



Redesign Plan

Dudley School

Battle Creek Public Schools

Mr. Rick Jones
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BATTLE CREEK, MI 49037-2153

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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?

Dudley Elementary is a diverse and inviting community where people and ideas are always welcome. We have a student body of approximately 250 students. Students enrollment has been declining for the last three years. Student demographics reflect a 90% free and reduced lunch and 80% minority. The earned the designation of STEM school two years ago and began the focus of inquiry based learning centered around Science, Technology, Engineering and Mathematics. Our caring environment is built on openness and collaboration. The school is housed in a building constructed in 1954 but has been retrofitted to support computer technology. Nevertheless space is limited and features such as air conditioning in classrooms is missing.

The community and school are plagued with the issues many other urban communities face: High poverty rates, limited literacy activity in the home and parent involvement somewhat lacking.

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.

Mission Statement

The Dudley School community is responsible for providing a positive learning environment that fosters creativity in all areas, nurtures all students, in order to achieve educational success and promote life-long learning.

We believe:

Our Students' learning and self-esteem increases when parents are actively involved in their children's learning.

All of us achieve greater growth and excellence through high expectations and honest self-assessment.

By sharing respect, caring for others, and ourselves, we accept responsibility for our own behavior and commitment to learning.

A safe and orderly environment is critical to school success.

By developing skills and committing good effort to learning, we will enrich our lives.

By effective communication and competent problem solving, we will facilitate learning for all.

Educational goals should be identified based upon research and best practices and be delivered from an aligned curriculum, quality instruction, and assessment.

The educational process is a shared responsibility of students, staff, families, and the community.

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.

Dudley Elementary was named the districts STEM focused elementary and is the first in Calhoun County to have this focus. We are striving to create a STEM (Science, Technology, Engineering and Mathematics) literate student body and community that will embrace all of the opportunity that STEM related fields can offer in the future.

Notwithstanding these goals literacy achievement of the student body is not sufficient to appreciate the STEM approach. Therefore our goal is to improve literacy in reading and mathematics leading to growth in overall student achievement.

Additional Information

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

NA

Priority School Assurances

Introduction

All priority schools are required to certify yes/no to each of the following assurances and upload a copy of the required documentation in ASSIST.

Priority School Assurances

Label	Assurance	Response	Comment	Attachment
Teacher Evaluation Tool	Our district has implemented an evaluation tool, that includes a significant connection to student growth, to assess the effectiveness of teachers.	Yes		Teacher Evaluation Tool

Label	Assurance	Response	Comment	Attachment
Administrator evaluation tool	Our district has implemented an evaluation tool, that includes a significant connection to student growth, to assess the effectiveness of leaders.	Yes		Admin Evaluation

Operational Flexibility Assurance

Introduction

To ensure that all priority schools are in compliance with the required Michigan Department of Education Assurances it is required that acknowledgement and submission of certain documentation be completed.

Assurance of Operational Flexibility

All identified Michigan priority schools must complete and submit the following operational flexibility assurances as part of their Redesign Plan no later January 30, 2014.

Label	Assurance	Response	Comment	Attachment
	Our school assures the Michigan Department of Education that under our current collective bargaining agreements, board policies, and operating procedures that the school building has the authority and autonomy to implement all redesign plan requirements as written. This assurance requires that schools upload either an Executed Addendum or a Memorandum of Understanding as evidence on the following screen.	Yes		

Label	Assurance	Response	Comment	Attachment
	Our school has an executed addendum to the districts applicable collective bargaining agreements which includes all the following elements required by Section 8 of the MCL 380.1280c: Section (8) An addendum to a collective bargaining agreement under this section shall provide for any of the following that are necessary for the applicable school intervention model to be implemented at ___ School. (a) That any contractual or other seniority system that would otherwise be applicable shall not apply at ___ School. This subdivision does not allow unilateral changes in pay scales or benefits. (b) That any contractual or other work rules that are impediments to implementing the redesign plan shall not apply at ___ School. This subdivision does not allow unilateral changes in pay scales or benefits.	No	This district is working to developing an MOU to address the issue of staff selection.	

Label	Assurance	Response	Comment	Attachment
	Our school has a Memorandum of Understanding (MOU) outlining the commitment to hold a negotiated addendum meeting to address requirements of Section 8a of MCL 380.12080c	No	District representatives are working to develop a memorandum of understanding to address certain concerns within the plan. A meeting date has not been set yet.	

Redesign Plan

Dudley School

Label	Assurance	Response	Comment	Attachment
	<p>Our Local Educational Agency (LEA) will comply with all applicable requirements, policies and conditions for implementing the Reform/Redesign Plan. The LEA understands that if it fails to develop an approvable plan, or does not make satisfactory progress on the plan implementation and/or student achievement, the Michigan Department of Education/State School Redesign Officer may issue an order placing the school under the control of the State School Reform/Redesign School District (SSRRD). If the school is placed under the control of the SSRRD, under Section 6 of the MCL 380.1280c, the SSRRD will impose for the school one of four intervention models and impose an addendum to applicable collective bargaining agreements in effect for the school as necessary to implement the school intervention model as required by Section 8 of the MCL 380.1280c.</p>	Yes		

Transformation Redesign Diagnostic

Introduction

The Transformation Model addresses four specific areas: 1) developing teacher and school leader effectiveness; 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. Overall, you will write a reform/redesign plan to address eleven separate requirements. The reform/redesign plan should be developed for implementation through the 2015-16 school year.

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.

Ricky Jones Principal rjones@battle-creek.k12.mi.us

Maureen Slamer School Improvement Facilitator mslamer@calhounisd.org

Karen Hart District Representative khart@battle-creek.k12.mi.us

Nora Evers Michigan State IS nora.evers2@gmail.com

Joe Liberato ISD Representative liberatj@calhounisd.org

Kathy Grosso STEM Coach kgrosso@battle-creek.k12.mi.us

Heather Bertelson Teacher hbertelson@battle-creek.k12.mi.us

Shannon Sweet Teacher ssweet@battle-creek.k12.mi.us

PART B: TEACHING AND LEARNING PRIORITIES

State two or three “big ideas” for your reform/redesign plan that are intended to change teaching and learning in ways that promote student growth in your school.

1. Support and monitor a guaranteed and viable curriculum aligned to the Common Core curriculum standards. Providing a guaranteed and viable curriculum includes the notion of defining content to be addressed at specific grade levels and ensuring teachers do not have the option to disregard or replace assign content. In addition the content that teachers are expected to address must be adequately covered in the instructional time teachers have available. 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.
2. Parent and Community Involvement. 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 progress monitoring information that will give the parent an up-to-date picture of their child's academic progress. We will recruit parents to volunteer to provide support and resources to assist with rallying parents to participate in school causes, related to student achievement.
3. Safe and Orderly School Environment. Many studies have singled out safe and orderly environment as critical to academic achievement. (Chubb & Moe 1990; Mayer, Mullens, Moore, & Ralph 2000). In addition to items of safety and orderliness our goal is to transform the environment to one where academic achievement is the driving factor. To accomplish this goal it is necessary be proactive by developing a robust Positive behavior Support Initiative (PBIS). Our plan is to follow a model such as (Michigan Behavior Learning Support Initiative (MiBISi). This includes using CHAMPS as the basis for day to day classroom management. We will build a behavior support team, Planning must be person centered, Have a functional behavioral assessment, Develop a hypothesis, Develop a behavior support plan and Monitor the outcomes and support the plan. To assist teachers in addressing the needs of diverse learners, classroom structures take on a systematic approach to instruction that includes: a relatively structured classroom, use of proximity, teacher is warm yet authoritative, teacher uses frequent praise/criticism to acts of learning, teacher sensitive to social/emotional content, there is a focus on work, short closely monitored introductions and short independent work periods.(Shade 1997)

State what data were used to identify these ideas

Data used to identify specific areas of academic need include the MEAP, Mi-Access,Measurements of Academic Performance (MAP) assessments, running records, the Michigan Literacy Progress Profile (MLPP), school demographics, parent perception survey and z-scores. The leadership initially reviewed MEAP score data to ascertain the reasons for falling into the bottom 5 percent. The z score for mathematics was -1.67 while the z score for reading was -2.33. The z scores for science was -1.20 and the z score for social studies was -1.46. The z score data revealed that reading achievement overall was significantly lower than achievement in other areas. It was determined by the team to explore the underlying reasons for the lack of performance. The team concluded that the area of focus would be reading and that reading would have a strong correlation to all other scores. The fall 2012 5th grade Reading MEAP data showed 32% proficient and a review of subgroup performance revealed African American was the lowest performing sub group at 23% proficient. The comparative analysis of the 2012 MEAP showed that 54% of the reading assessment covered reading comprehension. 5th grade students at Dudley

scored below state average on 14 of 15 questions based on comprehension. Similar performance occurred in 2011 where 51% of the assessment was on reading comprehension with students scoring below state average on 13 of 15 questions.

PART C: DEVELOP/INCREASE SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS

Requirement #1: Replace the Principal and increase leadership capacity at the school.

Indicator 1A: In your response, describe how the district has taken on of the following actions: (a) a new principal has been hired that meets all five turnaround competencies, (b) the current principal meets all four turnaround competencies, and (c) a principal with turnaround competencies will be hired before the end of the planning year. *Note: (a) and (c) are the only options if you plan to apply for a School Improvement Grant.

Indicator 1B: Describe how the district will increase leadership capacity. Ensure that this plan addresses at least one of the big ideas around which this plan is developed.

Mr. Ricky Jones was named principal of Dudley STEM Elementary School in August of 2013 and replaced a principal who served at Dudley for several years. 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 Mr. Jones as the new principal of Dudley STEM Elementary School.

Mr. Jones brings with him diverse leadership experiences and a record of evaluating, creating, and improving systems designed to raise student achievement for all students, particularly among those in high-risk situations. Mr. Jones is widely read and demonstrates continuous learning practices. He is currently a participant in Leadership Centered Learning initiative sponsored by Western Michigan University.

Mr. Jones has nine years of leadership experience, the last three of which was as an elementary principal in a high poverty, high minority, and rural, school district. He has 25 years of experience in education where he served in a variety of administrative roles. His efforts at his most recent school led to the school being recognized as a Reward school in 2013.

Mr. Jones comes to Dudley STEM Elementary with teaching certification including an MA in Mathematics and a Masters in Educational Leadership. Mr. Jones holds a K-12 administrative certification.

It is anticipated that Mr. Jones' experience will enable him to work with students, staff and the community to redesign Dudley STEM 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.

Rick Jones was hired due to the proven track record of school improvement at many levels. The district can speak to the following areas and the competencies that Rick brings to these areas.

1. identify and focus on early wins and big payoffs

a. Rick is an instructional leader who understands best practice. During his first few days as principal he walked the neighborhood and determined the needs of the community and the perception of Dudley Elementary in the community. Within a few days he understood the quick wins for staff and community and immediately began action planning. In Rick's former district he aligned the curriculum and instructional process to foster student success. He currently works with a leadership coach and "Partners in School Innovation" to cultivate leadership within the building at all levels.

2. break organizational norms

a. Since being named a STEM school, the staff at Dudley has struggled to find their identity. Rick quickly saw the situation and determined

that it was important that students are literate and that the STEM identity while not forgotten will need to be lower priority. He recognized that embedded "Inquiry Based Practices" and "Thematic Learning" are necessary competencies for maintaining the STEM identity and at the same time improve student achievement.

3. act quickly in a fast cycle

a. Rick has developed an instructional learning cycle that will be visited every four to six weeks. This will enable staff to identify quick wins and continue in a fast improvement cycle.

4. collect and analyze data

a. This is a strength for Rick. Within the first week as principal he had learned how to navigate our data warehouse and has extracted data and information to analyze what should be used in the instructional learning cycle for quick wins.

5. galvanize staff around Big Ideas

a. The first two staff meetings were organized to unpack and analyze the "Theory of Action" for this year. Not only did Rick uncover the big ideas he also developed an action plan before school started. The staff is now aware of the work and is engaged in professional development and performance around these ideas.

The principal at Dudley will be supported by central office in the following ways:

1. Rick Jones is assigned a leadership coach who visits his building approximately once a week. During that time he is supported with understanding district policy, effective teaching and learning, and data analysis. In addition, Rick is supported in an area of growth developed by Rick and the leadership coach.

2. Once a month, Rick attends a principal professional development opportunity designed by the district. Each professional development focuses on an adult practice to strengthen his skills in teacher evaluation. Principals visit a classroom together to "look for" an adult practice and dialogue about what they discovered.

3. The superintendent meets with each principal four or five times a year to discuss evaluation goals and progress towards those goals.

4. The elementary principals meet approximately once a month in a professional learning community to discuss ideas and strategies that have worked in other elementary buildings.

5. Four times a year the principals and their leadership teams meet with the assistant superintendent to report on progress of their school improvement goals.

6. Twice a year, central office personnel along with the principal and a teacher visit each building for a walkthrough looking at adult practice. Feedback is given and corrective actions are taken to ensure that teachers are adhering to best practices.

7. All principals are evaluated on a comprehensive evaluation tool. The tool is attached to the plan.

Requirement #2: Use rigorous, transparent, and equitable evaluation systems for teachers and principals.

Indicator 2A: In your response, detail the collaborative process used to create a teacher evaluation plan and explain how the evaluation includes student growth as a significant factor (by 2014-15, at least 40% of teachers' evaluations must be based on student growth). Attach the teacher evaluation and Administrator Evaluation.

Indicator 2B: In your response, detail the collaborative process used to create a leader evaluation plan and explain how the evaluation includes student growth as a significant factor (by 2014-15, at least 40% of teachers' evaluations must be based on student growth). Attach the teacher evaluation and Administrator Evaluation.

The development of the teacher evaluation was an eighteen month collaborative process that included teachers, central office staff, and principals. The committee researched many systems and narrowed the search to Marzano and Danielson's work on teacher growth. After more research and input from staff outside of the committee, Battle Creek Public Schools chose Danielson's work as a framework for our evaluation system.

In addition to the teacher evaluation, BCPS crafted additional tools for professional staff who were not classroom teachers, such as counselors, resource teachers, etc. Once the tools were developed considerable professional development was employed to support principals and teachers in using the process with fidelity. This ongoing professional development still continues.

After the first year of implementation, a survey was developed to gain input from teachers and principals about the effectiveness of the tool.

Based on that input, a committee was formed during the summer of 2013 to make changes to the tool where appropriate.

We plan to continue looking at the tool and revising as our understandings and professional practice grows.

TIMELINE FOR EVALUATION PROCESS AND PROFESSIONAL DEVELOPMENT

Important Dates

Review of Professional Improvement Plan (TIN) October 31st

1st Structured Observation with dialogue (TIN) December 15th

One (1) Learning Visit and follow-up dialogue (TIN) January 25th

2nd Learning Visit and follow-up dialogue (TIN) February 22nd

2nd Structured Observation with dialogue (TIN) March 22nd

Final rubric review/revision for Teacher in Need (TIN) April 1st

3rd Learning Visit and follow-up dialogue (TIN) February 8th

All Teachers - 1st Semester

Complete Professional Growth Plan (all teachers) November 1st

Student Learning Objectives set and defined (all) November 1st

Two (2) Learning Visits with Professional Dialogue December 15th

Professional Growth Plan with Professional Dialogue November 1st

All Teachers - 2nd Semester

Mid-Year Teacher Evaluation Rubric Review/Feedback February 15th

(Optional - Revision and review of PGP)

One (1) Structured Observation May 1st

Two (2) Learning Visits with Professional Dialogue May 1st

End-of-Year Final Evaluation and Rubric Completion June 1st

During the 2014-15 School Year

Planning and Preparation - 20%

Classroom Environment - 30%

Instruction - 40%

Professional Responsibilities - 10%

Principals and the superintendent were engaged in a discussion about what leadership should look like and sound like. Research was conducted and a plan was developed. During the 2012-13 School year principals were evaluated on a comprehensive rubric. 50% of the score is based on student achievement.

Requirement #3: Identify and reward school leaders, teachers, and other staff members who have increased student achievement. Additionally, the school will remove leaders and staff members who have been given multiple opportunities to improve professional practice and have not increased student achievement.

Indicator 3A: In your response, identify the strategies that will be used to identify and reward school leaders, teachers, and other staff members who have increased student achievement. This process must reward educators for positively contributing to

increased student achievement and for implementing the instruction program with fidelity (outlined in requirement #6).

Indicator 3B: In your response, 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, and who have not met criteria based on the teacher evaluation system.

High quality candidates will respond to Dudley'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-through and staff meetings. A professional profile and concise set of interview questions will be developed to guide in the initial staff selection and hiring process. In the selection of new staff members only highly qualified candidates will be considered. Transcripts will be reviewed to identify evidence of significant training in reading and mathematics.

Dudley STEM Elementary School will introduce a certification process for teaching staff employed within the school. The idea is to define the attributes required of teachers to be highly effective in a STEM school environment. Teachers will be expected to participate in the professional development lab school to enhance their teaching practice. Expertise for the development of the lab school will be gained through partnerships with institutions of higher learning. Through ongoing coaching, walk-through and observations teachers improve their level of competence. These supports will be job embedded.

Staff will have an opportunity to gain a level of advanced credentialing by participating in the process. As part of this process, teachers must analyze their teaching context and students' needs, submit videos of their teaching, and provide student work samples that demonstrate growth and achievement. The reflective analyses they submit must demonstrate:

- 1) 1. A strong command of content;
1. 2. The ability to design appropriate learning experiences that advance student learning;
2. 3. The use of assessments to inform instructional decision making;
3. 4. Effective use of technology as an instructional tool
5. Partnerships with colleagues, parents and the community.
4. 5. Peer assistance and review

Through a structured and iterative process, teachers expand and refine their content knowledge and pedagogy. The outcome is more powerful teaching that improves student achievement and reflects college and career readiness.

The school will reward leaders, teachers and staff members who demonstrate required student achievement targets and complete STEM certification competencies.

- 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), and 60% of teachers participating in the certification process the building will receive an \$8,000 stipend to be spent or allocated as decided upon by the building School improvement Team.

- Should Dudley Elementary meet or exceed at least a 20% increase in MEAP literacy scores, for each year goals are met, and 60% of staff complete the certification process, staff will receive an additional \$5,000 to be spent or allocated as decided upon by the building school improvement team.

As of 2014-2015 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, Dudley will have the option of keeping the teacher workforce in tact by keeping all effective and highly effective teachers. In addition when staff is placed by the district in a posted vacancy or a recall process, Dudley will have the option of accepting or declining a teacher placement. Administrative staff will be retained or removed at the discretion of the superintendent. The district will create a memorandum of understanding to be negotiated with the district and the teachers' union.

In the case of a reduction in force, Dudley will have the option of keeping the teacher workforce in tact by keeping all effective and highly effective teachers. In addition when staff is placed by the district in a posted vacancy or a recall process, Dudley will have the option of accepting or declining a teacher placement. Administrative staff will be retained or removed at the discretion of the superintendent. The district will create a memorandum of understanding to be negotiated with the district and the teachers' union.

Requirement #4: Provide staff with ongoing, high quality, job-embedded professional development aligned with the school's comprehensive instructional program. This should be designed with school staff to ensure that staff can facilitate effective teaching and learning and have the capacity to successfully implement the school reform strategies.

Indicator 4A: In your response, describe the school's plan for professional development. The plan must: (a) reflect the "Big Ideas" (see Part B), (b) offer repeated opportunities with a common focus, (c) be high quality, (d) be job-embedded (e.g. integrated into the work day), (e) align to the instructional program described in requirement #6, and (f) include a process for assessing the impact of PD on instructional practices.

Goal 1:

All students will be proficient in Reading

Measurable Objective 1:

80% of All Students will demonstrate a proficiency in reading as measured by MAP in English Language Arts by 06/13/2014 as measured by MAP.

Strategy1:

Extending Instructional Time - Students identified as needing additional support will be strongly encouraged to attend after-school and/or summer school instructional program including instruction in reading and math.

Research Cited: Erika Patall 1985-2009 Extending the School or School Year

Redesign Plan

Dudley School

Activity - Afterschool Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students attending the after-school program will receive additional instruction in reading and mathematics.	Academic Support Program	09/09/2013	05/30/2014	\$35000 - Title I Part A	After-school coordinator, Building Principal

Strategy2:

Implementation of Instructional Blocks - Staff will implement the 90 minutes of interrupted instruction as developed by the ILT-Instructional Leadership Team and approved by staff in the 2012-2013 school year. That include time for interventions.

Research Cited: Handbook of Research to Improve Student Achievement- Gordan Cawelti

www.fcrr.org

www.interventioncentral.org

Activity - Instructional Coaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive training/coaching in effectively utilizing the instructional block to teach reading.	Professional Learning	09/23/2013	05/16/2014	\$30000 - Title I Part A	Building Principal, Teacher

Activity - Schedule Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Building Principal will develop a schedule that supports the 90 minute uninterrupted blocks if instruction.	Academic Support Program	06/26/2013	06/11/2014	\$0 - No Funding Required	Building Principal

Activity - Comprehension Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will implement a system of instruction that supports the development of student comprehension and understanding of written text.	Academic Support Program	09/03/2013	06/11/2014	\$0 - No Funding Required	ALL staff-ILT and PLC's with the support of Partners will develop grade level specific comprehension strategies and assessments in their PLC.

Activity - Title I support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be provided with Title I Interventions as identified by diagnostic assessments. They will be placed in small groups, provided with instruction to address deficits, monitored and released when goal obtained	Academic Support Program	09/03/2013	06/11/2014	\$84463 - Title I Schoolwide	Shannon Sweet

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Activity - Whole Brain Teaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will implement Whole Brain Teaching Strategies to improve student engagement.	Direct Instruction	01/03/2014	06/06/2014	\$3168 - Title I Part A	Principal and Teachers

Activity - PBIS/Title I	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be provided support by the school interventionist to address issues that may be interfering with their ability to learn. The interventionist will work with the PBIS team to ensure practices to support students are being implemented with fidelity.	Behavioral Support Program	09/03/2013	06/13/2014	\$83701 - Title I Schoolwide	PBIS Team- David Gamble, Bobbi VanWormer, Melissa Armock, Eric Miller and Shelly Tebo

Activity - Direct Explicit Instruction PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will receive support and PD on practices that support Direct Explicit Instruction.	Professional Learning	09/03/2013	06/13/2014	\$0 - No Funding Required	Partners for School Innovation

Strategy3:

Title 1 Support - Students who are identified as functioning below grade level in reading will be provided direct explicit instruction in the area of need.

Research Cited: Hosp, Hosp and Howell 2007 The ABCs of CBM

Activity - Tutoring Direct Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tutors will provide direct instruction for students identified as reading below grade level.	Academic Support Program	09/23/2013	05/23/2014	\$23250 - Title I Part A	Title 1 Coordinator, Building Principal, and teacher

Activity - Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement direct instruction support to students identified as strategic or intensive using the Read Naturally for students in grades 3-5.	Academic Support Program	09/23/2013	05/30/2014	\$2000 - Title I Part A	Title 1 Coordinator, Building Principal, Teacher

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement progress monitoring program to identify students who are not at benchmark using Dibels or equivalent.	Academic Support Program	09/16/2013	05/30/2014	\$2000 - Title I Part A	Title 1 Coordinator, Building Principal and Teacher

Activity - Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement direct instruction support for students identified as strategic or intensive using Phonics 1, Road to the Code or Equivalent	Academic Support Program	09/23/2013	05/23/2014	\$2000 - Title I Part A	Title 1 coordinator, Building principal, teacher

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Measurable Objective 2:

56% of All Students will demonstrate a proficiency in reading as measured by MEAP in English Language Arts by 10/30/2015 as measured by MEAP.

Strategy1:

Implementation of Instructional Blocks - Staff will implement the 90 minutes of interrupted instruction as developed by the ILT-Instructional Leadership Team and approved by staff in the 2012-2013 school year. That include time for interventions.

Research Cited: Handbook of Research to Improve Student Achievement- Gordan Cawelti

www.fcrr.org

www.interventioncentral.org

Activity - Whole Brain Teaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will implement Whole Brain Teaching Strategies to improve student engagement.	Direct Instruction	01/03/2014	06/06/2014	\$3168 - Title I Part A	Principal and Teachers

Activity - Schedule Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Building Principal will develop a schedule that supports the 90 minute uninterrupted blocks if instruction.	Academic Support Program	06/26/2013	06/11/2014	\$0 - No Funding Required	Building Principal

Activity - Instructional Coaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive training/coaching in effectively utilizing the instructional block to teach reading.	Professional Learning	09/23/2013	05/16/2014	\$30000 - Title I Part A	Building Principal, Teacher

Activity - PBIS/Title I	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be provided support by the school interventionist to address issues that may be interfering with their ability to learn. The interventionist will work with the PBIS team to ensure practices to support students are being implemented with fidelity.	Behavioral Support Program	09/03/2013	06/13/2014	\$83701 - Title I Schoolwide	PBIS Team- David Gamble, Bobbi VanWormer, Melissa Armock, Eric Miller and Shelly Tebo

Activity - Title I support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be provided with Title I Interventions as identified by diagnostic assessments. They will be placed in small groups, provided with instruction to address deficits, monitored and released when goal obtained	Academic Support Program	09/03/2013	06/11/2014	\$84463 - Title I Schoolwide	Shannon Sweet

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Activity - Comprehension Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will implement a system of instruction that supports the development of student comprehension and understanding of written text.	Academic Support Program	09/03/2013	06/11/2014	\$0 - No Funding Required	ALL staff-ILT and PLC's with the support of Partners will develop grade level specific comprehension strategies and assessments in their PLC.

Activity - Direct Explicit Instruction PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will receive support and PD on practices that support Direct Explicit Instruction.	Professional Learning	09/03/2013	06/13/2014	\$0 - No Funding Required	Partners for School Innovation

Narrative:

After reviewing our school wide data, we decided to make the focus area for the remainder of the 2013-14 school year on improvement of student literacy. 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 Literacy Coach from the ISD. This team will meet monthly to facilitate implementation of a literacy framework for reading and to plan a curriculum 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. The grade level PLCs meet every week during common planning time for approximately 40 minutes per week increasing to a minimum of 80 minutes during the 2014-2015 school year.

Beginning with the summer of 2014 and based on the building needs and teacher capacity there will be a concerted effort to increase teacher content knowledge of the building blocks of reading with extensive training in phonics instruction. The plan will use a structured approach to phonics such as Unlocking the Reading Code in conjunction with phonemic, fluency and vocabulary strategies to develop comprehension skills. Teachers will develop competencies in being able to effectively diagnose reading difficulties of students and identify appropriate instructional practices and interventions to address the need. This knowledge based instruction will take place during the summer with periodic follow-up sessions during the school year to ensure implementation with fidelity.

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 provided up to 10 days of job embedded professional development on using Fountas and Pinnell Running Record, and Lucy Calkins Reading and Writing Workshop. The training will include the correct notation, comprehension analysis and planning next steps. Parts of this training will occur after school on weekends and will be reimbursed by a stipend. In order to support the implementation of the correct use of running records, and instructional framework, observations, modeling and walk-throughs by the building principal and literacy coach will be occurring during the remainder of the 2013-14 school year. These observations will be followed by a debriefing and coaching sessions with the teacher. 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.

During the 2015-16 school year, the staff will begin training on the use of math and science informational text integration to build literacy. This approach to building literacy building literacy will be unique to the STEM school.

In the Common Core Curriculum document, there are ten College and Career Readiness Anchor Standards for Reading. The tenth one reads: Read and comprehend complex literary and informational texts independently and proficiently.

In addition, the 2009 reading framework of the National Assessment of Educational Progress (NAEP) requires a high and increasing proportion of informational text on its assessment as students advance through the grades.

The reality is that most of the required reading in college and workforce training programs is informational in structure and challenging in content; postsecondary education programs typically provide students with a higher volume of such reading than is generally required in K-12 schools and comparatively little scaffolding. At the Dudley STEM School, the use of science and mathematical informational text is a vital component in the teaching and learning of literacy skills. In addition to increasing science and mathematical content knowledge, students need extensive exposure to informational text to practice the critical reading necessary to build knowledge, expand experiences, and broaden perspectives.

The process is to schedule training at the beginning of the school year with job embedded follow-up throughout the school year. Staff meeting, PLC and building level PD time will be set aside for reflection and continuous improvement. The building administrator will receive this training as well and assist instructional coaches to embed the professional development and ensure that student data is driving instruction. Classroom observations by the principal and instructional coach will also continue to improve effective classroom instruction and ensure effective implementation.

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 for the duration of the plan.

Requirement #5: Implement strategies to recruit and retain staff with skills necessary to meet the needs of students in a transformational school. These can include strategies such as financial incentives, increased opportunities for promotion and career growth and more flexible work conditions.

Indicator 5A: In your response, identify the strategies the district will use to recruit teachers to this school based on student needs and assign teachers to this school based on student needs.

Indicator 5B: In your response, identify the strategies the district will use to retain teachers at this school.

The district will take into consideration the instructional competencies required to improve student achievement at a high level. As vacancies occur at Dudley STEM the district will seek highly qualified motivated candidates who have a desire for increased instructional intensity and a desire to take on leadership roles to not only enhance student achievement but also to improve the school climate by demonstrating cultural competence. Given the STEM focus at the school the transcripts of potential candidates will be reviewed to ensure academic strength in both reading instruction and mathematics.

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 and math achievement (for all instructional staff). The district will also pursue the implementation of a Dudley STEM Instructional Certification to promote and enhance leadership skills for teachers interesting 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 and 60% of teachers participating in the STEM certification process. An additional \$5,000 will be granted if building scores meet or exceed a 20% increase over previous MEAP scores in reading and 60% of staff complete STEM certification.

PART D: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES

Requirement #6: Use data to identify and implement an instructional program(s) that is based on research and aligned from one grade to the next, as well as with state academic standards.

Indicator 6A: In your response, detail the process the school used to select an instructional program. The process must address how the school used a diagnostic process that (a) used multiple data sources to understand priority designation, (b) links the instructional program to disaggregated data by subject, grade level, and subgroups, (c) identified and prioritized underlying causes of low student performance, (d) describe a three-year sequence for improving instruction in all content areas related to priority school designation.

Indicator 6B: In your response, describe your instructional program. The school's instructional program must: (a) reflect the “Big Ideas”, (b) include specific teaching and learning strategies for building-wide implementation, (c) align with career & college ready standards, (d) align from one grade level to the next, (e) be based on research, and (f) identifies timelines, resources, and staff responsible for implementation of the instructional program.

Goal 1:

All students will be proficient in Reading

Measurable Objective 1:

56% of All Students will demonstrate a proficiency in reading as measured by MEAP in English Language Arts by 10/30/2015 as measured by MEAP.

Strategy1:

Implementation of Instructional Blocks - Staff will implement the 90 minutes of interrupted instruction as developed by the ILT-Instructional Leadership Team and approved by staff in the 2012-2013 school year. That include time for interventions.

Research Cited: Handbook of Research to Improve Student Achievement- Gordan Cawelti

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Activity - Schedule Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Building Principal will develop a schedule that supports the 90 minute uninterrupted blocks if instruction.	Academic Support Program	06/26/2013	06/11/2014	\$0 - No Funding Required	Building Principal

Activity - Whole Brain Teaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will implement Whole Brain Teaching Strategies to improve student engagement.	Direct Instruction	01/03/2014	06/06/2014	\$3168 - Title I Part A	Principal and Teachers

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Activity - Title I support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be provided with Title I Interventions as identified by diagnostic assessments. They will be placed in small groups, provided with instruction to address deficits, monitored and released when goal obtained	Academic Support Program	09/03/2013	06/11/2014	\$84463 - Title I Schoolwide	Shannon Sweet

Activity - Direct Explicit Instruction PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will receive support and PD on practices that support Direct Explicit Instruction.	Professional Learning	09/03/2013	06/13/2014	\$0 - No Funding Required	Partners for School Innovation

Activity - PBIS/Title I	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be provided support by the school interventionist to address issues that may be interfering with their ability to learn. The interventionist will work with the PBIS team to ensure practices to support students are being implemented with fidelity.	Behavioral Support Program	09/03/2013	06/13/2014	\$83701 - Title I Schoolwide	PBIS Team- David Gamble, Bobbi VanWormer, Melissa Armock, Eric Miller and Shelly Tebo

Activity - Instructional Coaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive training/coaching in effectively utilizing the instructional block to teach reading.	Professional Learning	09/23/2013	05/16/2014	\$30000 - Title I Part A	Building Principal, Teacher

Activity - Comprehension Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will implement a system of instruction that supports the development of student comprehension and understanding of written text.	Academic Support Program	09/03/2013	06/11/2014	\$0 - No Funding Required	ALL staff-ILT and PLC's with the support of Partners will develop grade level specific comprehension strategies and assessments in their PLC.

Activity - Create leveled Library	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will purchase, define and catalog classroom leveled libraries to maximize students reading of just right books.	Academic Support Program	11/01/2013	05/30/2014	\$27470 - Title I Part A	Teachers engaged in sorting and aligning and Principal monitoring activity.

Measurable Objective 2:

80% of All Students will demonstrate a proficiency in reading as measured by MAP in English Language Arts by 06/13/2014 as measured by MAP.

Redesign Plan

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Strategy1:

Extending Instructional Time - Students identified as needing additional support will be strongly encouraged to attend after-school and/or summer school instructional program including instruction in reading and math.

Research Cited: Erika Patal 1985-2009 Extending the School or School Year

Activity - Afterschool Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students attending the after-school program will receive additional instruction in reading and mathematics.	Academic Support Program	09/09/2013	05/30/2014	\$35000 - Title I Part A	After-school coordinator, Building Principal

Strategy2:

Implementation of Instructional Blocks - Staff will implement the 90 minutes of interrupted instruction as developed by the ILT-Instructional Leadership Team and approved by staff in the 2012-2013 school year. That include time for interventions.

Research Cited: Handbook of Research to Improve Student Achivement- Gordan Cawelti

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www.interventioncentral.org

Activity - Schedule Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Building Principal will develop a schedule that supports the 90 minute uninterrupted blocks if instruction.	Academic Support Program	06/26/2013	06/11/2014	\$0 - No Funding Required	Building Principal

Activity - Direct Explicit Instuction PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will receive support and PD on practices that support Direct Explicit Instruction.	Professional Learning	09/03/2013	06/13/2014	\$0 - No Funding Required	Partners for School Innovation

Activity - Instructional Coaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive training/coaching in effectively utilizing the instructional block to teach reading.	Professional Learning	09/23/2013	05/16/2014	\$30000 - Title I Part A	Building Principal, Teacher

Activity - Whole Brain Teaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will implement Whole Brain Teaching Strategies to improve student engagement.	Direct Instruction	01/03/2014	06/06/2014	\$3168 - Title I Part A	Principal and Teachers

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Activity - Create leveled Library	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will purchase, define and catalog classroom leveled libraries to maximize students reading of just right books.	Academic Support Program	11/01/2013	05/30/2014	\$27470 - Title I Part A	Teachers engaged in sorting and aligning and Principal monitoring activity.

Activity - Title I support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be provided with Title I Interventions as identified by diagnostic assessments. They will be placed in small groups, provided with instruction to address deficits, monitored and released when goal obtained	Academic Support Program	09/03/2013	06/11/2014	\$84463 - Title I Schoolwide	Shannon Sweet

Activity - PBIS/Title I	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be provided support by the school interventionist to address issues that may be interfering with their ability to learn. The interventionist will work with the PBIS team to ensure practices to support students are being implemented with fidelity.	Behavioral Support Program	09/03/2013	06/13/2014	\$83701 - Title I Schoolwide	PBIS Team- David Gamble, Bobbi VanWormer, Melissa Armock, Eric Miller and Shelly Tebo

Activity - Comprehension Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will implement a system of instruction that supports the development of student comprehension and understanding of written text.	Academic Support Program	09/03/2013	06/11/2014	\$0 - No Funding Required	ALL staff-ILT and PLC's with the support of Partners will develop grade level specific comprehension strategies and assessments in their PLC.

Strategy3:

Title 1 Support - Students who are identified as functioning below grade level in reading will be provided direct explicit instruction in the area of need.

Research Cited: Hosp, Hosp and Howell 2007 The ABCs of CBM

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement progress monitoring program to identify students who are not at benchmark using Dibels or equivalent.	Academic Support Program	09/16/2013	05/30/2014	\$2000 - Title I Part A	Title 1 Coordinator, Building Principal and Teacher

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Activity - Tutoring Direct Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tutors will provide direct instruction for students identified as reading below grade level.	Academic Support Program	09/23/2013	05/23/2014	\$23250 - Title I Part A	Title 1 Coordinator, Building Principal, and teacher

Activity - Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement direct instruction support to students identified as strategic or intensive using the Read Naturally for students in grades 3-5.	Academic Support Program	09/23/2013	05/30/2014	\$2000 - Title I Part A	Title 1 Coordinator, Building Principal, Teacher

Activity - Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement direct instruction support for students identified as strategic or intensive using Phonics 1, Road to the Code or Equivalent	Academic Support Program	09/23/2013	05/23/2014	\$2000 - Title I Part A	Title 1 coordinator, Building principal, teacher

Narrative:

Data used to identify specific areas of academic need include the MEAP, Mi-Access, Measurements of Academic Performance (MAP) assessments, running records, the Michigan Literacy Progress Profile (MLPP), school demographics, parent perception survey and z-scores. The leadership team initially reviewed MEAP score data to ascertain the reasons for falling into the bottom 5 percent. The z score for mathematics was -1.67 while the z score for reading was -2.33. The z scores for science was -1.20 and the z score for social studies was -1.46. The z score data revealed that reading achievement overall was significantly lower than achievement in other areas. It was determined by the team to explore the underlying reasons for the lack of performance. The team concluded that the area of focus would be reading and that reading would have a strong correlation to all other scores. The fall 2012 5th grade Reading MEAP data showed 32% proficient and a review of subgroup performance revealed African American was the lowest performing sub group at 23% proficient. The comparative analysis of the 2012 MEAP showed that 54% of the reading assessment covered reading comprehension. 5th grade students at Dudley scored below state average on 14 of 15 questions based on comprehension. Similar performance occurred in 2011 where 51% of the assessment was on reading comprehension with students scoring below state average on 13 of 15 questions.

In reviewing NWEA data in spring 2013 5th grade students on average scored below the 4th grade level. Fall 2013 NWEA reading also showed students scoring on average below 4th grade level. In the spring and fall of 2013, 49% and 52% respectively scored in the low range (below the 21st percentile) on the reading test.

The conclusion of the review committee was the underlying reason for this level of student performance was the lack of reading comprehension. There was evidence that development of reading throughout the building including at the early elementary grades was not sufficient to ensure students possessed adequate reading comprehension strategies. Emphasis on the big five ideas of reading needed to be stressed from the earliest grades and systematically taught K-5.

Based on the parent perception survey approximately 40% of parents who responded had concerns with school climate. In addition there were concerns with a lack of support from the school to assist parents by providing workshops, training and conferences to help their children do better in school.

Three big ideas will be employed to address these underlying issues for student under achievement. The first is enact, support and monitor

a guaranteed and viable curriculum aligned to the common core state standards. The idea not only considers the curriculum itself but also addresses teacher knowledge and instructional pedagogy. The second is to develop a parent involvement program that supports parent engagement in student achievement and enacting a program that will ensure a safe and orderly environment. The last two initiatives will include a focus on developing cultural competency to reflect the demographics of the school. These three initiatives will be phased in over the first three years of the priority status with implementation based on a systemic approach which will cause all initiatives to become self sustaining

The ongoing review (weekly Professional Learning Communities and Partners in School Innovations participation) 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.

During the 2013-14 school year and subsequent years, Dudley will focus to improve Literacy building wide. This emphasis will include improving student's performance in reading, writing and quantitative literacy. The PLCs from every grade level will use MEAP data, MAP data, benchmark running record data from the Fountas and Pinnell system, MLPP assessment data, progress monitoring 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, Lucy Calkins and district curriculum documents (recently developed) as well as potentially Dibels and Delta Math progress monitoring data to plan for instruction. Teachers will use leveled classroom libraries and sets of guided reading materials to provide appropriate texts for their students. The Instructional Leadership Team for the building will begin immediately working with curriculum documents that have been recently 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. This time will be held sacred for Tier 1 instruction. This will be a component of the Response to intervention plan where students will receive Tier 2 instruction in a pull out setting outside of the literacy and math blocks for students identified as needing additional instructional support.

As noted by the federal What Works Clearinghouse, there are no core reading programs that have adequate evidence to make any recommendation about their effectiveness. The same is largely true of the supplemental reading programs that are often used in reading intervention efforts.

In a study by Nye, Konstantopoulos, and Hedges in 2004 examining the effects of teachers found 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. A skillful teacher of literacy is able to build a literate classroom environment, one that is organized and managed so that students have time to read. The general guideline is that students should do 45-60 minutes of easy reading every school day. In addition the teacher must have the knowledge and skill to address the five building blocks of reading utilizing an understanding of the phonetic structure of the language. Embedded instructional coaching will support teachers in the implementation of these instructional strategies, as well as best practices in literacy and lesson delivery. These coaching sessions will be informed by intentional walk-through 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 and use by an instructional coach, building administrator and grade level PLC members in building and district professional development, walkthroughs/ observations and coaching conversations with the principal and instructional coach. 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 One) includes strategies, instructional approaches and classroom conditions that would address the literacy needs of all the readers and writers in their classrooms.

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- 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 an literate environment
- 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.

Many studies have singled out safe and orderly environment as critical to academic achievement. (Chubb & Moe 1990; Mayer, Mullens, Moore, & Ralph 2000). In addition to items of safety and orderliness our goal is to transform the environment to one where academic achievement is the driving factor. To accomplish this goal it is necessary be proactive by developing a robust Positive behavior Support

Redesign Plan

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Initiative (PBIS). Our plan is to follow a model such as (Michigan Behavior Learning Support Initiative (MiBISi). This includes using CHAMPS as the basis for day to day classroom management. We will build a behavior support team, Planning must be person centered, Have a functional behavioral assessment, Develop a hypothesis, Develop a behavior support plan and Monitor the outcomes and support the plan. To assist teachers in addressing the needs of diverse learners, classroom structures take on a systematic approach to instruction that includes: a relatively structured classroom, use of proximity, teacher is warm yet authoritative, teacher uses frequent praise/criticism to acts of learning, teacher sensitive to social/emotional content, there is a focus on work, short closely monitored introductions and short independent work periods.(Shade 1997)

Requirement #7: Promote the continuous use of student data (such as formative, interim, and summative assessment data and student work) to inform and differentiate instruction to meet academic needs of individual students.

Indicator 7A: In your response, describe how the school promotes the continuous use of individual student data (such as; formative, interim, and summative). This plan must: (a) outline expectations for regular and on-going building-wide use of data, (b) explain how data will be used as a basis for differentiation of instruction, and (c) describe how data about the instructional practices outlined in the instructional program (see requirement #6) will be collected, analyzed, and used to increase achievement and close achievement gaps.

Goal 1:

All students will be proficient in Reading

Measurable Objective 1:

80% of All Students will demonstrate a proficiency in reading as measured by MAP in English Language Arts by 06/13/2014 as measured by MAP.

Strategy1:

Implementation of Instructional Blocks - Staff will implement the 90 minutes of interrupted instruction as developed by the ILT-Instructional Leadership Team and approved by staff in the 2012-2013 school year. That include time for interventions.

Research Cited: Handbook of Research to Improve Student Achivement- Gordan Cawelti

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Activity - Whole Brain Teaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will implement Whole Brain Teaching Strategies to improve student engagement.	Direct Instruction	01/03/2014	06/06/2014	\$3168 - Title I Part A	Principal and Teachers

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Activity - Comprehension Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will implement a system of instruction that supports the development of student comprehension and understanding of written text.	Academic Support Program	09/03/2013	06/11/2014	\$0 - No Funding Required	ALL staff-ILT and PLC's with the support of Partners will develop grade level specific comprehension strategies and assessments in their PLC.

Activity - Title I support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be provided with Title I Interventions as identified by diagnostic assessments. They will be placed in small groups, provided with instruction to address deficits, monitored and released when goal obtained	Academic Support Program	09/03/2013	06/11/2014	\$84463 - Title I Schoolwide	Shannon Sweet

Activity - PBIS/Title I	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be provided support by the school interventionist to address issues that may be interfering with their ability to learn. The interventionist will work with the PBIS team to ensure practices to support students are being implemented with fidelity.	Behavioral Support Program	09/03/2013	06/13/2014	\$83701 - Title I Schoolwide	PBIS Team- David Gamble, Bobbi VanWormer, Melissa Armock, Eric Miller and Shelly Tebo

Activity - Direct Explicit Instruction PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will receive support and PD on practices that support Direct Explicit Instruction.	Professional Learning	09/03/2013	06/13/2014	\$0 - No Funding Required	Partners for School Innovation

Activity - Schedule Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Building Principal will develop a schedule that supports the 90 minute uninterrupted blocks of instruction.	Academic Support Program	06/26/2013	06/11/2014	\$0 - No Funding Required	Building Principal

Activity - Create leveled Library	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will purchase, define and catalog classroom leveled libraries to maximize students reading of just right books.	Academic Support Program	11/01/2013	05/30/2014	\$27470 - Title I Part A	Teachers engaged in sorting and aligning and Principal monitoring activity.

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Activity - Instructional Coaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive training/coaching in effectively utilizing the instructional block to teach reading.	Professional Learning	09/23/2013	05/16/2014	\$30000 - Title I Part A	Building Principal, Teacher

Strategy2:

Title 1 Support - Students who are identified as functioning below grade level in reading will be provided direct explicit instruction in the area of need.

Research Cited: Hosp, Hosp and Howell 2007 The ABCs of CBM

Activity - Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement direct instruction support for students identified as strategic or intensive using Phonics 1, Road to the Code or Equivalent	Academic Support Program	09/23/2013	05/23/2014	\$2000 - Title I Part A	Title 1 coordinator, Building principal, teacher

Activity - Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement direct instruction support to students identified as strategic or intensive using the Read Naturally for students in grades 3-5.	Academic Support Program	09/23/2013	05/30/2014	\$2000 - Title I Part A	Title 1 Coordinator, Building Principal, Teacher

Activity - Tutoring Direct Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tutors will provide direct instruction for students identified as reading below grade level.	Academic Support Program	09/23/2013	05/23/2014	\$23250 - Title I Part A	Title 1 Coordinator, Building Principal, and teacher

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement progress monitoring program to identify students who are not at benchmark using Dibels or equivalent.	Academic Support Program	09/16/2013	05/30/2014	\$2000 - Title I Part A	Title 1 Coordinator, Building Principal and Teacher

Strategy3:

Extending Instructional Time - Students identified as needing additional support will be strongly encouraged to attend after-school and/or summer school instructional program including instruction in reading and math.

Research Cited: Erika Patall 1985-2009 Extending the School or School Year

Activity - Afterschool Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students attending the after-school program will receive additional instruction in reading and mathematics.	Academic Support Program	09/09/2013	05/30/2014	\$35000 - Title I Part A	After-school coordinator, Building Principal

Measurable Objective 2:

Redesign Plan

Dudley School

56% of All Students will demonstrate a proficiency in reading as measured by MEAP in English Language Arts by 10/30/2015 as measured by MEAP.

Strategy1:

Implementation of Instructional Blocks - Staff will implement the 90 minutes of interrupted instruction as developed by the ILT-Instructional Leadership Team and approved by staff in the 2012-2013 school year. That include time for interventions.

Research Cited: Handbook of Research to Improve Student Achievement- Gordan Cawelti

www.fcrr.org

www.interventioncentral.org

Activity - Title I support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be provided with Title I Interventions as identified by diagnostic assessments. They will be placed in small groups, provided with instruction to address deficits, monitored and released when goal obtained	Academic Support Program	09/03/2013	06/11/2014	\$84463 - Title I Schoolwide	Shannon Sweet

Activity - Schedule Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Building Principal will develop a schedule that supports the 90 minute uninterrupted blocks if instruction.	Academic Support Program	06/26/2013	06/11/2014	\$0 - No Funding Required	Building Principal

Activity - Direct Explicit Instruction PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will receive support and PD on practices that support Direct Explicit Instruction.	Professional Learning	09/03/2013	06/13/2014	\$0 - No Funding Required	Partners for School Innovation

Activity - Comprehension Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will implement a system of instruction that supports the development of student comprehension and understanding of written text.	Academic Support Program	09/03/2013	06/11/2014	\$0 - No Funding Required	ALL staff-ILT and PLC's with the support of Partners will develop grade level specific comprehension strategies and assessments in their PLC.

Activity - Instructional Coaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive training/coaching in effectively utilizing the instructional block to teach reading.	Professional Learning	09/23/2013	05/16/2014	\$30000 - Title I Part A	Building Principal, Teacher

Redesign Plan

Dudley School

Activity - Whole Brain Teaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will implement Whole Brain Teaching Strategies to improve student engagement.	Direct Instruction	01/03/2014	06/06/2014	\$3168 - Title I Part A	Principal and Teachers

Activity - PBIS/Title I	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be provided support by the school interventionist to address issues that may be interfering with their ability to learn. The interventionist will work with the PBIS team to ensure practices to support students are being implemented with fidelity.	Behavioral Support Program	09/03/2013	06/13/2014	\$83701 - Title I Schoolwide	PBIS Team- David Gamble, Bobbi VanWormer, Melissa Armock, Eric Miller and Shelly Tebo

Activity - Create leveled Library	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will purchase, define and catalog classroom leveled libraries to maximize students reading of just right books.	Academic Support Program	11/01/2013	05/30/2014	\$27470 - Title I Part A	Teachers engaged in sorting and aligning and Principal monitoring activity.

Narrative:

Student data will be used during Professional Learning Communities on an ongoing basis. The PLC teams meet for 40 minutes weekly during 2013-2014 and increasing to a minimum of 80 minutes weekly in each grade level for the 2014-2015 school year. The PLC is to facilitate data review meetings as well as improve instructional practice. During the data review student's progress monitoring data and benchmark data will be discussed at the student level and intervention performance will be assessed. 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, Formative Assessment, MEAP item analysis, MLPP assessment data, ongoing running records progress monitoring data and monitoring notes. The data will be analyzed to determine strengths and weaknesses and to identify instructional strategies required to meet student needs. 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.

Dudley will also make use of the data dashboard in the teacher's lounge and 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 school data coaches.

PART E: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT

Requirement #8: Establish schedules and strategies that provide increased time for instruction in core academic subjects, enrichment activities, and professional learning for teachers.

Indicator 8A: In your response, describe the district's plan for increasing time for core academic subjects that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.

Indicator 8B: In your response, describe the district's plan for increasing time for enrichment activities that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.

Indicator 8C: In your response, describe the district's plan for increasing time for professional learning that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.

Currently at Dudley, there are 4 special area classes, music, physical education, art and enrichment (technology). Beginning in the Fall of 2014, 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 2014-15 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, beginning with the winter of 2013-2014 school year Dudley will begin offering a pilot enrichment class for select students who are performing at grade level or higher. These students will be challenged with rich literature and problem based mathematics. This class will meet after-school and will occasionally meet off site at the Battle Creek Math Science Center.

By implementing these initiatives instructional time, will increase by a minimum of 80 minutes per week.

Beginning with the summer of 2014 the Dudley STEM school will offer a 4 week summer school program for targeted students. These students will be selected based reading achievement data from the previous school year. This program will meet for 4 hours per day four days per week. Students will receive instruction in reading and mathematics with an emphasis in enhancing reading comprehension and problem solving skills. The summer school program will essentially be an extension of the school year. A component of the summer school program is the lab demonstration school. While students are receiving high quality instruction during summer school, trainers and coaches will emphasize specific instructional approaches and strategies to improve instruction.

Professional learning by staff will occur using a variety of modalities including embedded coaching, after school training and full day inclusive trainings during the school year and during the summer. The emphasis of the professional development is to support implementation of big ideas; guaranteed & viable common core curriculum and development of a safe and orderly school environment.

PD CHAMPS/SCHOOL CULTURE

10 meetings 2 hours each after-school

PD Instructional (Literacy)

14 meetings 2 hours each after-school

PD Instructional (Literacy)

120 days embedded coaching (Sub costs)

PD Instructional Pedagogy

Summer I - 2 weeks 6 hours per day for 10 days

PD Instructional Pedagogy

Summer II - 2 weeks 6 hours per day for 10 days

The professional development sessions outlined above are in addition to the district required five days of professional Development and supplemental 1 day per month PD for teachers in both math and reading.

Requirement #9: Provide ongoing mechanisms for engagement of families and community.

Indicator 9A: In your response, describe multiple strategies to engage families in reform efforts.

Indicator 9B: In your response, describe multiple strategies to engage community partners in reform efforts.

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. To improve student and parent engagement at these parent conferences we will initiate "Student Led Conferences". These conferences will require students to have an understanding of their academic progress and status. By having this knowledge and being able to communicate this information students and parents will take more ownership of their learning. In addition 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 Dudley will also provide school wide aggregate data for parents and other visitors in the building. In addition, in the 2014-15 school year, Dudley 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 2013-14 and continuing for following years, Dudley 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

Requirement #10: The district is providing the school with operational flexibility for issues such as staffing, calendars, time, and budgeting to implement a comprehensive approach to substantially increase student achievement and increase graduation rate.

Indicator 10A: To respond to this requirement, describe a statement that the priority school improvement team and building leader will determine the school's Title I budget (subject to federal regulations). The district must also complete a signature page, signed by the Superintendent, School Board President, and Union Representative, which certifies that the school has the autonomy required to implement the plan as written (see template on AdvacEd site). Finally the district must upload either an Executed Addendum to the collective bargaining agreement OR a Memorandum of Understanding that commits the Superintendent, School Board President, and Union Representative to negotiate an addendum by August 1, 2014.

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

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

The principal of the building has the flexibility to use set asides to promote and implement all the initiatives outlined in the approved plan.

- Dudley 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.

- Dudley 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 and with the approval of the Assistant Superintendent for Curriculum, Instruction, and Assessment.

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

- Dudley 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.

- Dudley 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 is developing a plan to improve operations at the district level using the Education Resource Strategies. These operations influence the ability for Dudley 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

Requirement #11: The school and 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.

Indicator 11A: In your response, describe how the district plans to access and provide supports for the school.

Indicator 11B: In your response, list the central office contact person responsible for monitoring and supporting the school.

Battle Creek Public Schools will support Dudley Elementary's transformational efforts by providing the operational flexibility requested, but will also assist Dudley Elementary in obtaining the necessary training and resources through the creation of a BCPS Transformation Team consisting of the Superintendent, Dudley Principal, Assistant Superintendent of Curriculum and Instruction, and Dudley Elementary leadership teams. The BCPS Transformation Team will provide technical assistance to Dudley 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 CISD has developed a service plan which outlines services and supports the ISD will provide. (See Attachment) 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 district leadership coach will act as the internal lead partner for Dudley Elementary transformation efforts and will lead the transformation effort at the district level, while the Dudley 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 11, 2013 4:00 PM

January 8, 2014 4:00 PM

February 12, 2014 4:00 PM

March 12, 2014 4:00 PM

April 9, 2014 4:00 PM

May 14, 2014 4:00 PM

Battle Creek Public Schools

Administrator Evaluation

MISSION STATEMENT

We reach all students through progressive and engaging instruction in order to ensure they are prepared for the next stage of their lives.



VISION STATEMENT

All students attending BCPS will be academically competitive, personally skilled, and equipped with the attitudes and understanding needed for success in an evolving and global society.

Domain 1 – Results					
Student, Teacher, and School Results Factors					
Teacher Results, Based on Student Results Characteristic					
0 Points	5 Points	10 Points	15 Points	20 Points	25 Points
<60% of teachers have at least 80% of students enrolled FAY achieve a year’s growth as measured by MAP/Stanford 10	60% of teachers have at least 80% of students enrolled FAY achieve a year’s growth as measured by MAP/Stanford 10	65% of teachers have at least 80% of students enrolled FAY achieve a year’s growth as measured by MAP/Stanford 10	70% of teachers have at least 80% of students enrolled FAY achieve a year’s growth as measured by MAP/Stanford 10	75% of teachers have at least 80% of students enrolled FAY achieve a year’s growth as measured by MAP/Stanford 10	80% of teachers have at least 80% of students enrolled FAY achieve a year’s growth as measured by MAP/Stanford 10
Student Results Characteristic					
Ineffective - 0	Minimally Effective - 1	Effective - 2	Highly Effective - 3		
<25% of students enrolled FAY show improvement in MAP/Stanford 10 Reading between September and May	25% of students enrolled FAY show improvement in MAP/Stanford 10 Reading between September and May	50% of students enrolled FAY show improvement in MAP/Stanford 10 Reading between September and May	80% of students enrolled FAY show improvement in MAP/Stanford 10 Reading between September and May		
Student Results Item: Achievement Gaps Characteristic					
Ineffective - 0	Minimally Effective - 1	Effective - 2	Highly Effective - 3		
No plan has been developed and/or there is little improvement in reducing the gap between subgroups on MEAP/MME reading	Gap in MEAP/MME reading achievement for 2 subgroups (SE, ED, ethnicity, ELL) closes by 2 percentage points	Gap in MEAP/MME reading achievement for 3 subgroups (SE, ED, ethnicity, ELL) closes by 3 percentage points	Reduction in gap in MEAP/MME reading achievement for all subgroups (SE, ED, ethnicity, ELL) exceeds 3 percentage points		
Improvement Results Item: Improved School Programs and Process Characteristic					
Ineffective - 0	Minimally Effective - 1	Effective - 2	Highly Effective - 3		
Has not made progress toward school process and program improvement targets of the school’s improvement plan	Meets less than half of the annual school process and program improvement targets of the school’s improvement plan	Meets all of the annual school process and program improvement targets of the school’s improvement plan	Exceeds all of the annual school process and program improvement targets of the school’s improvement plan		

Total Points for Teacher/Student Results _____

Domain 2 – Leadership			
Vision for Learning and Achievement Factors			
Personal Vision Characteristics			
Ineffective - 0	Minimally Effective - 1	Effective - 2	Highly Effective - 3
Has not yet inspired the school community and built their confidence by setting examples of the school's vision	Has established and regularly shares his or her personal vision for students and the school	<i>And</i> demonstrates how his or her vision is informed by research and evidence based models or examples	<i>And</i> inspires staff, parents and students to formulate their own personal vision for learning, service to students, and the school
There is little or no evidence of a vision or activities that recognize diversity and individual worth	Holds a personal vision that honors and celebrates diversity and the worth of every individual	<i>And</i> carries out his/her role as principal in ways that honor and celebrate diversity and the worth of every individual	<i>And</i> inspires others in the school community to behave in ways that honor and celebrate diversity and the worth of every individual
Few opportunities sought for growth for self, staff, or parents	Seeks out opportunities to learn and grow personally and professionally	<i>And</i> engages staff in seeking out opportunities to learn and grow personally and professionally	<i>And</i> establishes a culture of continuous learning among the staff, parents, and students of the school
School culture is not being monitored, building morale is low, and the school environment is adversarial	Demonstrates civility, respect, and dignity in personal and professional interactions	<i>And</i> sets expectations for staff, parents, and students to treat each other with civility, respect, and dignity	<i>And</i> monitors the school culture and environment to insure that each person is treated with civility, respect, and dignity

Total Points for Personal Vision Characteristics _____

Domain 2 – Leadership			
Vision for Learning and Achievement Factors			
Shared Vision Characteristics			
Ineffective - 0	Minimally Effective - 1	Effective - 2	Highly Effective - 3
Does not yet include staff, parents, students, and community input in creating a shared vision for the school	Solicits and includes staff, parents, students, and community input in creating a shared vision for the school	<i>And</i> develops and maintains collaborative processes to achieve commitment from all stakeholders to a shared vision for the school	<i>And</i> uses the shared school vision to set goals, shape dialogue and decisions, focus effort, and allocate resources
Has no clear vision or does not yet have a vision that reflects learning expectations	Ensures that the school vision is clear in setting learning expectations for all students	<i>And</i> is persistent in helping the school achieve its vision of learning for all students	<i>And</i> maintains consistent monitoring of progress in achieving the vision of learning for all students
Plans in the school are arbitrary and do not yet have focus on student learning	Keeps the focus on the evidence of student learning for staff, parents, and students	<i>And</i> ensures that the school uses valid measures of student learning based on established performance standards	<i>And</i> ensures that students receive regular feedback through valid measures of student learning based on the established performance standards
Does not yet engage others in decision making regarding the school's vision	Maintains a current perspective to inform the school's vision	<i>And</i> engages staff, parents, and students with current information to inform the school's vision	<i>And</i> engages, staff, parents, and students with innovative ideas to inform the school's vision

Total Points for Shared Vision Characteristics _____

Domain 2 – Leadership			
Leadership Work and Behavior Factors			
Informed Characteristics			
Ineffective - 0	Minimally Effective - 1	Effective - 2	Highly Effective - 3
Does not use school data to inform decisions	Ensures that school goals are based on evidence of need from school and student data	<i>And</i> works with staff to examine and interpret multiple sources of evidence from school and student data in setting school goals	<i>And</i> works with staff to examine and interpret multiple sources of evidence from school and student data for determining priorities among school goals
Has not yet developed a “living” school improvement plan incorporating the use of data and best practices	Ensures that the school adopts research supported practices and strategies to support school goals	<i>And</i> works with staff to evaluate research supported practices and strategies based on school and student data <i>And</i> works with staff to develop high fidelity school improvement implementation plans	<i>And</i> works with staff to set priorities among research supported practices and strategies based on school and student data before adopting and committing school resources to implementation <i>And</i> develops evaluation plans for selected strategies that include the collection of school and student data to monitor and adjust implementation as needed to achieve the school goals
No evidence of use of reliable sources to increase knowledge or awareness of evidence based practice	Uses reliable sources to stay informed on evidence based practices and strategies	<i>And</i> , sets expectations for staff to use and share reliable sources of evidence based practice and strategy	<i>And</i> contributes to a district culture of informed leadership through accessing and sharing reliable sources of evidence based practice and strategy

Total Points for Informed Characteristics _____

Domain 2 – Leadership			
Leadership Work and Behavior Factors			
Strategic and Systemic Characteristics			
Ineffective - 0	Minimally Effective - 1	Effective - 2	Highly Effective - 3
Leadership priorities have not yet been established or are not widely known among staff	Establishes both short and long term leadership priorities for his or her work based on school and district goals	<i>And</i> ensures that individual staff establish both short and long term priorities for their work based on school and district goals	<i>And</i> , ensures that the school maintains focus on a set of short and long term priorities based on school and district goals
Priorities and strategies are not yet aligned	Ensures that the priorities and strategies that drive the work of the school are compatible with one another	<i>And</i> , ensures that the priorities and strategies that drive the work of the school are sustainable, both individually and collectively	<i>And</i> increases compatibility and sustainability of school priorities and strategies by linking them together into a systemic plan to meet the school goals <i>And</i> works with district leaders to link school based priorities and strategies into a district wide systemic plan to achieve school and district goals
Has not yet focused on school goals and priorities	Maintains focus on school goals and priorities	<i>And</i> is persistent in achieving school goals and priorities while resolving issues and problems as they arise	<i>And</i> , guides staff, students, and parents to remain focused on and persistent in achieving school goals and priorities

Total Points for Strategic and Systemic Characteristics _____

Domain 2 - Leadership			
Leadership Work and Behavior Factors			
Resilient Characteristics			
Ineffective - 0	Minimally Effective - 1	Effective - 2	Highly Effective - 3
Has not yet developed processes to reflect personal effectiveness	Establishes effective personal work habits	<i>And</i> uses habits of reflection and introspection to assess personal effectiveness and establish personal improvement goals	<i>And</i> seeks out and utilizes multiple sources of feedback to assist in assessing personal effectiveness and establishing personal improvement goals <i>And</i> establishes a school culture that assists staff and students with personal renewal, including processes of reflection and introspection
Has not yet modeled high expectations for attendance and fulfillment of responsibilities	Is reliable and consistent about personal attendance and fulfillment of responsibilities	<i>And</i> establishes expectations of staff, students, and parents for attendance and fulfillment of responsibilities	<i>And</i> , establishes processes to provide staff, students, and parents assistance in improving attendance and fulfillment of responsibilities <i>And</i> provides recognition for consistent staff, student, and parent attendance and fulfillment of responsibilities
Has not yet engaged in practices of celebration	Attends to the renewal of personal inspiration and commitment to the work of educating and serving students	<i>And</i> openly shares and models the ideas that are the sources of personal inspiration and commitment to the work of educating and serving students	<i>And</i> provides opportunities for staff, students, and parents to share their sources of personal inspiration and commitment to education and service to family, community and country

Total Points for Resilient Characteristics _____

Final Administrator Evaluation Summary

Administrator: _____ Academic Year: _____

Building: _____

Evaluator: _____

OVERALL RATING:

- Highly Effective (85 – 100 points)
- Effective (70 – 84 points)
- Minimally Effective (40 – 69 points)
- Ineffective (0 – 39 points)

Results Rubric Points

	Subscale Score		Weighting Factor		Total
Teacher Results	_____	X	1.0	=	_____
Student Results	_____	X	2.777	=	_____
Gap Results	_____	X	2.777	=	_____
Improvement Results	_____	X	2.777	=	_____
Subtotal Results Score					_____

Leadership Rubric Points

Personal Vision	_____	X	.8335	=	_____
Shared Vision	_____	X	.8335	=	_____
Informed Characteristics	_____	X	1.112	=	_____
Strategic Characteristics	_____	X	1.112	=	_____
Resilient Characteristics	_____	X	1.112	=	_____
Subtotal Leadership Score					_____

Grand Total _____

Rationale for Ratings Given

Domain 1: Results

Domain 2: Leadership

Principal's Signature

Date

Evaluator's Signature

Date

Signatures indicate only that the principal has reviewed this document with the evaluator.

September 24, 2013

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 A system is in place to determine student strengths and weaknesses on concepts identified in the state assessments, grade-level or course content expectations, or other approved learning standards.	The teacher does not have a system in place.	A system is in place but is not being used by the teacher.	The teacher has a system in place, is clearly using the system, and students are instructed according to needs. Uses Tier I intervention applying two doses of instruction to students below benchmark.	The teacher has a system in place, students are instructed according to needs, and individual student progress is being charted and used for goal-setting; students are actively involved in charting and using data about their progress. Continuous Tier I intervention and applies Tier II additional building support for students below benchmark.
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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 Designing Coherent Instruction & Assessment</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>

Notes

<p>1F 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>
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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>1G 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>

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.
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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

2D Managing Student Behavior	There is little or no teacher monitoring of student behavior. Students challenge the standards of conduct. Response to students’ misbehavior is repressive, or disrespectful of student dignity.	Teacher tries with uneven results, to monitor student behavior and respond to student misbehavior. There is inconsistent implementation of the standards of conduct.	Student behavior is generally appropriate. The teacher monitors student behavior against standards of conduct. Teacher response to student misbehavior is consistent, appropriate and respectful to students and is successful.	Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and that of other students against standards of conduct. Teachers’ monitoring of student behavior is subtle and preventive. Teacher’s response to student misbehavior is sensitive to individual student needs and receives a positive reaction.
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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.
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Domain 3: Instruction – Continued

Component	Ineffective – 0 points	Minimally Effective - 1 point	Effective – 2 points	Highly Effective – 3 points
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

3D Using Formative Assessment in Instruction	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.	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.	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.	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.
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Domain 3: Instruction – Continued

Component	Ineffective- 0 points	Minimally Effective- 1 point	Effective- 2 points	Highly Effective- 3 points
3E Demonstrating Flexibility and Responsiveness	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.	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.	The teacher promotes the successful learning of all students, making adjustments as needed to instruction plans and accommodating student questions, needs, and interests.	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.

Notes

3F Student progress is recorded and/or graphed on a regular basis to determine appropriate pacing of instruction.	Pacing of instruction based on student progress is not identifiable.	Pacing of instruction based on student progress has been identified but is not consistently connected to state and local learning goals.	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.	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.
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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.
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Domain 4: Professional Responsibilities – Continued

Component	Ineffective- 0 points	Minimally Effective- 1 point	Effective- 2 points	Highly Effective- 3 points
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.

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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