

SCHOOL INFORMATION

District: ***Bridgeport-Spaulling Community Schools***

School Name: ***Bridgeport High School***

Address: ***4691 Bearcat Blvd. Bridgeport, MI 48722***

School Code: ***00398***

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

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

-DIRECTIONS-

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

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

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

REVISION: X 1 2

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

ALL COMPLETED REDESIGN PLANS MUST BE SUBMITTED ELECTRONICALLY TO:

MDE-SROplans@michigan.gov

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

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THE TRANSFORMATION MODEL STARTS HERE:

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

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

I. TRANSFORMATION MODEL COMPONENTS

PART A: DEVELOP/INCREASE SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS

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

Suzanne D. Brown was moved to the High School in 2009-10 as a co-principal in charge of discipline and daily operations. In 2010-11 she was moved to sole principal in charge of curriculum and instruction and an assistant principal was hired. See attached letter.

25% of each teacher's evaluation will be based on components of Student Growth. Our committee is discussing what our school's student growth percentage goal should be.

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

During the 2010-11 school year a committee of 4 teachers, 2 principals, 1 uni-serve director, and 1 superintendent developed an evaluation tool based on the framework of Charlotte Danielson.

For the 2012-13 school year, the team researched and selected a new evaluation tool for faculty staff and administration that incorporates student achievement and growth. We are looking to implement the "Stages Evaluation Tool." The Stages Evaluation Tool will be customized based on the 5 domains of performance from the Components . Professional Practice by Charlotte Danielson, 1996. (Domain 1 – Planning and Preparation, Domain 2 – Classroom Environment, Domain 3 – Instruction, Domain 4- Professional Responsibilities and Domain 5- Student Achievement) 25% of each teacher's evaluation will be based on components

Student Growth. Our committee is discussing what our school's student growth percentage goal should be.

Following is a statement from Ms. Gloria J. Rubis, Superintendent of Bridgeport-Spaulling Community Schools:

It should be noted that the bargaining agreement for the Bridgeport Education Association expires August 30, 2012. Negotiations between the Board of Education and the BEA will commence in the spring. Union representation has been present at and/or invited to all PLA sessions.

STAGES (Supportive Tool for Assessing Growth in Educational Systems) is "a comprehensive, on-line tool for evaluating, reporting and developing high quality educational systems." This is the assessment tool that the superintendent will recommend for evaluation of administration and teachers beginning with the SY 2012-13. The SISD superintendents are in discussion at this time about the cost of this tool and a by collaborating on this assessment tool, the benefits will far outweigh the price.

Since evaluation is now a prohibitive subject of bargaining, this tool would replace the current tool/process described in the current bargaining agreement as the administrative/Board choice for evaluation of administration, teachers, and staff members.

Information about STAGES can be found at <http://www.stagesoftware.com/>.

Student achievement is a priority of BSCS. The expected percentage of student growth will be aligned with state standards.

Suzanne Brown the high school principal will be trained in the STAGES Evaluation Tool that will be used to evaluate all staff, faculty and administration at BHS.

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

We have developed a recognition program to acknowledge teachers, staff and administration who have positively impacted student achievement. Teachers and administrators who receive a highly effective rating on their yearend evaluation will be publicly recognized by supervisors, the superintendent, and the school board. Additional mechanisms for public acknowledgement of successful professional practice include:

- ***Recognition from the School Board at board meetings, School Bell (district paper), and in the Bearcat Times (school paper).***

- **Data Wall – The showcase near the main office will be used to display data generated by teacher data teams. This data will highlight student growth that is caused by successful implementation of the strategies selected by data teams.**
- **Data Wall in Teacher’s Lounge – This display includes the artifacts produced by teacher data teams as they collaborate toward improving professional practice and causing student growth. It will help to identify successful data teams and teachers as well as those needing support to improve.**
- **Recognition dinner for staff and administration when we achieve an annual SMART goal, make AYP, are removed from the PLA list and/or show notable progress in closing the gap to the state average.**
- **Honorary Degree – Borrowing an idea from the Josten’s Renaissance program, graduating seniors have an opportunity to present any district employee an Honorary Diploma. Each senior may present one diploma to the individual who has significantly influenced and guided them toward success.**

Opportunities to improve professional practice:

All teachers will be provided positive and constructive feedback from walk throughs, and support, mentoring, or professional development as needed based on observation and evaluation. More information about this is given in later sections of this plan.

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

- **Teachers will be evaluated on observations, walk –throughs and evidence of implementing school wide strategies and data on student achievement.**
- **Teachers, who are rated minimally effective or ineffective in any areas of professional practice, will receive professional development and mentoring in the area of that needs improvement.**
- **If the weakness or ineffective teaching is not corrected the evaluation process moves forward in the steps of removing the teacher.**

****The leader will remain in or be removed from the position based on an effective or ineffective evaluation. Components of the evaluation tool will reflect student achievement.**

- **The evaluation tool will identify areas of professional practice in which the leader is highly effective, effective, minimally effective, or ineffective.**
- **The leader will be provided professional development and mentoring opportunities to address any areas in need of improvement.**
- **If weakness is not corrected the evaluation process moves forward in the steps of removing the leader.**

STAGES is the name of the evaluation tool that will be used beginning with the 2012-13 school year to evaluate teachers, staff and administration.

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

Professional Development

- **There are two basic drivers of PD for teachers: to further building-wide school improvement initiatives and to achieve individual teacher goals that are identified via the evaluation process.**
 - **PD to accomplish building-wide initiatives:**
 - **The district calendar incorporates five PD days for staff—three days prior to the start of the school year and one day during each semester. These dates are reserved for PD that furthers initiatives such as standards-based learning, data teams, and school-wide reading and writing strategies.**
 - **2011 – 2012: Teachers refined standards-based learning practices, will be introduced to the PLA plan, will be introduced to the data team protocol, and will be trained in the building-wide reading and writing strategy to be used next year.**
 - **2012 – 2013: Teachers will be introduced to the evaluation tool and new supervisory practices, will refine the use of data teams, and will identify and engage in PD needed to carry out the PLA plan.**

- **2013 – 2014: Teachers will refine their understanding of the evaluation tool as it relates to school improvement, and will identify and engage in PD needed to further our progress. One possibility is expanding the role of data teams beyond the data analysis protocol to operate more generally as professional learning communities that provide mentoring and support for teachers as they work toward achieving a “highly effective” rating.**
- **Additional PD:**
 - **2011 – 2012: 6th – 12th grade math teachers collaborated on implementing the Common Core State Standards (CCSS) and aligning learning strategies, vocabulary usage, and spiraling of content. ELA teachers collaborated on implementing the CCSS. The literacy committee investigated and selected reading and writing strategies to train the staff for our building-wide initiative. The PLA/transformation committee receiving training in the data team protocol to train staff as a building-wide initiative.**
 - **2012 – beyond: Mentor Program- Our data teams will mentor new and probationary teachers. They will provide peer observation opportunities, effective teaching strategies and best practices. They will guide the new teacher through the induction process of school life, policies, procedures, learning walks and teaching systems.**
 -
- **PD to accomplish individual teacher goals that are identified by the evaluation process:**
 - **Whether during a September pre-evaluation conference, sparked by feedback given following a mini-observation, in a midyear evaluation report, or at the time of the year-end evaluation, certain areas may be identified for a teacher to improve practice. Support in the form of mentoring or coaching is essential during this time.**
 - **2012 and beyond: A main mechanism for providing support will be the data team structure. Content area teams will meet for 45 minutes once per week to apply the data analysis protocol toward analyzing student achievement data and evaluating the effectiveness of instructional strategies. The process is job-embedded**

PD because teachers are constantly seeking improved methods for increasing student growth.

- ***A teacher who is rated "minimally effective" or "ineffective" and is not making satisfactory progress within the second year will be assigned a mentor. Together, the teacher and mentor will select interventions such as performing a Learning Walk to gather best practices from colleagues in areas of the teacher's need or taking a workshop (e.g., in classroom management or differentiated learning).***

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

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

The Bridgeport-Spaulling school district has consistently supported employees' professional growth by providing a tuition reimbursement incentive for graduate-level coursework. Beginning in 2012 – 2013 some additional opportunities for promotion or growth are:

- ***Teacher-leader roles such as: Transformation Committee member, Data Team Leader, Mentors, Grant Writers, Data Collector/Analyst, Teacher-staff developer roles: training colleagues in building-wide initiatives such as standards-based grading, reading and writing strategies, and data teams***
- ***Individual and small group professional development days continue to be provided for staff to collaboratively refine standards-based grading.***
- ***Teachers will be given the opportunity to participate in learning walks to observe model classrooms.***
- ***Our district will continue to contact surrounding colleges and universities for names of graduates in the field of education.***
- ***Our district will continue to contact universities that have minority graduates in the field of education to provide role models and meet the needs of our diverse population.***
- ***Individual Development Plans will continue to be used for new and probationary teachers to help guide and set goals for their teaching year.***

PART B: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES

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

Collaborative groups of administrators and teachers have used multiple sources of data to prioritize goals for improvement. Our present findings led to the selection of the following goals and research-supported reform strategies:

- ***Goal: To provide focused and aligned curriculum, instruction and assessment, and effective reporting of student progress***
 - ***Strategy: Use standards-based grading and formative assessment***
 - ***Data sources: MME scores, extent of curriculum alignment, levels of rigor in course content***
 - ***Description: Following guidelines given by Robert Marzano in Formative Assessment & Standards-Based Grading (MRL 2010), teachers narrow course content to priority learning goals, differentiate performance expectations using rubrics, and provide multiple formative assessment opportunities to students during instruction. Student data is used to modify teachers' instruction and students' learning practices.***
- ***Goal: To vertically align instruction in math and ELA, increase alignment with neighboring districts (to better accommodate a mobile student population), and to strengthen our academic programs to meet 21st century goals***
 - ***Strategy: Integrate Common Core State Standards (CCSS)***
 - ***Data sources: MEAP and MME scores, number of students unprepared for the next grade level, increasing number of mobile students in an open enrollment system***
 - ***Description: In 2011 – 2012 teacher groups from 6th – 12th grade began integrating the CCSS into our instructional program. This includes content alignment and developing consistency in instructional methods, use of content vocabulary, and student expectations.***
- ***Goal: To improve student literacy (and achievement linked to reading and writing)***
 - ***Strategy: Implement building-wide reading and writing strategies***
 - ***Data sources: MME scores including science and social studies, classroom assessment data including student writing samples***
 - ***Description: Beginning in 2011 – 2012 a literacy committee investigated and selected research-supported reading and writing strategies, and will train teachers to integrate the strategies across all content areas.***

- **Goal: To increase student achievement in math and to more effectively support diverse learners in math**
 - **Strategy: Create a special emphasis on mathematics (double dosing math)**
 - **Data sources: MEAP and MME scores, pass/fail rate, classroom level assessments**
 - **Description: Beginning in 2012 – 2013 9th, 10th, and certain 11th grade students will receive a double dose of math instruction in the form of classes that are two periods long. Additional contact time facilitates differentiation strategies such as adjusting pace, re-teaching, using reciprocal teaching, or expanding the use of hands-on learning and cooperative grouping.**
- **Goal: To provide enrichment and academic support (including credit recovery support)**
 - **Strategy: Add a May Term to the schedule**
 - **Data sources: MME scores, pass/fail rate, number of elective offerings, student and parent survey responses**
 - **Description: May Term is the third segment of the modified trimester schedule—75, 75, 30 days. Modeled after a successful program in Bronson, MI, the term will be used to provide enrichment for proficient and advanced students and credit recovery support for struggling students.**
 - **Strategy: Add a 7th period to the schedule**
 - **Data sources: pass/fail rate, classroom level assessments, student and parent requests for increased tutoring availability**
 - **Description: 7th period creates opportunities for student enrichment (e.g., advanced independent work, special presentations by community members) and for student support in the form of tutoring by teachers or peers. It also facilitates scheduling of the double dosed math courses by accommodating teacher preparation during the 7th period.**

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

- **Summative assessments**
 - **Assessments: EXPLORE, PLAN, MME**
 - **How the data is used: These tests give us a "big picture" view of the effectiveness of our instructional program, and they have informed our selection of the school improvement goals and strategies discussed in section 6 of this plan. Beginning in 2012 – 2013, a more concerted effort will be made to use student data from the EXPLORE**

and PLAN tests to evaluate students' readiness for the MME. Teacher data teams will identify students who are not progressing at a satisfactory rate, and in turn will recommend appropriate interventions. These interventions may include: specific differentiation practices in the regular instructional program, targeted instruction during the 7th period, targeted instruction during May Term, and special coursework in the 11th grade.

- **Interim assessments**
 - **The transformation leadership team is presently investigating the most appropriate way to integrate interim assessments into the instructional program. Our 2011 – 2012 implementation of standards-based grading emphasized formative assessment that typically targets one learning objective (or a few) at a time. However, we are considering adding benchmark assessments that would serve at least two purposes: (1) increase the amount of information that students must recall and synthesize during the test session, and (2) create snapshots of data that can be monitored annually to evaluate the trajectory of our program (i.e., to find out if our students are improving over time).**
- **Formative assessments**
 - **In 2011 – 2012 teachers began measuring students' learning progression by using a series of rubric-based scores derived from formative assessments. Professional development was conducted to support teachers in improving the effectiveness of their formative assessment systems. In 2012 – 2013 we will continue our standards-based grading system and further refine our use of formative assessments by implementing teacher data teams (as described at the Fall 2011 MDE sponsored conference in Dearborn, MI) to analyze student data with the intent to identify students who have mastered content and those who have not. Data teams collaborate to select teaching strategies that will help struggling students to improve, monitor the effectiveness of those strategies, and adjust as needed. Data teams will support individual classroom teachers as they seek out ways to differentiate instruction for their students.**
- **Differentiated instruction**
 - **Differentiating content: Our primary mechanism is to establish three performance levels in the rubric for each learning objective. The various levels, while all matching the content of the learning objective, create a progression according to cognitive demand.**
 - **Differentiating practice: Methods for targeting teaching practice to the needs of students as they've been identified by formative pretests or assessments during an instructional unit include: varying mode (direct instruction, inquiry), varying grouping structure (whole class, small groups), using technology (vodcasting, web-based resources), using manipulatives and hands-on learning, developing vocabulary, providing individual task-specific feedback.**

- ***Differentiating product: In addition to traditional questioning and written assessments, teachers can collect evidence of students' learning using Thinking Map graphic organizers, Harvard Project Zero's thinking routines, and student-initiated assessment activities.***
- ***In 2012 – 2013 teacher data teams will generate ideas and support each other to differentiate teaching practices and products of learning. The new teacher evaluation tool will include effectiveness in differentiating instruction within its rubrics. Professional development, mentoring and support will be provided as necessary to build teachers' capacity to vary instruction according to students' needs.***

PART C: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT

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

Increased time for student learning:

- ***Beginning in 2012 – 2013, we will emphasize mathematics by double-dosing instruction. Each 9th and 10th grader will receive an additional 55 minutes per day math instruction. Non-proficient 11th graders will also receive an extra 55 minutes per day instruction. 55 minutes x 150 days = 8,250 minutes of additional student Math time.***
- ***7th period: By adding 15 minutes on to the end of each school day and adjusting our present daily schedule, including the elimination of a seminar period we will create a 40-minute enrichment period. 40 minutes x 150 days = 6,000 minutes of increased student enrichment time (7th period activities are described in section 6 of this plan). 15 minutes x 150 days = 2,250 minutes of additional teacher contact time.***
- ***May Term: The third segment of the modified trimester schedule (75-75-30 days) is called May Term. As described in section 6, the May Term is used to advance and deepen learning for students who have met Michigan Merit Curriculum requirements in the regular semesters and to academically support and recover credit for students who haven't met their learning objectives. May Term provides additional opportunities for students to explore career-related coursework. Increased student time: 60 minutes x 6 periods x 24 days = 8,640 minutes.***

Increased time for teacher collaboration:

- ***Teacher Data Teams: All teachers will be assigned to a data team (e.g., the Math Team may consist of math teachers plus a special education teacher). Data teams will meet for 45 minutes (7:00 a.m. - 7:45 a.m.) once a week throughout the school year. This is a total of 45 minutes x 37 weeks = 1,665 minutes of increased time for teacher collaboration***
- ***Special collaboration to prepare building-wide initiatives:***
 - ***In 2011 – 2012 the literacy committee, with Jan Sopczynski, ELA Consultant from Great Lakes Bay Region Instructional Services, selected building-wide reading and writing strategies (Jan. 18, 2012) and will train teachers to implement the strategies for the 2012 – 2013 year.***
 - ***Planning for the special focus on mathematics began in 2011 – 2012 with 6th – 12th grade collaboration facilitated by Gail Weeks, Secondary Mathematics Consultant at Great Lakes Bay Region Instructional Services. Two full-day sessions have been held as of Feb. 7, 2012.***
 - ***The transformation leadership team, led by Suzanne Brown, has met for three full-day collaborative sessions and will continue to meet throughout the duration of the transformation plan.***
 - ***ELA teachers attended the Common Core State Standards roll-out (Feb. 2, 2012) and collaborated on aligning to the CCSS (Feb. 7, 2012).***
 - ***Additional collaborative professional development will be scheduled to support the improvement goals and strategies identified in section 6.***

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

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

Community Service Clubs

- ***V.O.I.C.E. (Volunteer Opportunities Increase Character Everytime) – a school driven community service based group that reach out to the student body and their families and the community. Two of their major projects are,***

"Safe Haven and Shoes." These projects will provide food, clothing and shoes for those in need.

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

7th hour Tutoring, Mentoring and Enrichment Course

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

Multi-Communication with Parents and Community Members

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

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

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

PART D: PROVIDING OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT

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

The following operational items will be provided by the district to transform Bridgeport High School into a high performing school.

- *Align the middle school (6 - 8th) program with the high school program by using Standard Based Grading and Formative Assessment, Pinnacle Gradebook, data teams, the common reading/writing strategy and common core expectations.*
- *6th – 12th Math and ELA have begun the process of aligning the curriculum to improve Math and ELA instruction and student achievement.*
- *The district is investigating ways to reallocate the necessary funds for the transformation model (e.g., hiring math teachers, paying the stipend for morning data team meetings, paying a stipend to teachers impacted by a shorter prep held during the 7th period, creating a Transformation Supervisor).*
- *Negotiate with the teachers to add a night in September for the Meet-the-Teacher event, or to move one of the PT conference nights from Nov. to Sept. to handle this event.*
- *Reorient district culture toward shared responsibility and accountability toward various practices include: a private data wall, data teams, a public data/goals/successes wall, two-way communication between school and parents, learning walk opportunities, evaluations that factor in student growth.*
- *In terms of allocating human resources toward instructional priorities, we are planning the 7th period to provide assistance to students in completing assignments (i.e., assisting students who don't have a home environment that supports homework completion). We are doubling students' math preparation in grades 9th – 10th and therefore increasing the number of math department faculty.*
- *We are looking at piloting a "flipping class" with our 9th grade academy and at least one core course teacher for grades 10th, 11th and 12th.*
- *Negotiation with the teachers union will take place to implement many of our programs needed for our Transformation Model.*

The operational flexibility of instruction, staff selection and the controlling of budget will be placed with the Redesign/PLA Committee to make decisions and will provide guidance throughout the Transformational Model implementation. Data teams will be empowered to suggest and recommend needed changes in the school environment and culture to support the transformation program. They also will provide the needed information to establish and review performance objectives."

Gloria J. Rubis, Superintendent's comments

With suggestions from the data team to the Transformation Team, recommendations will be made for instructional adjustments and/or additions to programs that require re-allocation of funds. Priorities will be given to core curriculum. Budget discussions/planning will take place with the superintendent and finance officer. If union waivers are required, these will be negotiated. Any hiring of staff will be aligned with needs for increased student achievement.

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

- ***The district is supporting monthly professional development opportunities for staff members to participate in Transformation Model planning and implementation.***
- ***Technical assistance has been provided so far by the MDE with the data and informational workshops. Venessa Keesler from Psychometrics, Accountability, Research and Evaluation provided us with, "Major Takeaways from Bridgeport High School Data." Also, BHS transformation committee, our district grant writer, SISD data warehouse, our BHS data specialist, partnering with Greg Green, Clintondale High School Principal on, "flipping your school," Gail Weeks from the Greater Lakes Bay Region Instructional Service, providing monthly math workshops and Sue Rutherford, MEA Uni-Serve Director are providing assistance.***
- ***The district has established a transformation team who will continue to meet monthly on the implementation of the transformation model.***
- ***The transformation team has shared with staff the outline of the transformation model. On-going communication with shareholders will take place as the model is being implemented through this school year and next school year through orientations, videos, open houses, parent-teacher conferences, open forum meetings, School Messenger, School Bell and website opportunities.***
- ***The transformation team will lead the plan at the school and district level.***

TRANSFORMATION SCHOOLS WILL STOP HERE.

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

THE TURNAROUND MODEL STARTS HERE:

Descriptor: The **Turnaround Model** includes among other actions, replacing the principal

and at least 50 percent of the school's staff, adopting a new governance structure and implementing a new or revised instructional program.

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

II. TURNAROUND MODEL COMPONENTS

PART A: DEVELOP SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS

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

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

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

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

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

PART B: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES

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

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

6. Describe the new governance structure adopted that will assist with the building turnaround process. The new governance may include a turnaround office, or a

turnaround leader who reports directly to the superintendent. (Maximum 6250 characters)

7. Detail how the use of data will identify and implement an instructional program that is research based and aligned from one grade to the next as well as with state standards. (Maximum 6250 characters)
8. Describe how the school will promote the continuous use of individual student data (such as; formative, interim, and summative) to inform and differentiate instruction to meet individual student needs. (Maximum 6250 characters)

PART C: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT

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

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

Or

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

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

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

THE RESTART MODEL STARTS HERE:

Descriptor: The **Restart Model** School is when districts close the school and reopens it

09-6-2011

under the management of a charter school operator; a charter management organization; or an educational management organization selected through a rigorous review process. A restart school would be required to enroll, within the grades it serves, any former student who wishes to attend.

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

III. RESTART MODEL COMPONENTS

PART A: District Narrative

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

RESTART/Charter School Narrative Section

Part B: COMMUNITY ASSESSMENT

1. Describe the characteristics of the population and community where the proposed charter school will be located. Provide detail as to the assets and liabilities of the community within a given radius for the proposed location of the school. (Maximum 2500 characters)
2. Provide a thoughtful and detailed description of the unmet educational needs of the community with enough specificity that it becomes apparent throughout the narrative how the proposed school will serve these unmet needs. (Maximum 2500 characters)

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

Part C: STUDENT POPULATION

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

Part D: EDUCATIONAL PROGRAM

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

approach to be utilized. Outline steps the school will take to ensure that its teachers understand, gain skills needed for and practice the instructional model chosen. (Maximum 2500 characters)

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

Part E: STUDENT RECRUITMENT AND COMMUNITY INVLOVEMENT

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

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

IV. CLOSURE MODEL COMPONENTS

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

PART A: ESTABLISH POLICY

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

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

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

PART C: OPERATE TRANSPARENTLY

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

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

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

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

APPENDIX A
COPY AND PASTE YOUR:

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

See Attached Letter from Superintendent.

Teacher, Staff and Administrations Evaluation Tool will be Stages. Below is a link to an introductory model of the tool.
<http://www.stagesoftware.com/>.

**APPENDIX B
COPY AND PASTE YOUR:**

Professional Development Calendar or Timeline

(unlimited characters)

****Professional Development will be provided throughout the 2011-13 school years based on the identification of student weaknesses, lack of student achievement, data analysis and standard based learning and grading. These opportunities will be provided within the school setting and outside professional development opportunities. Planning and implementation time will be provided to teacher(s) as needed. Several Professional Development opportunities are based on the research by Robert Marzano's - Standards Based Learning and The Leadership and Learning Center with Angela Peery - Data Teams.***

***Bridgeport High School
Professional Development Calendar
2011-2013***

The following Workshops and Professional Development opportunities are to develop, research and begin implementation of the Transformation Model

***September 8, 2011 – MDE Informational Workshop – Lansing, Michigan
September 14, 2011 – PLA feedback Meeting – BHS Library
September 21, 2011 – PLA feedback Meeting – BHS Library
September 29 -30, 2011 – Data Workshop – Dearborn, Michigan
October 4, 2011 – MDE Informational Workshop – Lansing, MI
October 26, 2011 – Transformation Model Committee Workshop – BHS
November 1, 2011 – SIP/PD Day –Presenting Transformation Model, SBL/SBG,
Reading and Writing Strategy Across the Curriculum - BHS
November 15, 2011 – Transformation Committee Workshop – BHS
January 3, 2012 – Technology Assistance Workshop- BHS
January 12, 2012 – Transformation Committee Workshop – BHS
February 2, 2012 – Transformation Committee Workshop – BHS
February 17, 2012 – PD Day – Presenting Transformation Model &
Reading/Writing Strategies – BHS
March, 2012 – Transformation Committee Workshop – BHS
April, 2012 – Transformation Committee Workshop – BHS
May 1, 2012 – PD Day – Presenting Transformation Model – BHS
August 27-29, 2012 – PD Days – Implementation of Transformation Model –BHS
2012-2013 TBA – Professional Development Days-Implementation and evaluation
of the Transformation Model***

The following Workshop was Professional Development to begin and develop our Recognition Program for Students, Staff and Administration.

October 21, 2011 – Renaissance Program – Port Huron, MI

The following Professional Development is a program that will assist the school on improving student growth and achievement.

November 10, 2011 – Flipping Model – Clintondale High School

The following Math Workshops are to align the curriculum and common core grades 6th – 8th

December 7, 2011 – 6th – 12th grade Math Workshop – BHS

December 8 – 9, 2011 – Common Core – SISD

January 31, 2012 – 6th – 12th grade Math Workshop – BHS

March 13, 2012 – 6th – 12th Math Workshop –BHS

April, 2012 – 6th -12th Math Workshop –BHS

The following ELA/Reading and Writing Workshops are to align the curriculum and common core – 6th – 8th The Reading and Writing Workshop is to develop a Reading and Writing Strategy across the curriculum

January 18, 2012 – Reading/Writing Strategy Workshop-BHS

February 3, 2012 – ELA Common Core Workshop - BAISD

February 7, 2012 – Reading/Writing Strategy Workshop – BHS

March 19, 2012 – ELA Workshop – BHS

Workshop for Science Alignment

March 8-10, 2012 – Pure Michigan Science-MSTA

The following Workshops/ Presentation on the development and implementation of "Stages Assessment Tool"

December 15, 2011 – Stages Observation/Evaluation Software Presentation – Freeland High School

January 19, 2012- Stages Assessment Tool Presentation-BHS

March 15, 2012 – Marzano's Observational Walks – BAISD

The following sessions will train our teachers on Teacher Data Teams

May, 2012 – Data Team Training - BHS

June, 2012 – Data Team Training – BHS

APPENDIX C
COPY AND PASTE YOUR:

Daily School Schedule, Sample Student Schedule and Teacher Collaboration Schedule
Or

Executed Addendum to Support the Implementation of the Reform Model

(Maximum 6250 characters)

Tentative 7 Period Day Schedule

12-13 School Year

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

7:50 – 8:45 a.m. = 1st hour

8:50 – 9:45 a.m. = 2nd hour

9:50 – 10:45 a.m. = 3rd hour

10:50 – 11:45 a.m. = 4th hour

10:45 – 11:15 a.m. = Lunch A

11:20 – 12:15 p.m. = 4th hour

11:45 – 12:15 p.m. = Lunch B

12:20 – 1:15 p.m. = 5th hour

1:20 – 2:15 p.m. = 6th hour

2:20 – 3:00 p.m. = 7th hour

Teacher time:

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

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

2012 -13 Course Offerings

Class of 2016

9th grade

Algebra 1

Algebra 1 supplement

English 9

US History

Biology

PE/Health

10th Grade

Alg2

Alg2 supplement

English 10

W. History

Science

Elective

11th grade

Geometry

Geometry supplement

English 11

Econ/Govt

Science

Spanish 1

12th grade

Sr. Math

Spanish 2

English 12

Visual Arts/Elective

Elective

Elective

Class of 2015

10th grade

Algebra 2

Algebra 2 supplement

English 10

World History

Science

Elective

11th Grade

Geometry

Geometry supplement

English 11

Econ/Govt

Science

Elective

12th Grade

Sr. Math

Visual Arts/Elective

English 12

Elective

Elective

Elective

Class of 2014

11th Grade

Geometry

Geometry supplement/Elective/VA

English 11

Econ/Govt

Science

Elective

12th Grade

Sr. Math

English 12

Visual Arts/Elective

Elective

Elective

Elective

Class of 2013

12th Grade

Sr Math

English 12

Visual Arts/Elective

Elective

Elective

Elective

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

3 year Plan for Transformation Model

Bridgeport High School

2012-2015

2012-13

- *New Principal in place*
- *New evaluation tool will be in place with student growth measures and effectiveness of staff and administration.*
- *Staff and Administration Recognition Programs*
- *Data Wall*
- *Ongoing monitoring and feedback of staff and administration*
- *Establish and implementation of teacher data teams*
- *Provide professional development to meet the needs of students, staff and administration*
- *Establish mentor program*
- *Establish career professional development for staff*
- *Continue monitoring and improvement of SBL & SBG*
- *Aligning Common Core in Math and ELA*
- *Double Math classes*
- *Establishing and developing our 7th hour enrichment class and program*
- *Improvement and maintaining of May Term*
- *Piloting a "flipping model" in a few classes*
- *Developing criteria for expectations of academic climate in the classroom*
- *Maintaining and improving club and community involvement*
- *Job embedded professional development*
- *Utilizing consultant opportunities to help guide us through alignment, common core and student achievement*
- *Implementation of Math and ELA alignment with common core*
- *Implementation of Reading and Writing strategy across the curriculum*
- *Research of "New TechHi"*

2013-2015

- *Principal in place*
- *2nd and 3rd year of new evaluation tool implementation with increase percentages of student growth and achievement*
- *Continue and growth of staff and administration recognition program*
- *Continue and growth of Data Walls*
- *Continue Professional Development opportunities geared toward the needs of the building*
- *Continue monitoring and developing targeted interventions to meet the needs of students, staff and administration*
- *Aligning 6th - 12th grade Science and Social Studies with the common core*
- *Continue monitoring and developing of Reading and Writing strategies across the curriculum*
- *Monitoring of doubling up of Math classes*
- *Expanding the "flip model" program*
- *Exploring "NewTechHi" possibilities*
- *The continued monitoring and evaluation of all the programs instituted in the transformation plan*
- *Continue and monitoring of all new programs, i.e. May Term*

Bridgeport-Spaulling Evaluation Form

School Year

Teacher:

School

Grade/Class/ Hour

Observation Dates

Duration of Observation

Administrator

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

Domain 1: Planning and Preparation

Domain 2: Classroom Environment

Domain 3: Instruction

Domain 4: Professional Responsibilities

Levels of Performance

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

Needs Improvement

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

Progressing Satisfactorily

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

Meets Expectations

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

Exceeds Expectations

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

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

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

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

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

Summary

Overall Performance

Year	Needs Improvement	Progressing Satisfactorily	Meets Expectations	Exceeds Expectations	Domains

Administrator's Comments:

Year

--

Teacher's Comments:

--

Initials/Date

--

Administrator's Comments:

Year

--

Teacher's Comments:

--

Initials/Date

--

Administrator's Comments:

Year

Teacher's Comments:

Administrator's Signature _____

Date: _____

Teacher's Signature _____

Date: _____

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

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

Bridgeport-Spaulding Community School District

PERFORMANCE APPRAISAL

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

PERSONAL FACTORS

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

PURPOSES

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

RATING FACTORS

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

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

ADAPTABILITY:

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

Comments:	O	S	U	N-O
Supervisor				
Employee				

ATTENDANCE AND PUNCTUALITY:

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

Comments:	O	S	U	N-O
Supervisor				
Employee				

CAPACITY TO DEVELOP:

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

Comments:	O	S	U	N-O
Supervisor				
Employee				

DEPENDABILITY:

Consider judgment demonstrated, instructions followed, commitments met.

Comments:		O	S	U	N-O
Supervisor					
Employee					

EFFECTIVENESS IN WORKING WITH OTHERS:

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

Comments:		O	S	U	N-O
Supervisor					
Employee					

INIATIVE:

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

Comments:		O	S	U	N-O
Supervisor					
Employee					

DISTRICT MISSION KNOWLEDGE:

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

Comments:		O	S	U	N-O
Supervisor					
Employee					

JUDGEMENT:

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

Comments:		O	S	U	N-O
Supervisor					
Employee					

QUALITY OF WORK:

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

Comments:		O	S	U	N-O
Supervisor					
Employee					

QUANTITY OF WORK:

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

Comments:		O	S	U	N-O
Supervisor					
Employee					

OVERALL APPRAISAL:

Comments:		O	S	U	N-O
Supervisor					
Employee					

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

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

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

Supervisor’s Signature Date

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

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

Employee’s Signature Date

**M.O.U EFFECTING ADDENDUM TO COLLECTIVE BARGAINING
AGREEMENT**

RELATING TO

IMPLEMENTATION OF REDESIGN PLAN

The Bridgeport-Spaulling Board of Education and the Bridgeport Education Association (MEA/NEA) (the "BEA") hereby agree as follows:

1. The Redesign Plan shall be implemented within the District by the parties with fidelity to its terms. All Sections of the Collective Bargaining Agreement between the parties which would prohibit the faithful implementation of the Redesign Plan shall be null and void as prohibitions to such implementation and any contractual or other work rules that are impediments to implementing the redesign plan shall not apply to circumvent the reasonable intent of the Redesign Plan;
2. The Authorized Representative of the BEA shall execute the Redesign Plan signature page required by the State of Michigan MDE;
3. Bargaining Unit Members at the High School shall receive the following:
 - a. Three personal business days, to be accrued and used in the manner set forth in the Collective Bargaining Agreement, per year, to be credited after the end of each year's first semester;
 - b. On March 7 (or such similar day, to be adjusted as need be chronologically), Bargaining Unit Members of the High School may leave following dismissal of students in exchange for participation in the High School Open House; and
 - c. Two days per week, effected Bargaining Unit Members of the High School with 7th hour prep periods may leave following the completion of their instructional periods provided the Building Principal is notified in advance of such exit.
4. This Agreement shall be for two years (2012-13 and 2013-14), and the parties agree to meet and consult in April of each year of this Agreement to discuss progress and implementation of the Redesign Plan;
5. In the event the State of Michigan MDE makes or mandates any revision to the Redesign Plan or any law or regulation is enacted or

promulgated that effects any such change, the Parties agree to meet and negotiate regarding such revision provided such revision is not a prohibited subject of bargaining; and

6. This Agreement does not create precedent or establish a practice related to its subject matter.

AGREED TO THIS 31st DAY OF JULY, 2012

BRIDGEPORT-SPAULDING COMMUNITY SCHOOLS BOARD OF EDUCATION 	BRIDGEPORT EDUCATION ASSOCIATION 
By: Its: Authorized Representative	By: Its: Authorized Representative



COPY

**M.O.U EFFECTING ADDENDUM TO COLLECTIVE BARGAINING
AGREEMENT**

RELATING TO

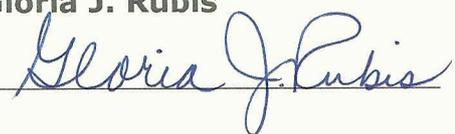
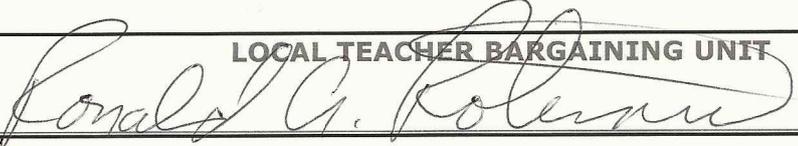
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5. In the event the State of Michigan MDE makes or mandates any revision to the Redesign Plan or any law or regulation is enacted or

Redesign Plan Signature Page



<p align="center">SCHOOL INFORMATION</p> <p>District: 73180</p> <p>School Name: Bridgeport High School</p> <p>Address: 4691 Bearcat Blvd.</p> <p>School Code: 00398</p>	<p align="center">CONTACT PERSON FOR REDESIGN PLAN</p> <p>Name: Suzanne D. Brown</p> <p>Position and Office: Principal at High School</p> <p>Telephone: 989.777.3100</p> <p>Fax: 989.777.9212</p> <p>Email: browns@bscs.k12.mi.us</p>
<p>LEA SCHOOL SUPERINTENDENT/DIRECTOR</p> <p>Printed Name: Gloria J. Rubis</p> <p>Signature: X </p> <p>Date: 2-8-12</p>	<p>Telephone: 989.777.1770</p> <p>Fax: 989.777.4720</p> <p>Email: rubisg@bscs.k12.mi.us</p>
<p>LEA SCHOOL PRINCIPAL/DIRECTOR</p> <p>Printed Name: Suzanne D. Brown</p> <p>Signature: X </p> <p>Date: 2-8-12</p>	<p>Telephone: 989.777.3100</p> <p>Fax: 989.777.9212</p> <p>Email: browns@bscs.k12.mi.us</p>
<p align="center">LEA SCHOOL BOARD PRESIDENT</p> <p>Signature: X _____ Date: 2-8-12</p>	
<p align="center">LOCAL TEACHER BARGAINING UNIT</p> <p>Signature: X  Date: 2-8-12</p>	
<p>The Local Educational Agency (LEA) agrees to comply with all applicable requirements of all state statutes, federal laws, executive orders, regulations, policies and conditions governing this program. The LEA understands and agrees that if it materially fails to comply with the terms and conditions of the redesign plan, fails to make satisfactory progress or does not have an approved plan, the Michigan Department of Education/State School Reform/Redesign Officer may issue an order placing the LEA into the State School Reform/Redesign School District, imposing for the LEA one of four intervention models, and an addendum to applicable collective bargaining agreements in effect for the school as necessary to implement the school intervention model.</p>	

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District: 73180 School Name: Bridgeport High School Address: 4691 Bearcat Blvd School Code: 00398	Name: Suzanne D. Brown Position and Office: Principal at High School Telephone: 989.777.3100 Fax: 989.777.9212 Email: browns@bscs.k12.mi.us
LEA SCHOOL SUPERINTENDENT/DIRECTOR Printed Name: Gloria J. Rubis Signature: X <u><i>Gloria J. Rubis</i></u> Date: 6/14/12	Telephone: 989.777.1770 Fax: 989.777.4720 Email: rubisg@bscs.k12.mi.us
LEA SCHOOL PRINCIPAL/DIRECTOR Printed Name: Suzanne D. Brown Signature: X <u><i>Suzanne D. Brown</i></u> Date: 6/14/12	Telephone: 989.777.3100 Fax: 989.777.9212 Email: browns@bscs.k12.mi.us
LEA SCHOOL BOARD PRESIDENT Signature: X <u><i>Michael Gall</i></u> Date: 6/14/12	
LOCAL TEACHER BARGAINING UNIT Signature: X <u><i>Ronald A. Robinson</i></u> Date: 6/14/12	
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