation team	9th Grade - September and May; 10th - 12th - May; Proficiency to be determined by the transformation team	<i>9th Grade - September and May; 10th - 12th - May; Proficiency to be determined by the transformation team</i>	To be determined by the transformation team	To be determined by the transformation team

Learning Visit Checklist

Staff Member:

School:

Date:

Duration of Visit:

Grade/Area:

of Students:

Lesson(s) Observed:

Observer:

Planning and Preparation

The staff member:

- | | | | |
|---|---|---|-----|
| 1. Demonstrates knowledge of content | Y | N | N/A |
| 2. Selects instructional outcomes | Y | N | N/A |
| 3. States instructional outcomes | Y | N | N/A |
| 4. Designs lesson aligned to instructional outcomes | Y | N | N/A |
| 5. Uses student assessment to plan for future instruction | Y | N | N/A |

Notes:

Classroom Environment

The staff member:

- | | | | |
|--|---|---|-----|
| 6. Interacts with students in a polite and respectful manner | Y | N | N/A |
| 7. Establishes a classroom culture with high expectations for students | Y | N | N/A |
| 8. Establishes clear standards of conduct | Y | N | N/A |
| 9. Responds to classroom misconduct appropriately and respectfully | Y | N | N/A |

Notes:

Instruction

The staff member:

- | | | | |
|--|---|---|-----|
| 10. Clearly communicates expectations for learning to students | Y | N | N/A |
| 11. Clearly communicates directions to students | Y | N | N/A |
| 12. Uses a variety of questioning and discussion techniques | Y | N | N/A |
| 13. Uses appropriate activities, assignments, and materials | Y | N | N/A |
| 14. Uses formative assessment in instruction | Y | N | N/A |
| 15. Demonstrates flexibility and adjusts instruction as needed | Y | N | N/A |

Notes:

Learning Visit Discussion Guide

(Completed by the administrator and discussed with the teacher within 5 school days)

Teacher _____ School _____

Date _____ Area/Grade _____

Duration of Visit _____ Number of Students _____

Lesson(s) Observed _____

*Comments may be made in one or more of the following areas as observed in the classroom.

I. Preparation and Planning:

II. Classroom Environment:

III. Instruction:

Mid-Year Review Form

(Completed by the administrator and discussed with the teacher within 5 school days)

Teacher _____ School _____

Date _____ Area/Grade _____

Duration of Visit _____ Number of Students _____

Lesson(s) Observed _____

*Comments may be made in one or more of the following areas as observed in the classroom.

I. Preparation and Planning:

II. Classroom Environment:

III. Instruction:

IV. Mid-Year Assessment

_____ Requires mid-year adjustments to plan for continuous improvement

_____ No adjustment to plan for continuous improvement required at this time

August 23, 2012

Final Teacher Evaluation Summary

Teacher: _____ Academic Year: _____

Building: _____

Evaluator: _____

OVERALL RATING:

- Highly Effective
- Effective
- Minimally Effective
- Ineffective

Teacher Evaluation Rubric Points:

	Subscale Score	Multiplied by	Weighting Factor	=	Total
Planning & Preparation	_____	X	.6945	=	_____
Classroom Environment	_____	X	2.778	=	_____
Instruction	_____	X	1.389	=	_____
Professional Responsibilities	_____	X	.6945	=	_____
			Subtotal Rubric Score		_____
Student Growth Score*	_____	X	1.0	=	_____
			Grand Total		_____

Student Growth Point Scale:

- 80-100% of students make a year's growth → 25 points
- 75% of students make a year's growth → 20 points
- 70% of students make a year's growth → 15 points
- 65% of students make a year's growth → 10 points
- 60% of students make a year's growth → 5 points
- <60% of students make a year's growth → 0 points

Overall Rating Scale:

- 85-100 points: Highly Effective
- 70-84 points: Effective
- 40-69 points: Minimally Effective
- 0-39 points: Ineffective

Rationale for Ratings Given

Domain 1: Planning and Preparation

Domain 2: Classroom Environment

Domain 3: Instruction

Domain 4: Professional Responsibilities

Teacher's Signature

Administrator's Signature

Date

Date

Signatures indicate only that the teacher has reviewed this document with the administrator.

K-5 PD Calendar 2012 – 2013 ELA and MATH

District Dates: Aug. (1.5hr. ELA/Math K-4), Oct. 31 (.5day ELA/.5dayMath K-4), Jan. 21 (.5day ELA/.5day Math K-4)
5th Grade Alignment Work with MS

	Kindergarten	1 st Grade	2 nd Grade	3 rd Grade	4 th Grade	5 th Grade
September	Sept. 26	Sept. 27			Group 1: Sept. 24 LA, DU, AJ, FN, UR	
					Group 2: Sept. 25 VV, VN, CO, FT	
October	Oct. 24	Oct. 25	Group 1: Oct. 9 VV, UR, FT, AJ	Group 1: Oct. 3 VV, UR, VN, FT		
			Group 2: Oct. 11 CO, DU, FN, LA, VN	Group 2: Oct. 5 FN, DU, LA, CO, AJ		
	Math: Oct. 8 8-11 a.m.	Math: Oct. 4 8-11 a.m.	Math: Oct. 2 8-11 a.m.	Math: Oct. 8 12:30-3:30 p.m.	Math: Oct. 4 12:30-3:30 p.m.	Math: Oct. 2 12:30-3:30 p.m.
November	Nov. 28	Nov. 29			Group 1: Nov. 15 LA, DU, AJ, FN, UR	Nov. 13 (All Schools)
					Group 2: Nov. 27 VV, VN, CO, FT	
	Math: Nov. 12 8-11 a.m.	Math: Nov. 14 8-11 a.m.	Math: Nov. 14 12:30-3:30 p.m.	Math: Nov. 12 12:30-3:30 p.m.	Math: Nov. 19 8-11 a.m.	Math: Nov. 19 12:30-3:30 p.m.
December	Dec. 19	Dec. 20	Group 1: Dec. 4 VV, UR, FT, AJ	Group 1: Dec. 11 VV, UR, VN, FT		Dec. 12 (All Schools)
			Group 2: Dec. 6 CO, DU, FN, LA, VN	Group 2: Dec. 13 FN, DU, LA, CO, AJ		
January	Jan. 30	Jan. 31			Group 1: Jan. 8 LA, DU, AJ, FN, UR	
					Group 2: Jan. 10 VV, VN, CO, FT	
	Math: Jan. 7 8-11 a.m.	Math: Jan. 15 8-11 a.m.	Math: Jan. 9 8-11 a.m.	Math: Jan. 7 12:30-3:30 p.m.	Math: Jan. 15 12:30-3:30 p.m.	Math: Jan. 9 12:30-3:30 p.m.
February	Feb. 27	Feb. 28	Group 1: Feb. 19 VV, UR, FT, AJ	Group 1: Feb. 12 VV, UR, VN, FT		Feb. 26 (All Schools)
			Group 2: Feb. 21 CO, DU, FN, LA, VN	Group 2: Feb. 14 FN, DU, LA, CO, AJ		
	Math: Feb. 18 8-11 a.m.	Math: Feb. 25 8-11 a.m.	Math: Feb. 25 12:30-3:30 p.m.	Math: Feb. 18 12:30-3:30 p.m.	Math: Feb. 20 8-11 a.m.	Math: Feb. 20 12:30-3:30 p.m.
March	March 27	March 28			Group 1: March 12 LA, DU, AJ, FN, UR	March 26 (All Schools)
					Group 2: March 14 VV, VN, CO, FT	
April			Group 1: April 9 VV, UR, FT, AJ	Group 1: April 16 VV, UR, VN, FT		April 30 (All Schools)
			Group 2: April 11 CO, DU, FN, LA, VN	Group 2: April 18 FN, DU, LA, CO, AJ		

	Math: Apr. 23 8-11 a.m.	Math: Apr. 15 8-11 a.m.	Math: Apr. 17 8-11 a.m.	Math: Apr. 23 12:30-3:30 p.m.	Math: Apr. 15 12:30-3:30 p.m.	Math: Apr. 17 12:30-3:30 p.m.
May	May 1	May 2				
June	June 5	June 6				

***Reading, special education and resource teachers should pick a grade level session to attend with their team.**

Professional Development Time Line

Current date-2016- One full day per month district Professional Development focused on Math and Language Arts at each grade level

12/2011- Building PD on F&P benchmark kit and running records

2/2013- Building PD continued on F&P benchmark kit and running records

8/2013- Building PD on analysis of running record data to inform instruction

2013-2014- Ongoing building professional development through monthly observations, walk throughs and debriefing based on instructional reading strategies. These will be done by building administrator and instructional coach.

2013-14- Ongoing weekly Professional Learning Communities by grade level attended by building administrator and instructional coach in order to tie instructional observations to student data and instructional learning cycles.

2013-14- Bi-monthly Building Professional Development on running record analysis to determine next steps for instruction for whole group, small group and individual students in reading.

2014-2015- Differentiated Instruction training for building leaders. Building leaders will then begin to train remaining staff on differentiated instruction.

Verona Elementary

Instructional & Specials Schedule

2012 – 2013

	Monday	Tuesday	Wednesday	Thursday	Friday
8:30 – 9:15 (E- 9:10)	Music - Antes PE- Fetting E - Flanders	Music - Ehle PE - Smith E - Antes	Music - Flanders PE - Fetting E - Antes	Art - Flanders PE - PLAN E - Fetting	Art - Ehle PE – PLAN E- Smith
9:15 – 10:00 (E-9:55)	Music-Ambroso PE - Kuharik E - PLAN	Music - Kuharik PE - PLAN E - Ambroso	Music - PLAN PE - Ambroso E - Kuharik	Art - Kuharik PE - Ambroso E - PLAN	Art - Ambroso PE - Kuharik E - PLAN
10:00 – 10:45 (E- 10:40)	Music - Bowen PE- Tooten E-Ehredt	Music - PLAN PE– PLAN E -	Music - Tooten PE- Ehredt E - Bowen	Art – Ehredt PE - PLAN E - PLAN	PLAN PE - PLAN E - PLAN
10:45 – 11:30 (E- 11:25)	Music - Moody PE - Jones E - PLAN	Music - PLAN PE– PLAN E - Willis	Music - PLAN PE - Reif E - Smith	Art - PLAN PE - Moody E - Ehle	Art – PLAN PE - Partin E - PLAN
11:00-11:40	K/1st lunch	K/1st lunch	K/1st lunch	K/1st lunch	K/1st lunch
11:30 – 12:10	2nd/3rd lunch	2nd/3rd lunch	2nd/3rd lunch	2nd/3rd lunch	2nd/3rd lunch
12:00-12:40	4th/5th lunch	4th/5th lunch	4th/5th lunch	4th/5th lunch	4th/5th lunch
12:15 – 1:00	PE- PLAN E- Tooten Music - PLAN	Music - Jones PE - Reif E - Moody	PE-PLAN Art – PLAN E – PLAN	PE-PLAN Art – Antes (12:00 – 12:45) E - PLAN	Art - Reif PE - Moody E - Jones
1:00 – 1:45 (E- 1:40)	Music- Smith PE - Ehle E - Fetting	Music - Ehredt PE - Bowen E - Tooten	Art - Partin PE - Bowen E - Ehle	Art - Bowen PE - Tooten E - Reif	Art - Tooten PE - Ehredt E - Bowen
1:45 – 2:30 (E- 2:25)	Music - Reif PE - Flanders E - Kuharik	Music - Fetting PE - Antes E - Flanders	Art – Antes PE - Ehle E - Ambroso	Art - Jones PE - Willis E - Partin	Art - Fetting PE - Flanders E - Partin
2:30 – 3:15 (E – 3:10)	Music - Partin PE - Willis E - Reif	Music - Willis PE - Partin E - Ehredt	Art - Willis PE - Jones E - Moody	PE - Smith Art - Moody E - Jones	Art - Smith PE - Antes E - Willis

LANGUAGE ARTS BLOCKS

Kindergarten – 8:35 – 10:05 a.m.

1st grade – 9:30 – 11:00 a.m.

2nd grade – 8:45 – 10:15 a.m.

3rd grade – 9:00 – 10:30 a.m.

4th grade – 9:30 – 11:00 a.m.

5th grade – 10:30 a.m. – 12:00 p.m.

Please do not change the assigned Language Arts of Specials schedule.

November 29, 2012

To Whom It May Concern:

The Letter of Agreement (LOA) pertaining to a change (increase) in contractual hours for Verona Elementary staff for the 2013-14 school year is currently still in the process of being negotiated with the Battle Creek Education Association (BCEA).

A copy of the LOA will be forwarded as soon as an agreement is reached.