



Redesign Plan

Montessori Academy at Henry C Morton

Benton Harbor Area Schools

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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?

Student Data:

There are 342 students in the Montessori Academy at H. C. Morton Program. There are 193 males and 149 females.

There are 10 Caucasian, 1 Hispanic, and 2 American Indian. The remainder of the students are Black.

There are 37 (11.18%) students

with disabilities. Over 85% of the students are receiving free/reduced lunches.

b. Staff Data

1. There are 17 classroom teachers, 12 paraprofessionals, 1 administrator, 1 secretary, 1 Title I support staff, 1 Family Coach, 1 Student Coach, 2 speech and language therapist, 5 literacy support staff, 1 art, and 1 music teacher.

2. This is the first year this staff has been working together as a whole group in the same building.

The district experienced restructuring during the summer of 2012 from an K-6 to 1-8 classrooms.

c. Community Data

1. The Montessori Academy is located close to the South of Benton Harbor. The community is a relatively poor economic, dominantly Black area. Whirlpool Corporation is the biggest employers in the city. Benton Harbor is located along the Lake Michigan shoreline. Points of interest are The Lake Michigan College, The Saint Joseph River, The St. Joseph beaches, down town Benton Harbor and the quaint down town Saint oseph shopping area. Harbor Shores Golf Resort is the newest golf facility in Southwest Michigan and currently houses the Jack Nicklaus golf course. The Senior PGA Championship was held in Benton Harbor in May of 2012; local businesses projected a significant impact financially.

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.

Vision Statement:

Our vision is to have teachers teaching, students learning and community involvement as we strive for greatness.

Mission Statement:

To provide a peaceful environment that promotes each child's academic and social growth facilitated by collaboration among all students, staff and the community.

Belief/expectations Statements:

All students work toward mastery.

All students need timely and meaningful feedback.

Students are responsible for their learning.

Students need an environment in which they feel safe to take academic risks and explore.

All stakeholders are responsible for creating a prepared environment.

Given the environment and opportunity, all students can learn.

All students can rise to high expectations.

Students respond to respect and caring.

Students best achieve when clear learning targets are present.

Our school embodies purpose through the Maria Montessori philosophy by offering each child the Montessori experience. Our goal is to offer each child an authentic Montessori experience through the core values of the Academy's "authentic Montessori" Program":

* Children are intrinsically motivated, and they will succeed with their learning activities incorporate movement and opportunities for independence.

* Children will become self-directed when they are empowered to choose learning activities designed for specific developmental and learning needs.

* Each classroom is a respectful community of mixed-age learners.

* Classrooms and other school spaces are learning environments prepared with the curriculum and materials.

* Teachers are educated and certified as Montessori teachers.

* Parents understand and support the purpose of the school: they are partners.

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.

Montessori Notable achievements and areas of improvement:

- Montessori Materials - A range of hands-on- teaching tools to foster steady growth and ultimately self-directed learning.
- Student lead experiences as well as Independent & individual learning
- Small group learning experience
- Multi-grade learning experience
- Extended Education - continues use of Montessori materials in an after school program.
- Special programs - These include musical assemblies, health and wellness education, book fair, special days assemblies, etc.
- Computers & Technology - We have computers on-going wheels and a lab, which incorporate technology into our academics. We have purchased 5 smart boards, particularly to advance our teaching in all core areas.
- Literacy and reading interventions
- Readers Workshop is offered to all our 1-8 students.
- Extra-Curricular activities - These include parent education workshops, science fair, science Olympiad, cultural programs, spring golf program and summer book club.
- Student orientation and open house
- Educational Field trips
- National Curriculum
- Montessori curriculum on Social growth and development as well as social skills/peace
- * Made AYP over the last three years
- * Montessorri Training for all staff

Areas of improvement for the next three years:

- * Montessori curriculum and common core aligned
- * Montessori Training for all staff to become an authentic Montessori School
- * Extended Day/21st Century Program

Additional Information

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

The SIP requires that the school become an authentic Montessori school. The professional development plan supports the SIP because it establishes a structure for a Montessori program that will guarantee the preparation of the classroom environments, create a foundation for teacher preparation, move teachers directed classrooms to student driven learning environments, and implement an assessment program to evaluate student growth.

Leadership Team:

Cynthia Jack, Principal

Gezel Floyd, Adolescent Teacher

Sylvia Wilson, Upper level Teacher

Kathleen McCourt, Lower Level Teacher

Timothy Robinson, TLF

Pamela Burton, Literacy Interventionist

Character Behavior Support Team:

Cynthia Jack, Principal

Jessica Knight, Student Coach

Shanier Washington, Family Coach

Gezel Floyd, Adolescent Teacher

Crisis Management Team:

Cynthia Jack, Principal

Rose Baker, Security

Earnest Booth, Custodial Services

Carol Hunsberger, Secretary

Timothy Robinson, Teaching and Learning Facilitator

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		Administrator Evaluation Tool

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	Attached is the Montessori Academy Transformation Plan with Tables. Tables cannot be included in the individual responses.	Montessori Academy Transformation Plan with Tables

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.	Yes	See attached	MOU

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	BHAS has a signed MOU, scheduling a negotiated addendum meeting is not needed.	

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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	Assurance Signature Page is attached	Montessori Assurance Signature Page

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.

The following individuals were actively involved in the development of this reform/redesign plan for Montessori Academy.

Cynthia Jack, Principal, cynthia.jack@bhas.org

Jennifer Robinson, Literacy Teaching & Learning Facilitator, jennifer.robinson@bhas.org

Tim Robinson, Teaching & Learning Facilitator, tim.robinson@bhas.org

Sylvia Wilson, Teacher, sylvia.wilson@bhas.org

Tracy Williams, Assistant Superintendent, tracy.williams@bhas.org

Carrie Brunsting, Curriculum and Assessment Coordinator, carrie.brunsting@bhas.org

Becky Meier, School Improvement Facilitator, becky.meier@berrienresa.org

Cheryl Spencer, Intervention Specialist, spenc284@msu.edu

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.

Based on student achievement data and perception data through data dialogue, the reform team has concluded that the two big ideas will be as follows: 1) improve reading student achievement and 2) create a culture conducive to effective teaching and learning.

State what data were used to identify these ideas

Big Idea 1: Reading

The reform team used three sources of achievement data including Fountas & Pinnell (F&P), Measures of Academic Progress (MAP) and MEAP to identify reading as the first big idea. As indicated in Table B1, 56% of students are reading below grade level as measured by F&P. According to MAP, 90% of students are reading below the national mean RIT score.

***** See Operational Flexibility Assurance - Attachment 1: Montessori Academy Transformation Plan with Tables.

MEAP reading achievement data show similar results where 50% to 81% of students are not proficient. Additionally, very few students attending Montessori Academy scored at the advanced level.

***** See Operational Flexibility Assurance - Attachment 1: Montessori Academy Transformation Plan with Tables.

Therefore, the reform team concluded that reading should be the number one transformation priority. Through research and analysis, staff determined that implementing the balanced literacy workshop model would increase student reading achievement because of the focus on individualized student learning.

Big Idea 2: Culture and Climate

Student behavior data was used to identify the big idea of improving culture and climate. In spring 2013, a needs assessment was conducted whereby staff completed surveys about students attending Montessori Academy. Results indicated: 174 or 35% of students exhibited atypical behavior or attendance including anger management, depressed or withdrawn, a significant change in behavior, history of discipline problems, expulsion or multiple suspensions, excessive absences, and/or excessive tardiness; and 51 or 15% of students have a family history including parent(s) lacking a high school diploma, family illiteracy, incarceration and/or substance abuse. The high number and percent of students exhibiting the above traits along with 2012-2013 student behavior data of one expulsion, 173 suspensions and 507 discipline referrals are affecting culture and climate. Of the 507 discipline referrals, 399 or 79% took place in the classroom. Research states that "the extent to which the student culture values academic success or willingly complies with school rules, will affect their achievement." (Patterson, Purkey & Parker).

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.

The district recognizes the need for a highly skilled school leader who will make organizational and instructional changes in a time-compressed period that will result in improved academic achievement. Therefore, the district will be hiring a principal with turnaround competencies prior to the end of the planning year. The Assistant Superintendent, supported by Human Resources, will be responsible for hiring the new principal. The hiring process will begin immediately, with intentional and targeted recruitment.

The determination of the new principal will be based on knowledge, skills, background and turnaround competencies including but not limited to 1) identifying and focusing on early wins and big pay-offs, 2) breaking organizational norms, 3) acting quickly in a fast cycle, 4) collecting and analyzing data, and 5) galvanizing staff around the big ideas including but not limited to reading and climate.

The Assistant Superintendent will conduct in-depth interviews utilizing instruments provided through the School Turnaround Learning Community (STLC), an initiative launched by the U.S. Department of Education, when interviewing principal candidates. These tools will aid in the examination of whether the candidates have the skills to lead a transformation effort. A key step during and after the interviews will be to carefully scrutinize the abilities of each candidate. The overall guiding question will be whether the potential leader has the knowledge, skills, background and competencies to take actions that will lead to significant organizational improvement that, in turn, lead to substantial and sustainable achievement results for students. A track record of transformation or clear potential to successfully lead a transformation along with tangible evidence that the candidate has the skills necessary to initiate dramatic change will be the basis for assuring that the principal is competent and the right person for this change agent position at Montessori Academy.

Increasing leadership capacity at Montessori Academy is a focus for central administration leadership especially as it relates to literacy and student achievement. For example, the Assistant Superintendent of Curriculum and Instruction will assist the Principal in 1) identifying elements of high quality literacy instruction, 2) observing literacy instruction and providing feedback to staff in order to improve literacy instruction, and 3) monitoring effectiveness.

In addition, the Principal provides teachers and support staff with multiple opportunities to participate on various leadership teams such as school improvement, assessment and school reform. In addition, select teachers are provided school- and district-level opportunities to lead professional development in their area of expertise. Teachers are expected to develop individualized professional development plans in order to meet their instructional needs and cultivate leadership skills. Professional development opportunities are offered to teachers to support these individualized plans.

As part of the teacher evaluation process, teachers are recognized for participating in leadership and professional learning if they actively pursue opportunities to improve knowledge and practice, share knowledge with colleagues, take initiative in setting priorities, solve problems, interact with all stakeholders, and collaborate with others on initiatives. Based on evaluation results and observations, the Superintendent

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and Assistant Superintendent identify staff and discuss opportunities to apply for leadership positions.

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.

Benton Harbor Area Schools has recently implemented rigorous, transparent and equitable evaluation systems for teachers and principals. The system assesses teachers in four areas: 1) purposeful planning, 2) classroom culture, 3) effective instruction, and 4) professional leadership. Leaders are assessed in four areas: 1) improving student outcomes, 2) developing teacher effectiveness - teacher retention and development, 3) developing teacher effectiveness - instructional leadership, and 4) building individuals and the community.

Collaborative Process

Between March and June 2011, Benton Harbor Area Schools partnered with external consultants to begin a collaborative process between teachers, principals and district administration to create teacher and administrator evaluation plans. The Benton Harbor Education Association Bargaining Unit and Administrators Bargaining Unit nominated teams including the union President, other officers and members to develop the evaluation rubric. Each team met four times and discussed planning, classroom culture, instruction, and leadership.

Various models were considered, with the final version being a compilation of the Charlotte Danielson rubric and the work undertaken by Cambridge Education in partnership with Hillsborough County, Florida. The final evaluation model was selected because it:

- Supports ongoing and cumulative observations of teaching and learning throughout the year, rather than two or three isolated observations;
- Demands analyses of a broad range of features which includes purposeful planning, classroom culture, effective instruction and professional leadership;
- Capitalizes on Effective Classroom Observation and goal-setting that had already been initiated across the district.

In summer 2011, Michigan law changed and the district continued with finalizing the evaluation process.

Student Growth as a Significant Factor

Student growth is a significant factor in the administrator and teacher evaluation plans as evidenced by the following indicators.

***** See Operational Flexibility Assurance - Attachment 1: Montessori Academy Transformation Plan with Tables.

For teachers, ten of the 25 indicators or 40% are significant factors related to student growth. Twelve indicators are secondary factors related to student growth. As a result, 22 of 25 or 88% of the indicators are related to student growth. Three indicators are not related to student growth.

See Attachment 2a: Teacher and Leader Evaluation Processes (Teacher Effectiveness Rubric).

***** See Operational Flexibility Assurance - Attachment 1: Montessori Academy Transformation Plan with Tables.

For the leader/principal, 12 of the 22 or 55% of the indicators are significant factors related to student growth. Five indicators are secondary factors related to student growth resulting in 17 of 22 or 77% related to student growth. Five indicators are not directly related to student growth.

See Attachment 2b: Teacher and Leader Evaluation Processes (Administrator Effectiveness Rubric).

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.

In collaboration with staff, the reform team identified several strategies to identify and reward school leaders, teachers and other staff members who positively contribute to increasing reading student achievement and improving school culture and climate.

Indicator 3A: Strategies to Identify and Reward Staff

***** See Operational Flexibility Assurance - Attachment 1: Montessori Academy Transformation Plan with Tables.

Indicator 3B - Removal

Leaders/Administrators (Principal):

1. The building administrator will annually identify 3 professional goals and 3 academic achievement goals for improvement as part of the administrator evaluation process. In addition to goal setting the principal will monitor progress at least 3 times per year with the Superintendent/Assistant Superintendent.
2. When the building administrator has been identified as "ineffective" or "needing improvement" based on the administrator rubric for evaluation, he/she will be put on a Plan for Improvement. The Plan of Improvement will be based on specific areas of improvement identified through data analysis by the principal and the Superintendent or Assistant Superintendent. Plans for Improvement allow for individualization based on specific building needs. Plans will include goals for improving student achievement as well as strategies and criteria for success.
3. Improvement Plans will be supported by providing job-embedded professional development and instructional leadership coaching. Leadership coaching and feedback will be provided by the Superintendent/Assistant Superintendent.
4. The Assistant Superintendent will monitor principal progress throughout the school year through observations and feedback sessions, walkthroughs, and data discussions.
5. If the Principal meets the identified professional goals and student achievement goals in the improvement plan as well as being identified as "effective" or "highly effective," she will be rewarded.
6. If the Principal does not meet the goals outlined in the Plan for Improvement or the five competencies required by the MDE Reform Office, she shall be dismissed. Section 1229 of the School Code specifies the timeline for non-renewing an administrator contract. This is the responsibility of the Assistant Superintendent or Superintendent.

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Teachers:

1. Teachers identified as "ineffective" or "needs improvement" will be placed on a Plan for Improvement. The Plan for Improvement allows for individualization based on specific areas of improvement identified through data collection and analysis by administration and the teacher. Plans will include goals for improving student achievement as well as strategies and criteria for success.
2. Plans will be supported by providing job-embedded professional development and instructional coaching, using the Effective Classroom Observation model. Instructional coaching and feedback will be provided by the building administrator and/or Teaching and Learning Facilitator.
3. The administrator will monitor teacher progress throughout the school year through observations and feedback sessions, walkthroughs, and data discussions.
4. Teachers meeting student achievement goals in the improvement plan as well as being identified as "effective" or "highly effective," will be rewarded.
5. Teachers not meeting goals outlined in the Plan for Improvement shall be dismissed based on the evaluation. Human Resources in collaboration with the Assistant Superintendent or Superintendent along with the recommendation from the School Principal may recommend non-renewal of non-tenured teachers, giving notification at least 60 days prior to the end of the school year. They may also recommend the dismissal of tenured teachers after two years of ineffective ratings.

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 increase their F&P reading level at rates appropriate to their grade level.

Measurable Objective 1:

A 35% increase of All Students will demonstrate a proficiency in reading and writing in English Language Arts by 06/01/2014 as measured by Fountas and Pinnell as well as MAP(NWEA).

Strategy1:

Balanced Literacy - Montessori will implement research based extended day, summer school, compass learning, Literacy support personnel, training paraprofessionals, guided reading writers workshops, readers workshop, writers workshop, response writing,

Research Cited: MAP, F&P, and MEAP data from previous and current years. Teacher observation. Formative assessments.

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Activity - Extended Day	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will engage in differential instructiona to improve skills in reading comprehension, retelling, response to writing and reading. All students in all grades will be given the opportunity to participate in extended day activities.	Academic Support Program	09/01/2013	06/01/2014	\$31000 - Title I Part A	Certified staff, building administrator, support staff.

Narrative:

High-quality, job-embedded professional learning aligned to the school's comprehensive instructional plan will be offered to staff in order to implement school reform strategies and facilitate effective teaching and learning. The focus for all job-embedded professional development will be aligned to the two big ideas referenced in this plan to facilitate effective teaching and learning. This continuous job-embedded professional development will be connected to challenges teachers experience in their classroom and purposefully integrated into the workday and relationships of colleagues. Professional Development will be differentiated, and individualized professional learning paths will be created for each teacher based on individual needs. Research shows that "through this approach, collective responsibility and shared leadership for improved professional and student learning can be achieved." (Darling- Hammond, Wei, Andree, Richardson, & Orphanos, 2009; Desimone, Porter, Garet, Yoon, & Birman, 2002; Putnam & Borko, 2000)

***** See Operational Flexibility Assurance - Attachment 1: Montessori Academy Transformation Plan with Tables.

Individualized professional learning paths will be supported through job-embedded professional development provided by the building Teaching and Learning Facilitator, as well as through external partners. Individual feedback sessions will be conducted after observation/support is provided to teachers. The Teaching and Learning Facilitator will be responsible for convening meetings bi-weekly to discuss job-embedded professional development activities and assess the impact of activities on change in teacher practice and student learning. The assessment will involve 1) teacher/classroom observation, 2) teacher feedback, 3) analysis of student learning, 4) student feedback, 5) student engagement and 6) academic achievement. Assessment results will be used to modify professional learning.

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.

District staff members recognize the importance of identifying student needs, recruiting, hiring and/or assigning and retaining highly qualified staff with skills necessary to meet student needs and increase academic achievement. When open positions arise, the Principal has the autonomy to interview, select and assign staff. Any teacher requesting a transfer from another school within the district requires Principal approval prior to reassignment.

Identification of Student Needs and Hiring/Assignment

The Principal along with the School Improvement Team have identified literacy and social/emotional intervention as the top two areas of student needs. Pending funding availability, the Principal will hire and/or assign teachers and staff that directly support the identified needs. Due to the gap in literacy instruction and student proficiency levels, in summer 2013, the Assistant Superintendent hired a Literacy Teaching and Learning Facilitator to focus on improving literacy instruction. This position supports Montessori Academy, along with four other buildings.

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Recruitment

Strategies designed to recruit staff include: 1) sending district representatives to college career fairs where they discuss the student demographics and the needs of students attending Montessori Academy with candidates; 2) forming partnerships with colleges and universities; 3) hosting a district open-house for prospective new hires; 4) utilizing various media outlets to inform potential teachers about job opportunities; and 5) evaluating the hiring process.

Retention

Strategies designed to retain staff to meet the needs of students at Montessori Academy at Henry C Morton include: 1) professional development workshops in areas of new teacher orientation (veteran teachers are invited to attend), instructional practices, content-specific strategies, and data-driven instruction; 2) individualized job-embedded professional development provided by teaching and learning facilitators and external consultants who work with teachers in the classroom during instruction; 3) teacher-to-teacher mentoring to provide personal and professional growth support; 4) flexible working conditions by allowing for modified team teaching based on subject area strengths; 5) research offering continued credits for professional development workshops; and 6) classroom visitations to observe topics such as instructional practices, classroom design, curriculum implementation, student engagement, assessment tools, culture and climate, and technology.

***** See Operational Flexibility Assurance - Attachment 1: Montessori Academy Transformation Plan with Tables.

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 at Montessori Academy will be proficient in reading and social studies.

Measurable Objective 1:

A 30% increase of All Students will demonstrate a proficiency reading and social studies grade level CCSS in English Language Arts by 06/20/2014 as measured by Local Data, MAP, and MEAP.

Strategy1:

Readers Workshop - Montessori Academy will use instructional planning and practice is designed around the needs, interests and aptitude of the individual students. The results is a curriculum that allows students to derive meaning from all of their educational experiences. There is a strong belief in the school that all students can succeed. This is demonstrated both in the expanded use at both the school or program and classroom levels of a variety of best practices designed to meet the defferentiated needs of individual learners. Technology is a key component of instructional practice to prepare students who are, college and career ready in reading, writing, speaking, listening and language.

Research Cited: MAP, F&P, and MEAP data from provious and current years. Teacher observation. Formative assessment.

Activity - Literacy Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Support personel trained in the implementation and knowledge of literacy interventions, focusing on small groups, differentiated instruction and reading.	Academic Support Program	09/01/2013	06/01/2014	\$14000 - Title I Part A	Certified staff, building administrator, Title 1 leveled literacy interventionist, support staff

Strategy2:

Guided Reading - Staff will implement the use of guided reading to increase the narrative, vocabulary, and informational reading abilities of

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all students.

Research Cited: The Morning meeting Book by Roxann Krete, 2002, Northeast Foundation for Children, Inc., Turners fall, MA

The continuum of Literacy Learning by Irene C. fountas and Gay Su Pinnell, second Edition, 2008, heinemann, Portsmouth, NH

What works in schoolsby Robert Marzano, 2003, ASCD, Alexandria, VA

Activity - Title 1 reading support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will model the process involved to engage students in guided reading including pre-reading, during reading, and post-reading	Academic Support Program	09/01/2013	06/01/2014	\$500 - Title I Part A	Certified staff, building administrator, Title 1 leveled Literacy Interventionist, support staff.

Goal 2:

All students will increase their F&P reading level at rates appropriate to their grade level.

Measurable Objective 1:

A 35% increase of All Students will demonstrate a proficiency in reading and writing in English Language Arts by 06/01/2014 as measured by Fountas and Pinnel as well as MAP(NWEA).

Strategy1:

Balanced Literacy - Montessori will implement research based extended day, summer school, compass learning, Literacy support personnel, training paraprofessionals, guided reading writers workshops, readers workshop, writers workshop, response writing,

Research Cited: MAP, F&P, and MEAP data from previous and current years. Teacher observation. Formative assessments.

Activity - Extended Day	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will engage in differential instructiona to improve skills in reading comprehension, retelling, response to writing and reading. All students in all grades will be given the opportunity to participate in extended day activities.	Academic Support Program	09/01/2013	06/01/2014	\$31000 - Title I Part A	Certified staff, building administrator, support staff.

Narrative:

The process of selecting a research-based instructional program for Montessori Academy has evolved and is detailed below. During this diagnostic process, staff evaluated multiple data sources including aggregated and disaggregated MEAP, MAP, and Fountas and Pinnell data by subject, grade level and sub-group. Based on data, staff believe that the underlying causes of low student performance are 1) inconsistencies in teaching, 2) discrepancies with literacy program implementation, 3) gaps in curriculum delivery, 4) truancy, and 5) irregularities in classroom management. These causes that effect classroom instruction, are reflective of the data analyzed and are widely

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present across the student population resulting in low proficiency in core subject areas across grade levels. The low proficiency levels resulted in Montessori Academy falling in the state's bottom five percent and receiving "Priority School" designation.

***** See Operational Flexibility Assurance - Attachment 1: Montessori Academy Transformation Plan with Tables.

The quality review data and conclusions provided by external evaluators and staff, along with student achievement data mentioned throughout this plan, were the driving factors in selecting balanced literacy as the instructional program. Balanced literacy is research-based, aligned from grade-to-grade as well as with Common Core State Standards. The rationale for selecting balanced literacy is supported by numerous research studies. In a four-year study of schools implementing components of a balanced literacy program, in year one of implementation, student learning increased by 15%. An additional increase of 28% occurred in the second year of implementation. ("Assessing the Value-Added Effects of Literacy Collaborative Professional Development on Student Learning." 2008) In a 2009 study of balanced literacy classrooms by Biancarosa, Bryk, and Dexter, the rate of student growth increased by 18% in year one. In the second and third years, the increase in growth was measured at 29% and 38%, respectively.

The sequence of primary instructional programming strategies related to the big ideas are included in tables D1, D2 and D3. To ensure alignment with the additional MDE Career and College Readiness Standards (CCR) the reform team evaluated each strategy and its connection to the four CCR standards: 1) use technology and tools strategically in learning and communicating, 2) use argument and reasoning to do research, construct arguments, and critique the reasoning of others, 3) communicate and collaborate effectively with a variety of audiences, and 4) solve problems, construct explanations and design solutions.

Three-Year Sequence for Improving Instruction

The following tables delineate the instructional programming sequence for the next three school years and how they relate to increasing reading achievement and improving classroom management, research-based strategies, timeline, resources, and staff responsible.

***** See Operational Flexibility Assurance - Attachment 1: Montessori Academy Transformation Plan with Tables.

Aligning instruction strategies across the grade levels is met through district- and school-level Professional Learning Communities (PLCs). Monthly meetings will provide opportunities for collaboration, professional development, and dialogue around student data and expectations. Multi-grade PLCs will support vertical alignment in each content area.

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 at Montessori Academy will be proficient in reading and social studies.

Measurable Objective 1:

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A 30% increase of All Students will demonstrate a proficiency reading and social studies grade level CCSS in English Language Arts by 06/20/2014 as measured by Local Data, MAP, and MEAP.

Strategy1:

Guided Reading - Staff will implement the use of guided reading to increase the narrative, vocabulary, and informational reading abilities of all students.

Research Cited: The Morning meeting Book by Roxann Krete, 2002, Northeast Foundation for Children, Inc., Turners fall, MA

The continuum of Literacy Learning by Irene C. fountas and Gay Su Pinnell, second Edition, 2008, heinemann, Portsmouth, NH

What works in schoolsby Robert Marzano, 2003, ASCD, Alexandria, VA

Activity - Title 1 reading support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will model the process involved to engage students in guided reading including pre-reading, during reading, and post-reading	Academic Support Program	09/01/2013	06/01/2014	\$500 - Title I Part A	Certified staff, building administrator, Title 1 leveled Literacy Interventionist, support staff.

Strategy2:

Readers Workshop - Montessori Academy will use instructional planning and practice is designed around the needs, interests and aptitude of the individual students. The results is a curriculum that allows students to derive meaning from all of their educational experiences. There is a strong belief in the school that all students can succeed. This is demonstrated both in the expanded use at both the school or program and classroom levels of a variety of best practices designed to meet the defferentiated needs of individual learners. Technology is a key component of instructional practice to prepare students who are, college and career ready in reading, writing, speaking, listening and language.

Research Cited: MAP, F&P, and MEAP data from provious and current years. Teacher observation. Formative assessment.

Activity - Literacy Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Support personel trained in the implemention and knowledge of literacy interventions, focusing on small groups, differentiated instruction and reading.	Academic Support Program	09/01/2013	06/01/2014	\$14000 - Title I Part A	Certified staff, building administrator, Title 1 leveled literacy interventionist, support staff

Goal 2:

All students will increase their F&P reading level at rates appropriate to their grade level.

Measurable Objective 1:

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A 35% increase of All Students will demonstrate a proficiency in reading and writing in English Language Arts by 06/01/2014 as measured by Fountas and Pinnel as well as MAP(NWEA).

Strategy1:

Balanced Literacy - Montessori will implement research based extended day, summer school, compass learning, Literacy support personnel, training paraprofessionals, guided reading writers workshops, readers workshop, writers workshop, response writing,

Research Cited: MAP, F&P, and MEAP data from previous and current years. Teacher observation. Formative assessments.

Activity - Extended Day	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will engage in differential instruction to improve skills in reading comprehension, retelling, response to writing and reading. All students in all grades will be given the opportunity to participate in extended day activities.	Academic Support Program	09/01/2013	06/01/2014	\$31000 - Title I Part A	Certified staff, building administrator, support staff.

Narrative:

The Principal expects that teachers and staff will demonstrate proficiency in utilizing data to drive decision making. Specifically, teachers and staff will exhibit capacity to 1) review multiple measures of data; 2) identify strengths and weaknesses; 3) determine underlying causes; 4) identify commonalities; and 5) pinpoint focus areas.

Individual student data is the foundation for driving instruction at Montessori Academy. A centralized data wall which displays individual student data including proficiency levels will continue to be maintained by the Teaching and Learning Facilitator. Formative, interim and summative data will be gathered and analyzed monthly by teachers at each grade level, as well as with the literacy interventionists and literacy support staff. Data analysis will occur during staff meetings and PLC time. Students will be tiered and interventions planned according to the most recent data gathered each month. In addition to utilizing the data for core lesson planning, enrichment planning and intervention planning, staff will utilize the data to inform delivery effectiveness. Staff will analyze class and school data for instructional program effectiveness. The following chart outlines the school's plan to continually use data.

***** See Operational Flexibility Assurance - Attachment 1: Montessori Academy Transformation Plan with Tables.

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.

The Principal and School Reform Team will redesign the use of the current school schedule. An initial time study determined that significant instructional time could be added to the school day by modifying class schedules and decreasing transition time between periods. As a result, time for core subjects and enrichment will be increased for lower elementary (1st through 3rd grade), upper elementary (4th through 6th grade) and adolescent (7th and 8th grade) students. The following table indicates the amount of instructional time to be added in a year.

***** See Operational Flexibility Assurance - Attachment 1: Montessori Academy Transformation Plan with Tables.

This increased learning time will happen by

1. Beginning instruction earlier by decreasing breakfast time at the beginning of the day
2. Ending instruction later by decreasing locker and dismissal procedure time at the end of the day
3. Decreasing bathroom and morning procedural time
4. Decreasing transition times such as classroom to recess, recess to class, lunch to class, and class to lunch

The rationale that supports how these changes will lead to increased student achievement entails making full use of the available student day. Staff members recognize that merely increasing the amount of instructional time will not lead to increased student achievement unless the instructional time is efficient and instruction is effective. The time that will be added as a result of redesigning the current school day as well as the current allocated instructional time will include best practice strategies such as student interventions, tutoring, and differentiation with a significant focus on reading. As a result, instructional time will be optimized which will lead to an increase in academic achievement. (Source: The Case for Improving and Expanding Time in School: A Review of Key Research and Practice, National Center on Time and Learning, April, 2012.)

The team will also provide additional enrichment activities such as using Montessori materials, cross-curricular based project-based learning, field trips, resident artists, poetry, music, dance, fine arts, technology, media, and health. Any additional enrichment activities will link to state standards and help reinforce learning in academic areas.

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"Professional learning communities have been embraced by educational organizations as a strategy that enables administrators and teachers, through collaboration and peer learning, to analyze challenges and come up with context-specific to improve student achievement." (Learning to Improve: Professional Learning Communities at Breakthrough, Breakthrough Collaborative, May 2012.)

Professional learning at Montessori Academy has been limited despite a high need for collaboration. Montessori Academy will increase professional learning by adding 2 hours per month or a total of 18 hours to the school year for common grade-level professional learning time.

Professional learning topics will be related to increasing student reading achievement and improving culture and climate. Examples may include utilizing reading data to tier students, establishing academic and/or behavioral interventions based on tiers, and reviewing student work as a means of assessing validity of practices. This increase in professional learning time will assist teachers and staff in improving effectiveness with the goal of improving student achievement.

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.

Montessori Academy uses several strategies to engage families and community members in the reform efforts. One of which is employing a Family Coach to implement strategies and supportive services for engaging parents and the community with the school.

Principal, teachers and the Family Coach work collaboratively to engage parents and families on a continual basis. The Family Coach serves as a liaison between the school and home. Hence, teachers and school staff serve as an integral part in parent and community engagement. Although the Family coach is often named as the responsible person in Table E1, teachers and other school personnel are actively involved in each of the strategies below.

***** See Operational Flexibility Assurance - Attachment 1: Montessori Academy Transformation Plan with Tables.

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.

Montessori Academy will be given operational flexibility in the areas of time, budget, professional development, staffing, facilities, and programming. The Collective Bargaining Agreement Memorandum of Understanding provides the Principal with flexibility that otherwise would not be allowed under the union contract. (See MOU/Collective Bargaining Unit Attachment)

Once building allocations are determined, the Principal and the School Improvement Team have the flexibility to determine and submit a budget for the use of Title I funds which is aligned with their School Improvement Plan and Title I School-wide Diagnostic.

***** See Operational Flexibility Assurance - Attachment 1: Montessori Academy Transformation Plan with Tables.

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.

BHAS is committed to providing ongoing, intensive professional development and technical assistance from key external constituents including but not limited to Berrien RESA, Michigan Department of Education, Michigan State University, and other external partners. Financial resources will continue to be set aside to provide this critical support.

The central office contact person is Tracy Williams, Assistant Superintendent of Curriculum and Instruction. The Assistant Superintendent will be responsible for monitoring and supporting Montessori Academy.

In addition to the partners and support provided in Table F2, the Principal and the Assistant Superintendent will identify content experts to facilitate planning in reading which will align with the Common Core State Standards. Content experts will be used to facilitate planning during professional development sessions and common planning times.

***** See Operational Flexibility Assurance - Attachment 1: Montessori Academy Transformation Plan with Tables.

The Assistant Superintendent will ensure that the Principal and staff participate in workshops related to the transformation of Montessori

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Academy. Release time will be provided for staff to attend workshops and/or conferences directly related to priority schools as well as professional learning opportunities that support the two big ideas stated in this plan.

Montessori Academy –Transformation Plan with Tables

November 21, 2013

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.

The following individuals were actively involved in the development of this reform/redesign plan for Montessori Academy.

<u>Name</u>	<u>Title or Role</u>	<u>Email Contact Information</u>
Cynthia Jack	Principal	cynthia.jack@bhas.org
Jennifer Robinson	Literacy Teaching & Learning Facilitator	jennifer.robinson@bhas.org
Tim Robinson	Teaching & Learning Facilitator	tim.robinson@bhas.org
Sylvia Wilson	Teacher	sylvia.wilson@bhas.org
Tracy Williams	Assistant Superintendent	tracy.williams@bhas.org
Carrie Brunsting	Coordinator, Assessment	carrie.brunsting@bhas.org
Becky Meier	School Improvement Facilitator	becky.meier@berrienresa.org
Cheryl Spencer	Intervention Specialist	spenc284@msu.edu

PART B: TEACHING AND LEARNING PRIORITIES

1. 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. (These should come from the data dialogue that initiates your planning efforts.)
2. State what data were used to identify these ideas.

Based on student achievement data and perception data through data dialogue, the reform team has concluded that the two big ideas will be as follows: 1) improve reading student achievement and 2) create a culture conducive to effective teaching and learning.

Big Idea 1: Reading

The reform team used three sources of achievement data including Fountas & Pinnell (F&P), Measures of Academic Progress (MAP) and MEAP to identify reading as the first big idea. As indicated in Table B1, 56% of students are reading below grade level as measured by F&P. According to MAP, 90% of students are reading below the national mean RIT score.

Table B1: Reading Achievement by Grade Level – Spring 2013						
Grade	Fountas & Pinnell (F&P)			Measures of Academic Progress (MAP)		
	Number of Students Tested	Below Grade Level Expectations		Number of Students Tested	Below Mean RIT Grade Level Expectations	
		Number	Percent		Number	Percent
1	37	25	62%	43	39	91%
2	45	19	42%	48	45	94%
3	38	21	55%	39	37	95%
4	35	13	37%	36	32	89%
5	31	25	81%	34	32	94%
6	33	13	39%	35	29	83%
7	28	21	75%	47	42	89%
8	18	14	78%	29	24	83%
Total	265	149	56%	311	280	90%

MEAP reading achievement data show similar results where 50% to 81% of students are not proficient. Additionally, very few students attending Montessori Academy scored at the advanced level.

Table B2: MEAP Reading Achievement Levels by Grade Level – Fall 2012						
Grade	Number Assessed	Percent of Students Scoring				Total Percent of Students Not Proficient
		Advanced (Level 1)	Proficient (Level 2)	Partially Proficient (Level 3)	Not Proficient (Level 4)	
3	42	0%	50%	29%	21%	50%
4	35	0%	29%	43%	29%	72%
5	36	0%	28%	42%	31%	72%
6	34	6%	24%	29%	41%	71%
7	43	0%	19%	37%	44%	81%
8	29	3%	41%	28%	28%	55%

Therefore, the reform team concluded that reading should be the number one transformation priority. Through research and analysis, staff determined that implementing the balanced literacy workshop model would increase student reading achievement because of the focus on individualized student learning.

Big Idea 2: Culture and Climate

Student behavior data was used to identify the big idea of improving culture and climate. In spring 2013, a needs assessment was conducted whereby staff completed surveys about students attending Montessori Academy. Results indicated: 174 or 35% of students exhibited atypical behavior or attendance including anger management, depressed or withdrawn, a significant change in behavior, history of discipline problems, expulsion or multiple suspensions, excessive absences, and/or excessive tardiness; and 51 or 15% of students have a family history including parent(s) lacking a high school diploma, family illiteracy, incarceration and/or substance abuse. The high number and percent of students exhibiting the above traits along with 2012-2013 student behavior data of one expulsion, 173 suspensions and 507 discipline referrals are affecting culture and climate. Of the 507 discipline referrals, 399 or 79% took place in the classroom. Research states that “the extent to which the student culture values academic success or willingly complies with school rules, will affect their achievement.” (Patterson, Purkey & Parker).

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 one of the following actions: (a) a new principal has been hired that meets all five turnaround competencies, (b) the current principal meets all five 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. (Must be completed by the Superintendent/Central Office).

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. (Must be completed by the Superintendent/Central Office).

The district recognizes the need for a highly skilled school leader who will make organizational and instructional changes in a time-compressed period that will result in improved academic achievement. Therefore, the district will be hiring a principal with turnaround competencies prior to the end of the planning year. The Assistant Superintendent, supported by Human Resources, will be responsible for hiring the new principal. The hiring process will begin immediately, with intentional and targeted recruitment.

The determination of the new principal will be based on knowledge, skills, background and turnaround competencies including but not limited to 1) identifying and focusing on early wins and big pay-offs, 2) breaking organizational norms, 3) acting quickly in a fast cycle, 4) collecting and analyzing data, and 5) galvanizing staff around the big ideas including but not limited to reading and climate.

The Assistant Superintendent will conduct in-depth interviews utilizing instruments provided through the School Turnaround Learning Community (STLC), an initiative launched by the U.S. Department of Education, when interviewing principal candidates. These tools will aid in the examination of whether the candidates have the skills to lead a transformation effort. A key step during and after the interviews will be to carefully scrutinize the abilities of each candidate. The overall guiding question will be whether the potential leader has the knowledge, skills, background and competencies to take actions that will lead to significant organizational improvement that, in turn, lead to substantial and sustainable achievement results for students. A track record of transformation or clear potential to successfully lead a transformation along with tangible evidence that the candidate has the skills necessary to initiate dramatic change will be the basis for assuring that the principal is competent and the right person for this change agent position at Montessori Academy.

Increasing leadership capacity at Montessori Academy is a focus for central administration leadership especially as it relates to literacy and student achievement. For example, the Assistant Superintendent of Curriculum and Instruction will assist the Principal in 1) identifying elements of high quality literacy instruction, 2) observing

literacy instruction and providing feedback to staff in order to improve literacy instruction, and 3) monitoring effectiveness.

In addition, the Principal provides teachers and support staff with multiple opportunities to participate on various leadership teams such as school improvement, assessment and school reform. In addition, select teachers are provided school- and district-level opportunities to lead professional development in their area of expertise. Teachers are expected to develop individualized professional development plans in order to meet their instructional needs and cultivate leadership skills. Professional development opportunities are offered to teachers to support these individualized plans.

As part of the teacher evaluation process, teachers are recognized for participating in leadership and professional learning if they actively pursue opportunities to improve knowledge and practice, share knowledge with colleagues, take initiative in setting priorities, solve problems, interact with all stakeholders, and collaborate with others on initiatives. Based on evaluation results and observations, the Superintendent and Assistant Superintendent identify staff and discuss opportunities to apply for leadership positions.

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.

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

Benton Harbor Area Schools has recently implemented rigorous, transparent and equitable evaluation systems for teachers and principals. The system assesses teachers in four areas: 1) purposeful planning, 2) classroom culture, 3) effective instruction, and 4) professional leadership. Leaders are assessed in four areas: 1) improving student outcomes, 2) developing teacher effectiveness – teacher retention and development, 3) developing teacher effectiveness – instructional leadership, and 4) building individuals and the community.

Collaborative Process

Between March and June 2011, Benton Harbor Area Schools partnered with external consultants to begin a collaborative process between teachers, principals and district administration to create teacher and administrator evaluation plans. The Benton Harbor Education Association Bargaining Unit and Administrators Bargaining Unit nominated teams including the union President, other officers and members to develop the evaluation rubric. Each team met four times and discussed planning, classroom culture, instruction, and leadership.

Various models were considered, with the final version being a compilation of the Charlotte Danielson rubric and the work undertaken by Cambridge Education in partnership with Hillsborough County, Florida. The final evaluation model was selected because it:

- Supports ongoing and cumulative observations of teaching and learning throughout the year, rather than two or three isolated observations;
- Demands analyses of a broad range of features which includes purposeful planning, classroom culture, effective instruction and professional leadership;
- Capitalizes on Effective Classroom Observation and goal-setting that had already been initiated across the district.

In summer 2011, Michigan law changed and the district continued with finalizing the evaluation process.

Student Growth as a Significant Factor

Student growth is a significant factor in the administrator and teacher evaluation plans as evidenced by the following indicators.

Table C1: Student Growth Component in Teacher Evaluation				
#	Indicator	Relates to Student Growth	Student Growth	
			Significant Factor	Secondary Factor
1.1	Achievement Goals	Develops achievement goals for each student	X	
1.2	Lesson Plans	Develops lesson plans that progress toward mastery		X
1.3	Curriculum Plans	Plans units based on goals	X	
1.4	Meaningful Work	Designs activities that engage students		X
2.1	Positive Interactions	Creates an environment of respect and rapport		X
2.2	High Expectations	Communicates expectations to students	X	
2.3	Inviting Space	Creates space that invites serious academic work		X
2.4	Assertive Authority	Addresses behavior so that it does not impact student learning		X
2.5	Reinforces the Positive	Reinforces positive behavior		X
2.6	Classroom Procedures	Develops procedures which maximizes instructional time		X
3.1	Focus Students on Learning Targets	Develops students' understanding of objectives	X	
3.2	Engagement	Engages students		X
3.3	Maximizing Instructional Time	Maximizes instructional time		X
3.4	Introducing Content	Meets the needs of all learners	X	
3.5	Rigor	Responds to students by probing for a high level of understanding	X	
3.6	Reaching All Learners	Differentiates instruction	X	
3.7	Checking for Understanding	Checks for understanding and modifies teaching accordingly	X	
3.8	Tracking Student Mastery	Records student progress	X	
3.9	Modifies Instruction	Modifies instruction based on data	X	
4.4	Professional Development	Leads professional development resulting in student growth		X
4.6	Parent Relationships	Provides data on student improvement		X

For teachers, ten of the 25 indicators or 40% are significant factors related to student growth. Twelve indicators are secondary factors related to student growth. As a result, 22 of 25 or 88% of the indicators are related to student growth. Three indicators are not related to student growth.

See Attachment 2a: Teacher and Leader Evaluation Processes (Teacher Effectiveness Rubric).

Table C2: Student Growth Component in the Principal Evaluation				
#	Indicator	Relates to Student Growth	Student Growth	
			Significant Factor	Secondary Factor
1.1	Academic Results	Improves student achievement on multiple indicators	X	
1.2	Student Growth	Monitors student growth through MAP	X	
1.3	Student Growth	Monitors student growth through other formative assessment	X	
1.4	Student Attendance	Tracks student attendance rate		X
1.5	Teacher Attendance	Tracks teacher attendance rate		X
1.6	Student Suspensions	Monitors suspensions		X
2a.1	Teacher Capacity Building	Develops and retains teachers whose students make at least two grade levels of growth	X	
2a.2	Teacher Evaluation	Evaluates teacher quality as measured by increased student outcomes	X	
2a.3	Professional Development	Plans professional development which results in significant growth in learning	X	
2b.a	Mission and Vision	Communicates a mission which impacts planned improvement	X	
2b.2	Classroom Observations	Observes teachers and provides feedback which results in high standards of practice and student achievement	X	
2b.3	Teacher Collaboration	Collaborates with teachers about student achievement	X	
2b.4	Data Analysis	Analyzes data on student achievement	X	
3.1	Developing Climate	Fosters academic achievement		X
3.4	Keeping Parents Well-Informed	Provides data on student improvement goals	X	
3.5	Helping Parents to Help Their Children	Engages parents in student learning		X
3.6	Creating Partnerships to Support Learning and Development	Develops partnerships which result in gains in achievement	X	

For the leader/principal, 12 of the 22 or 55% of the indicators are significant factors related to student growth. Five indicators are secondary factors related to student growth resulting in 17 of 22 or 77% related to student growth. Five indicators are not directly related to student growth.

See Attachment 2b: Teacher and Leader Evaluation Processes (Administrator Effectiveness Rubric).

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 (outlined in requirement #6). (Must be completed by the Superintendent/Central Office)

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. (Must be completed by the Superintendent/Central Office)

In collaboration with staff, the reform team identified several strategies to identify and reward school leaders, teachers and other staff members who positively contribute to increasing reading student achievement and improving school culture and climate.

Indicator 3A: Strategies to Identify and Reward Staff

Table C3: Strategies to Identify and Reward Staff				
Strategy Type	Strategy	Target	Person(s) Responsible	Timeline
Identification	Review teacher and staff evaluations to identify individuals contributing to increasing reading student achievement	Teachers; Other Staff; Principal	Assistant Superintendent; Principal	May 2014; Ongoing
Identification	Provide staff, students and parents with opportunities to nominate staff who have positively improved the school culture and climate	Teachers; Other Staff; Principal	Principal	March 2014; Ongoing
Reward	Place letter of recognition in employee's file	Teachers; Other Staff; Principal	Assistant Superintendent; Principal	August 2014; Yearly
Reward	Recognize teacher and/or principal at board meetings, on school marquee, district newsletter and/or website	Teachers; Other Staff; Principal	Assistant Superintendent; Principal	April 2014; Ongoing
Reward	Provide on-the-job learning opportunities with peers and experts linked to student needs and standards	Teachers	Principal; Teaching and Learning Facilitator	September 2014
Reward	Offer additional collaborative professional planning time	Teachers; Other Staff	Principal	April 2014; Monthly
Reward	Offer additional professional development opportunities such as conferences and class visits	Teachers; Other Staff	Principal	November 2014

Indicator 3B – Removal

Leaders/Administrators (Principal):

1. The building administrator will annually identify 3 professional goals and 3 academic achievement goals for improvement as part of the administrator evaluation process. In addition to goal setting the principal will monitor progress at least 3 times per year with the Superintendent/Assistant Superintendent.
2. When the building administrator has been identified as “ineffective” or “needing improvement” based on the administrator rubric for evaluation, he/she will be put on a Plan for Improvement. The Plan of Improvement will be based on specific areas of improvement identified through data analysis by the principal and the Superintendent or Assistant Superintendent. Plans for Improvement allow for individualization based on specific building needs. Plans will include goals for improving student achievement as well as strategies and criteria for success.
3. Improvement Plans will be supported by providing job-embedded professional development and instructional leadership coaching. Leadership coaching and feedback will be provided by the Superintendent/Assistant Superintendent.
4. The Assistant Superintendent will monitor principal progress throughout the school year through observations and feedback sessions, walkthroughs, and data discussions.
5. If the Principal meets the identified professional goals and student achievement goals in the improvement plan as well as being identified as “effective” or “highly effective,” she will be rewarded.
6. If the Principal does not meet the goals outlined in the Plan for Improvement or the five competencies required by the MDE Reform Office, she shall be dismissed. Section 1229 of the School Code specifies the timeline for non-renewing an administrator contract. This is the responsibility of the Assistant Superintendent or Superintendent.

Teachers:

1. Teachers identified as “ineffective” or “needs improvement” will be placed on a Plan for Improvement. The Plan for Improvement allows for individualization based on specific areas of improvement identified through data collection and analysis by administration and the teacher. Plans will include goals for improving student achievement as well as strategies and criteria for success.
2. Plans will supported by providing job-embedded professional development and instructional coaching, using the Effective Classroom Observation model. Instructional coaching and feedback will be provided by the building administrator and/or Teaching and Learning Facilitator.
3. The administrator will monitor teacher progress throughout the school year through observations and feedback sessions, walkthroughs, and data discussions.
4. Teachers meeting student achievement goals in the improvement plan as well as being identified as “effective” or “highly effective,” will be rewarded.
5. Teachers not meeting goals outlined in the Plan for Improvement shall be dismissed based on the evaluation. Human Resources in collaboration with the Assistant Superintendent or Superintendent along with the recommendation from the School Principal may recommend non-renewal of non-tenured teachers, giving notification at least 60 days prior to the end of the school year. They may also recommend the dismissal of tenured teachers after two years of ineffective ratings.

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 at least one of the “Big Ideas” (see Part B), (b) is on-going/offer repeated opportunities with a common focus, (c) be high quality(see key terms below), (d) be job-embedded (see key terms below), (e) align to the instructional program described in requirement #6, and (f) include a process for assessing the impact of and adjusting professional learning on instructional practices. **(Strategies or activities can be selected and imported from your School Improvement Plan and/or write a narrative)**

****Key Terms:**

“High quality” professional learning must have ALL the following: expectations for using PD in the classroom, opportunities to receive individualized feedback, and a structure to provide support based on teacher needs. “Job embedded” professional learning must have ALL the following: consist of teachers analyzing students’ learning and finding solutions to immediate problems of practice, is grounded in day-to-day practice, and is instructionally aligned to the instructional program described in requirement #6

High-quality, job-embedded professional learning aligned to the school’s comprehensive instructional plan will be offered to staff in order to implement school reform strategies and facilitate effective teaching and learning. The focus for all job-embedded professional development will be aligned to the two big ideas referenced in this plan to facilitate effective teaching and learning. This continuous job-embedded professional development will be connected to challenges teachers experience in their classroom and purposefully integrated into the workday and relationships of colleagues. Professional Development will be differentiated, and individualized professional learning paths will be created for each teacher based on individual needs. Research shows that “through this approach, collective responsibility and shared leadership for improved professional and student learning can be achieved.” (Darling- Hammond, Wei, Andree, Richardson, & Orphanos, 2009; Desimone, Porter, Garet, Yoon, & Birman, 2002; Putnam & Borko, 2000)

Table C4: Plan for Professional Development

Focus	Relates to Big Idea(s)	Timeline	Relates to Instructional Program	Potential Providers/ Resources	Staff Person(s) Responsible
Balanced Literacy	1	January 2014; Ongoing	Workshop Model for Instruction	Teachers College Reading and Writing Project	Principal; Teaching & Learning Facilitator; Literacy TLF; Leveled Literacy Interventionist
Common Core State Standards	1	September 2014; Ongoing	Workshop Model for Instruction	Berrien RESA; Michigan LearnPort; MDE	Principal; Teaching & Learning Facilitator
Data Driven Decision Making: Collection, Analysis, Utilization and Planning	1	Beginning January 2014; Twice a Month	All Areas	Berrien RESA; Successline Inc.; MIExcel	Teaching and Learning Facilitator; Principal
Adaptive Schools	1,2	February 2014; Ongoing	Workshop Model; Professional Learning Communities	Encompass Consulting; Thinking Collaborative	Assistant Superintendent; Principal
Cognitive Coaching	2	Monthly	Professional Learning Communities	Encompass Consulting; Thinking Collaborative	Assistant Superintendent; Principal
Self-Directed Learning	1, 2	November 2014	Workshop Model of Instruction	TLR Consultants	Principal

Table C4: Plan for Professional Development					
Focus	Relates to Big Idea(s)	Timeline	Relates to Instructional Program	Potential Providers/Resources	Staff Person(s) Responsible
Student Achievement Framework	1, 2	January 2014, Monthly	Instructional Learning Cycle	Berrien RESA	Berrien RESA School Improvement Facilitator; SAF Team
Conservation, Help, Activity, Movement, Participation, Success (CHAMPS)	2	January 2014, Monthly	Culture and Climate	Berrien RESA	Berrien RESA School Improvement Facilitator

Individualized professional learning paths will be supported through job-embedded professional development provided by the building Teaching and Learning Facilitator, as well as through external partners. Individual feedback sessions will be conducted after observation/support is provided to teachers. The Teaching and Learning Facilitator will be responsible for convening meetings bi-weekly to discuss job-embedded professional development activities and assess the impact of activities on change in teacher practice and student learning. The assessment will involve 1) teacher/classroom observation, 2) teacher feedback, 3) analysis of student learning, 4) student feedback, 5) student engagement and 6) academic achievement. Assessment results will be used to modify professional learning.

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. (Must be completed by the Superintendent/Central Office)

District staff members recognize the importance of identifying student needs, recruiting, hiring and/or assigning and retaining highly qualified staff with skills necessary to meet student needs and increase academic achievement. When open positions arise, the Principal has the autonomy to interview, select and assign staff. Any teacher requesting a transfer from another school within the district requires Principal approval prior to reassignment.

Identification of Student Needs and Hiring/Assignment

The Principal along with the School Improvement Team have identified literacy and social/emotional intervention as the top two areas of student needs. Pending funding availability, the Principal will hire and/or assign teachers and staff that directly support the identified needs. Due to the gap in literacy instruction and student proficiency levels, in summer 2013, the Assistant Superintendent hired a Literacy Teaching and Learning Facilitator to focus on improving literacy instruction. This position supports Montessori Academy, along with four other buildings.

Recruitment

Strategies designed to recruit staff include: 1) sending district representatives to college career fairs where they discuss the student demographics and the needs of students attending Montessori Academy with candidates; 2) forming partnerships with colleges and universities; 3) hosting a district open-house for prospective new hires; 4) utilizing various media outlets to inform potential teachers about job opportunities; and 5) evaluating the hiring process.

Retention

Strategies designed to retain staff to meet the needs of students at Montessori Academy at Henry C Morton include: 1) professional development workshops in areas of new teacher orientation (veteran teachers are invited to attend), instructional practices, content-specific strategies, and data-driven instruction; 2) individualized job-embedded professional development provided by teaching and learning facilitators and external consultants who work with teachers in the classroom during instruction; 3) teacher-to-teacher mentoring to provide personal and professional growth support; 4) flexible working conditions by allowing for modified team teaching based on subject area strengths; 5) research offering continued credits for professional development workshops; and 6) classroom visitations to observe topics such as instructional practices, classroom design, curriculum implementation, student engagement, assessment tools, culture and climate, and technology.

Strategy	Person(s) Responsible	Timeline	Monitoring	Potential Resources
New Teacher Orientation – Grading and Curriculum Resources	Assistant Superintendent; Principal	August - October 2014	Agendas; sign in sheets; participant evaluations	Highly Effective Teachers; Technology Staff
New Teacher Release Time for Job Shadowing	Assistant Superintendent; Principal	November 2014; Ongoing	Observation notes	Highly Effective Teachers
New Teacher Orientation – Classroom Management	Assistant Superintendent; Principal	August 2014	Agendas; sign in sheets; participant evaluations	Berrien RESA
New Teacher Orientation – Supporting Special Education Students	Assistant Superintendent; Special Education Supervisors	January 2015	Agendas; sign in sheets; participant evaluations	Berrien RESA
Teacher Classroom Observations with Feedback	Principal; Teaching and Learning Facilitator	January 2014; Ongoing Throughout the Year	ECO notes	ECO (Effective Classroom Observation)
Administrator Job-Embedded Professional Development	Assistant Superintendent; Principal	January 2014; Ongoing Throughout the Year	Weekly Logs	External Consultants; Reference Materials
Teacher Job-Embedded Professional Development	Principal; Teaching and Learning Facilitator	January 2014; Ongoing Throughout the Year	Weekly Logs	External Consultants
Teacher-to-teacher Mentoring	Assistant Superintendent; Principal	September 2014; Ongoing Throughout the Year	Research evidence	Highly Effective Teachers

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 school designation, (b) links the instructional program to disaggregated data by subject, grade level, and subgroups, (c) identifies and prioritizes underlying causes of low student performance, and describes a three-year sequence for improving instruction in all content areas related to priority school designation. **(Strategies or activities can be selected and imported from your School Improvement Plan and/or write a narrative)**

Indicator 6B: In your response, describe your instructional program. The school’s instructional program must: (a) reflect at least one “Big Idea”, (b) include specific teaching and learning strategies for building-wide implementation (see key terms), (c) align with career & college ready standards, (d) align from one grade level to the next, (e) be based on research (see key terms), and (f) identifies timelines, resources, and staff responsible for implementation of the instructional program. **(Strategies or activities can be selected and imported from your School Improvement Plan and/or write a narrative)**

Key Terms:

Underlying causes - are factors that explain why the school’s achievement is low enough to have placed it in the state’s bottom 5 percent. These causes must be:

- 1) relevant to classroom instruction,
- 2) reflective of the data that was analyzed, and
- 3) widely present across low-performing groups, so that changing them could credibly raise student achievement

Sequencing means not all content areas responsible for the priority school designation need to be addressed in the first year of implementation, but do need to be addressed in the scope of the plan.

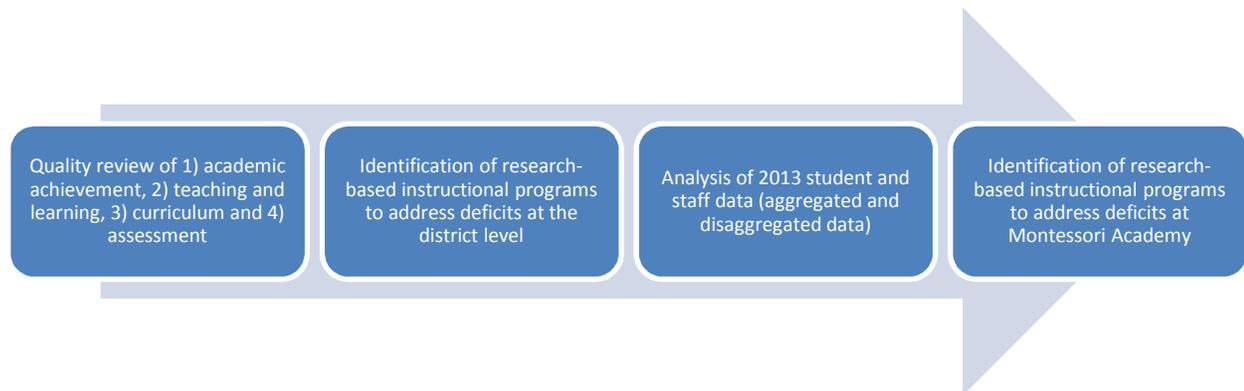
Key Terms:

An **instructional program** is a set of materials and activities that address components listed under 6B.

Teaching and learning strategies should specify key teacher practices expected to be implemented (may include classroom strategies, professional learning routines, etc.)

Research criteria is satisfied if a citation(s) is provided.

The process of selecting a research-based instructional program for Montessori Academy has evolved and is detailed below. During this diagnostic process, staff evaluated multiple data sources including aggregated and disaggregated MEAP, MAP, and Fountas and Pinnell data by subject, grade level and sub-group. Based on data, staff believe that the underlying causes of low student performance are 1) inconsistencies in teaching, 2) discrepancies with literacy program implementation, 3) gaps in curriculum delivery, 4) truancy, and 5) irregularities in classroom management. These causes that effect classroom instruction, are reflective of the data analyzed and are widely present across the student population resulting in low proficiency in core subject areas across grade levels. The low proficiency levels resulted in Montessori Academy falling in the state’s bottom five percent and receiving “Priority School” designation.



The quality review data and conclusions provided by external evaluators and staff, along with student achievement data mentioned throughout this plan, were the driving factors in selecting balanced literacy as the instructional program. Balanced literacy is research-based, aligned from grade-to-grade as well as with Common Core State Standards. The rationale for selecting balanced literacy is supported by numerous research studies. In a four-year study of schools implementing components of a balanced literacy program, in year one of implementation, student learning increased by 15%. An additional increase of 28% occurred in the second year of implementation. (“Assessing the Value-Added Effects of Literacy Collaborative Professional Development on Student Learning.” 2008) In a 2009 study of balanced literacy classrooms by Biancarosa, Bryk, and Dexter, the rate of student growth increased by 18% in year one. In the second and third years, the increase in growth was measured at 29% and 38%, respectively.

The sequence of primary instructional programming strategies related to the big ideas are included in tables D1, D2 and D3. To ensure alignment with the additional MDE Career and College Readiness Standards (CCR) the reform team evaluated each strategy and its connection to the four CCR standards: 1) use technology and tools strategically in learning and communicating, 2) use argument and reasoning to do research, construct arguments, and critique the reasoning of others, 3) communicate and collaborate effectively with a variety of audiences, and 4) solve problems, construct explanations and design solutions.

Three-Year Sequence for Improving Instruction

The following tables delineate the instructional programming sequence for the next three school years and how they relate to increasing reading achievement and improving classroom management, research-based strategies, timeline, resources, and staff responsible.

Table D1: Year One – 2014-2015 School Year					
Teaching and Learning Strategy	Relates to Big Idea	Researched-Based	Timeline	Resources	Staff Responsible
Morning Meeting: Workshop Model	1, 2	University of Virginia’s Curry School of Education. The Responsive Classroom Efficacy Study, 2011	January 2014; Weekly	Reference Books	Principal; Teaching and Learning Facilitator
Guided Reading/Book Clubs: Workshop Model	1, 2	French, C. Morgan J., Vanayan, M & White, N. (2001) Balanced Literacy: Implementation & Evaluation. Education Canada, 40 (4), 23	September 2014; Daily	Literacy Teaching & Learning Facilitator; Reference Books; Leveled Libraries	Principal
Leveled Literacy Intervention	1	Fountas & Pinnell, Gay Su, Leveled Literacy Intervention., Heinemann Portsmouth, NH. 2009	January 2014; Weekly	Literacy Support Staff; Leveled Libraries	Leveled Literacy Interventionists
Conservation, Help, Activity, Movement, Participation, Success (CHAMPS)	2	Sprick, Randall, “Champs: A Proactive & Positive Approach to Classroom Management” for grades K-9 (1998)	January 2014; Daily	Berrien RESA	Assistant Superintendent ; Principal
Professional Learning Routine	Relates to Big Idea	Researched-Based	Timeline	Resources	Staff Responsible
Professional Learning Communities	1,2	The Past, Present, and Future of Comprehensive School Reform Geoffrey D. Borman, Ph.D., University of Wisconsin–Madison (2009)	January 2014; Bi-Monthly	Title I Funds	Principal
Instructional Learning Cycle	1, 2	MI Excel, Michigan Department of Education, 2013	October 2014; Ongoing	Berrien RESA	Principal; MSU Intervention Specialist
Common Assessments in Reading	1	Larry Ainsworth & Donald Viegut, Common Formative Assessments: How to Connect Standards-based Instruction and Assessment (Corwin Press, 2006)	January 2015; Ongoing	Oakland ISD Atlas Rubicon; The Reading and Writing Project	Coordinator of Assessment

Table D2: Year Two – 2015-2016					
Teaching and Learning Strategy	Relates to Big Idea	Researched-Based	Timeline	Resources	Staff Responsible
Reading across Math, Science and Social Studies	1	Reading and Writing Across the Curriculum, National Council of Teachers of English, March 2011	September 2015; Ongoing	Literacy Teaching & Learning Facilitator; Reference Books; Leveled Libraries	Principal
Common Assessments in Math	1	Larry Ainsworth & Donald Viegut, Common Formative Assessments: How to Connect Standards-based Instruction and Assessment (Corwin Press, 2006)	January 2016; Ongoing	Oakland ISD Atlas Rubicon	Coordinator of Assessment
Professional Learning Routine	Relates to Big Idea	Researched-Based	Timeline	Resources	Staff Responsible
Co-Teaching	1, 2	Beninghof, Anne M. Co-Teaching That Works: Structures and Strategies for Maximizing Student Learning, January 2012	August 2015	Reference Books	Principal

Table D3: Year Three – 2016-2017					
Teaching and Learning Strategy	Relates to Big Idea	Researched-Based	Timeline	Resources	Staff Responsible
Project-Based Learning Across Content Areas	1	Strobel, J., & van Barneveld, A. (2009). When is PBL more effective? A meta-synthesis of meta-analyses comparing PBL to conventional classrooms. <i>The Interdisciplinary Journal of Problem-Based Learning</i> , 3(1)	September 2016; Ongoing	New Tech Network Project Idea Rubric	Principal
Common Assessments in Science and Social Studies	1	Larry Ainsworth & Donald Viegut, Common Formative Assessments: How to Connect Standards-based Instruction and Assessment (Corwin Press, 2006)	January 2017; Ongoing	Oakland ISD Atlas Rubicon	Coordinator of Assessment

Aligning instruction strategies across the grade levels is met through district- and school-level Professional Learning Communities (PLCs). Monthly meetings will provide opportunities for collaboration, professional development, and dialogue around student data and expectations. Multi-grade PLCs will support vertical alignment in each content area.

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 (see key terms), (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 (see key terms). **(Strategies or activities can be selected and imported from your School Improvement Plan and/or write a narrative)**

The Principal expects that teachers and staff will demonstrate proficiency in utilizing data to drive decision making. Specifically, teachers and staff will exhibit capacity to 1) review multiple measures of data; 2) identify strengths and weaknesses; 3) determine underlying causes; 4) identify commonalities; and 5) pinpoint focus areas.

Individual student data is the foundation for driving instruction at Montessori Academy. A centralized data wall which displays individual student data including proficiency levels will continue to be maintained by the Teaching and Learning Facilitator. Formative, interim and summative data will be gathered and analyzed monthly by teachers at each grade level, as well as with the literacy interventionists and literacy support staff. Data analysis will occur during staff meetings and PLC time. Students will be tiered and interventions planned according to the most recent data gathered each month. In addition to utilizing the data for core lesson planning, enrichment planning and intervention planning, staff will utilize the data to inform delivery effectiveness. Staff will analyze class and school data for instructional program effectiveness. The following chart outlines the school’s plan to continually use data.

Assessment	Type	Timeline	How data will be used as a basis for differentiation of instruction and closing achievement gaps?
Fountas and Pinnell	Formative and Summative	January 2014; Ongoing Three Times a Year	<ul style="list-style-type: none"> Reconfigure student instructional groups Modify reading instruction
MAP	Formative and Summative	January 2014; Ongoing Three Times a Year	<ul style="list-style-type: none"> Revise reading, language and math instruction
MEAP	Summative	October 2014	<ul style="list-style-type: none"> Adjust core content instruction
Smarter Balanced Assessment	Formative; Summative	Spring 2015; Ongoing	<ul style="list-style-type: none"> Amend curriculum, core content instruction and technology instruction
Survey of Enacted Curriculum	Formative; Summative	May 2014; May 2015	<ul style="list-style-type: none"> Modify classroom practice and instructional content
Classroom Observations	Formative	January 2014; Ongoing	<ul style="list-style-type: none"> Offer differentiated teaching professional development to support identified needs Monitor implementation of initiatives and professional learning
Classroom Management Observations	Formative	January 2014; Ongoing	<ul style="list-style-type: none"> Determine strengths, weaknesses, and interventions needed
Student Behavior Data	Formative; Summative	January 2014; Weekly	<ul style="list-style-type: none"> Tier professional learning on highest areas of need Modify instruction to meet identified needs

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: Time for Core Subjects

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: Time for Enrichment

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.

The Principal and School Reform Team will redesign the use of the current school schedule. An initial time study determined that significant instructional time could be added to the school day by modifying class schedules and decreasing transition time between periods. As a result, time for core subjects and enrichment will be increased for lower elementary (1st through 3rd grade), upper elementary (4th through 6th grade) and adolescent (7th and 8th grade) students. The following table indicates the amount of instructional time to be added in a year.

Increased Learning Time (in Minutes) in Core Subjects and Enrichment			
Time for	Lower Elementary	Upper Elementary	Adolescents
Core Subjects	2,880	2,160	1,440
Enrichment	720	540	360
Total	3,600	2,700	1,800

This increased learning time will happen by

1. Beginning instruction earlier by decreasing breakfast time at the beginning of the day
2. Ending instruction later by decreasing locker and dismissal procedure time at the end of the day
3. Decreasing bathroom and morning procedural time
4. Decreasing transition times such as classroom to recess, recess to class, lunch to class, and class to lunch

The rationale that supports how these changes will lead to increased student achievement entails making full use of the available student day. Staff members recognize that merely increasing the amount of instructional time will not lead to increased student achievement unless the instructional time is efficient and instruction is effective. The time that will be added as a result of redesigning the current school day as well as the current allocated instructional time will include best practice strategies such as student interventions, tutoring, and differentiation with a significant focus on reading. As a result, instructional time will be optimized which will lead to an increase in academic achievement. (Source: The Case for Improving and Expanding Time in School: A Review of Key Research and Practice, National Center on Time and Learning, April, 2012.)

The team will also provide additional enrichment activities such as using Montessori materials, cross-curricular based project-based learning, field trips, resident artists, poetry, music, dance, fine arts, technology, media, and health. Any additional enrichment activities will link to state standards and help reinforce learning in academic areas.

Indicator 8C: Time for Professional Learning

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.

"Professional learning communities have been embraced by educational organizations as a strategy that enables administrators and teachers, through collaboration and peer learning, to analyze challenges and come up with context-specific to improve student achievement." (Learning to Improve: Professional Learning Communities at Breakthrough, Breakthrough Collaborative, May 2012.)

Professional learning at Montessori Academy has been limited despite a high need for collaboration. Montessori Academy will increase professional learning by adding 2 hours per month or a total of 18 hours to the school year for common grade-level professional learning time.

Professional learning topics will be related to increasing student reading achievement and improving culture and climate. Examples may include utilizing reading data to tier students, establishing academic and/or behavioral interventions based on tiers, and reviewing student work as a means of assessing validity of practices. This increase in professional learning time will assist teachers and staff in improving effectiveness with the goal of improving student achievement.

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.

Montessori Academy uses several strategies to engage families and community members in the reform efforts. One of which is employing a Family Coach to implement strategies and supportive services for engaging parents and the community with the school.

Principal, teachers and the Family Coach work collaboratively to engage parents and families on a continual basis. The Family Coach serves as a liaison between the school and home. Hence, teachers and school staff serve as an integral part in parent and community engagement. Although the Family coach is often named as the responsible person in Table E1, teachers and other school personnel are actively involved in each of the strategies below.

Table E1: Strategies to Engage Families and Community Members

Strategy	Relates to Big Idea	Timeline	Person(s) Responsible	Target	
				Family	Community
Host parent policy meeting	2	September 2015	Principal; Family Coach	X	
Host open house to explain curriculum, expectations and procedures	1, 2	September 2015	Principal; Teachers	X	X
Provide one-on-one student tutoring in reading through Catch the Dream's S.M.A.R.T. Tutor Program (Community Partners: Whitwam Foundation; Whirlpool Corporation; Lakeland Regional Health System)	1	January 2014; Ongoing Weekly	Coordinator of S.M.A.R.T. Tutor Program; Onsite S.M.A.R.T. Tutor Supervisor; Community Volunteers	X	X
Establish Parent Resource Center	1, 2	February 2014	Coordinator of Parent and Family Engagement; Family Coach	X	
Conversations with teachers and principal regarding student achievement and parental and community involvement	1, 2	January 2014; Ongoing	Family Coach; Teachers; Principal	X	X
Build partnerships with families and staff (Joyce Epstein 6 Typologies to Parental Involvement Model)	1, 2	January 2014; Ongoing	Family Coach	X	
Encourage parents to attend Parent University	1, 2	January 2014; Ongoing	Coordinator of Parent and Family Engagement; Family Coach	X	
Communicate student achievement and behavioral information to students and parents	1, 2	January 2014; Ongoing	Principal; Teachers; Family Coach	X	
Host family academic nights focused on literacy	1	January 2014; Every Other Month	Staff; Principal; Teaching and Learning Facilitator; Family Coach	X	X
Recruit parents to serve on the School Improvement Team	2	May 2014	Principal; Family Coach	X	
Obtain feedback from parents through surveys	2	June 2014; November 2014; Two Times a Year	Principal; Parents	X	
Partner with faith-based organizations and community agencies to obtain donations for instructional materials (Community Partners: First Presbyterian Church; Consortium for Community Development)	2	November 2015	Principal; Family Coach		X

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 the 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). NOTE: To fulfill this requirement, districts must also complete the operational flexibility diagnostic (under the Assurances tab) in ASSIT. This will require uploading either a signed Memorandum of Understanding (MOU) or Executed Addendum and a completed signature page.

Montessori Academy will be given operational flexibility in the areas of time, budget, professional development, staffing, facilities, and programming. The Collective Bargaining Agreement Memorandum of Understanding provides the Principal with flexibility that otherwise would not be allowed under the union contract. (See MOU/Collective Bargaining Unit Attachment)

Once building allocations are determined, the Principal and the School Improvement Team have the flexibility to determine and submit a budget for the use of Title I funds which is aligned with their School Improvement Plan and Title I School-wide Diagnostic.

Table F1: Plan for Operational Flexibility			
Area of Flexibility	Action	Timeline	Person(s) Responsible
Staffing	Evaluate staffing needs and make hiring decisions in collaboration with the Assistant Superintendent according to the CBA MOU (attached)	May 2014	Assistant Superintendent; Principal
Calendar	Determine 2014 summer program schedule	May 2014	Principal
	Research start and end dates for staff/students for 2014-2015 school year	June 2014	Principal
	Create a master schedule for 2014-2015 school year	July 2014	Assistant Superintendent; Principal
	Implement start and end dates for staff/students for 2014-2015 school year based on needs assessment	September 2014	Principal
	Determine professional development needs for 2014-2015	July 2014	Principal
	Modify 2014-2015 professional development calendar based on needs assessment	January 2015	Principal
Time	Complete time study to determine the need for the addition of instructional time	June 2014	Assistant Superintendent; Principal; Instructional Staff
	Research start and end times for staff/students for 2014-2015 school year	March 2014	Principal
	Implement start and end times for staff/students for 2014-2015 school year based on needs assessment	April 2014	Principal
	Determine time for extended day program for 2014-2015	April 2014	Principal

Table F1: Plan for Operational Flexibility			
Area of Flexibility	Action	Timeline	Person(s) Responsible
Budget	Allocate resources from general and supplemental funds based on needs	July 2014	Principal; School Improvement Team; Coordinator of Title Funding
Facilities	Assign rooms to instructional and non-instructional staff	August 2014	Principal

Requirement #11: The school and district will ensure that the school receives ongoing, intensive technical assistance and related support from the district, ISD/RESA, 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. List the central office contact person responsible for monitoring and supporting the school. Also, describe plans to participate in workshops and conferences offered by the ISD/RESA, Michigan Department of Education, and other external partners or organizations.

BHAS is committed to providing ongoing, intensive professional development and technical assistance from key external constituents including but not limited to Berrien RESA, Michigan Department of Education, Michigan State University, and other external partners. Financial resources will continue to be set aside to provide this critical support.

The central office contact person is Tracy Williams, Assistant Superintendent of Curriculum and Instruction. The Assistant Superintendent will be responsible for monitoring and supporting Montessori Academy.

In addition to the partners and support provided in Table F2, the Principal and the Assistant Superintendent will identify content experts to facilitate planning in reading which will align with the Common Core State Standards. Content experts will be used to facilitate planning during professional development sessions and common planning times.

Table F2: Ongoing Assistance and Support				
Partner	Support	Supports Big Idea(s)	Person(s) Responsible	Timeline
School District	Guidance on school operation related to instructional support, financial resources, staffing, information technology, and data needs	1, 2	Assistant Superintendent; Principal	Ongoing
Michigan Department of Education	Priority school technical assistance	1,2	Assistant Superintendent; Principal	Ongoing
	Data dialogues facilitation; ERS Resource Check for the data systems level data dialogue; process development for implementation of Instructional Learning Cycle; technical assistance in the development and implementation of the reform plan; technical assistance in the District Improvement Plan	1, 2	Assistant Superintendent; Principal; MSU Intervention Specialist	Ongoing
Berrien RESA	Professional development activities on areas including school climate, Student Achievement Framework, Bully Prevention, CHAMPs, and subject-specific support	1, 2	Assistant Superintendent; Principal; Berrien RESA School Improvement Facilitator	Ongoing

The Assistant Superintendent will ensure that the Principal and staff participate in workshops related to the transformation of Montessori Academy. Release time will be provided for staff to attend workshops and/or conferences directly related to priority schools as well as professional learning opportunities that support the two big ideas stated in this plan.

Benton Harbor Area Schools



Administrator Effectiveness Rubric 2013/2014

“Quality learning for every student, every day”

I. Overview

II. Effectiveness Rubric

- Domain 1: Improving Student Outcomes
- Domain 2: Developing Teacher Effectiveness
- Domain 3: Applying Leadership Actions

_____, **<administrator’s name>**
_____, **<administrator’s title>**

Evaluated by:

_____, **<administrator’s name>**
_____, **<administrator’s title>**

_____ **<date>**

OVERVIEW

What is the purpose of the Administrator Effectiveness Rubric?

The underlying precept of any evaluation system is that of respect and trust in the professionalism of the individual. With this in mind, the Teacher Effectiveness Rubric was developed for three key purposes:

- **To shine a spotlight on the impact of leadership on teaching and learning:** The rubric is designed to assist the district in its efforts to increase administrator effectiveness in raising achievement for all Benton Harbor students.
- **To provide clear expectations for administrators:** The rubric defines and prioritizes the actions that effective principals must engage in, and their expected outcomes to lead to significant gains in student achievement.
- **To support a fair and transparent evaluation of effectiveness:** The rubric provides the foundation for accurately assessing school leadership along three discrete proficiency ratings, with outcomes and, particularly, student growth data used as the predominant measures.

Who developed the Administrator Effectiveness Rubric?

A representative group of administrators from across the District contributed to the development of the rubric.

What research and evidence support the Administrator Effectiveness Rubric?

At different times during the development of the process, reference was made to numerous sources, including the following;

- Michigan requirements for Administrator and Teacher Evaluation
- Robert Marzano's *Classroom Instruction that Works*
- National Board's *Professional Teaching Standards*
- Teach For America's *Teaching as Leadership Rubric*
- Indiana DoE: *Principal Evaluation Rubrics*
- Washington DC's *IMPACT Performance Assessment*
- Wiggins & McTighe's *Understanding by Design*
- New York DoE: *Leadership Performance and Planning*
- South Carolina: *Principal Procedures and Assurance*
- Mackinac Center: *Principal Evaluation*

How is the Administrator Effectiveness Rubric organized?

The rubric is divided into three domains:

- Domain 1: Improving Student Outcomes
- Domain 2: Developing Teacher Effectiveness
- Domain 2a: Teacher Retention and Development
- Domain 2b: Instructional Leadership
- Domain 3: Building Individuals and the Community

Discrete indicators within each domain target specific areas that effective School Leaders must focus upon.

How are different parts of the framework weighted?

Final details of the scoring system to be applied across phase are still in development.

How is the Administrator Effectiveness Rubric scored?

Final details of the scoring system to be applied across phase are still in development.

How we ensure the effective implementation of the administrator Effectiveness Rubric?

- **Training and Support:** District leaders responsible for the evaluation of administrators will receive rigorous training and ongoing support so that they can make fair and consistent assessments of performance and provide constructive feedback and differentiated support.
- **Accountability:** The differentiation of administrator effectiveness will be a priority for district leaders and one for which they will be held accountable. Even the best evaluation tool will fail if the information it produces is of no consequence.
- **Credible distribution:** If the rubric is implemented effectively, ineffective ratings will not be anomalous, surprising, or without clear justification. The District will closely monitor the performance distribution of teachers, and a vehicle established to declare evaluations invalid if results are inflated.
- **Decision-making:** Results from the administrator evaluation will be fully how administrators are assigned and retained, compensated and advanced, what professional development they receive, and when and how administrators are dismissed

DOMAIN 1: Improving Student Outcomes

The primary characteristic of a highly effective administrator is the improvement of student achievement. All schools, no matter how high or low their current achievement levels have room to become measurably better.

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	Score	Weight	Sub total
1.1	Academic results	Consistent record of improved student achievement on multiple indicators (e.g. AYP) of student success; results greatly exceed performance for comparable schools.	Meets performance goals for student achievement. Overall performance improves, as does the achievement of each subgroup of students. Does not confuse effort with results.	Some evidence of improvement, but insufficient evidence that current steps will create the improvements necessary to achieve student performance goals.	Little to no evidence of improvement; has not taken decisive action in order to improve student achievement.		x 1	
1.2	Student growth on MAP and (or) Explore, Plan, ACT	School-wide growth at the 80 th percentile or above.	School-wide growth between the 50 th and 79 th percentile.	School-wide growth between the 35 th and 49 th percentile.	School-wide growth at the 34 th percentile or below.		x 2	
1.3	Student growth on other measures (e.g. GPA/Credit passing rates)	Most students are on track to make at least <u>two grade levels</u> of growth during the academic year.	Most students are on track to make at least <u>one and a half grade levels</u> of growth during the academic year.	Many students are not making sufficient academic growth. Most are making <u>one grade level</u> of growth during the year	Most or all students are not making sufficient progress. Most are making <u>less than one grade level</u> of growth during the year.		x 2	
1.4	Student attendance	School has average attendance of 95% or greater. All absences are followed up using protocols understood by all stakeholders.	Although attendance may not reach 95%, the consistency with which absences are followed up leads to improvement year on year.	Average attendance is in line with that across the district and, although there might be no clear improvement, there is also no decline. Procedures are not always consistently followed.	Attendance is low in comparison with the District and may be dropping. There are no clearly understood policies or systems or those established are not followed consistently.		x 1	
1.5	Teacher attendance	School has average teacher attendance of 95% or greater. Substitutes are well informed. All absences are followed up using protocols understood by all stakeholders.	Although teacher attendance may not reach 95%, the consistency with which absences are followed up leads to improvement year on year. Most Substitutes have access to high quality planning.	Average teacher attendance is in line with that across the district and, although there might be no clear improvement, there is also no decline. Procedures are not always consistently followed.	Teacher attendance is low in comparison with the District and may be dropping. There are no clearly understood policies or systems or those established are not followed consistently.		x 1	

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	Score	Weight	Sub total
1.6	Student suspensions	Suspensions are low and only take place following clear, consistently understood and applied interventions. The Suspension rate shows a consistent decline year on year.	Suspensions are below district average and only take place following clear, consistently understood and applied interventions. The Suspension rate shows some decline year on year.	Suspensions are broadly in line with district average and there is inconsistency in pre-suspension interventions. The Suspension rate is static or rising.	Suspensions are above district average and there is considerable inconsistency in teachers' use or understanding of pre-suspension interventions. The Suspension rate is rising.		x 1	
Additional achievement indicators for High School administrators								
1.7	Graduation rate	School has a graduation rate of 95% or higher.	School has a non-waiver graduation rate between 85% and 94%.	School has a non-waiver graduation rate between 60% and 84%.	School has a graduation rate of 83% or below.		x 2	
1.8	College matriculation	90% or more graduates enroll in a two or four-year institution, trade school, or technical school.	80% to 89% of graduates enroll in a two or four-year institution, trade school, or technical school.	60% to 79% of graduates enroll in a two or four-year institution, trade school, or technical school.	59% or less of graduates enroll in a two or four-year institution, trade school, or technical school.		x 1	
1.9	College readiness	PSAT average for college bound juniors of 155 or above.	PSAT average for college bound juniors between 140 and 154.	PSAT average for college bound juniors between 120 and 139.	PSAT average for college bound juniors of 119 or below.		x 1	
Domain 1 (1.1 – 1.6)Score								
Domain 1 (1.1 – 1.6) Maximum Possible Score								32
Domain 1 (1.7 – 1.9)Score								
Domain 1 (1.7 – 1.9) Maximum Possible Score								16
Domain 1 (All) Score								
Domain 1 (All) Maximum Possible Score								48

DOMAIN 2: Developing Teacher Effectiveness

Highly effective administrators know that teacher quality is the most important factor impacting on student achievement. Administrators, as leaders of learning, drive this effectiveness through: 1) their role as a 'Teacher Developer', and; 2) in their role in providing strong instructional leadership.

Ultimately, administrators are evaluated by their ability to increase the numbers of teachers rated 'Effective' or 'Highly Effective' based on a system that differentiates evaluations of teachers' performance based on rigorous and equitable definitions of effective teaching and learning.

Indicator	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	Score	Weight	Sub total
Teacher Retention and Development							
2a.1	Teacher capacity building	Develops and retains highly effective teachers (i.e. those whose students make at least <u>two grade levels</u> of growth in an academic year).	Develops effective teachers (i.e. those whose students make at least <u>one and a half grade levels</u> of growth in an academic year).	Development results in teachers with varying levels of effectiveness, and whose students generally achieve at <u>one grade level or less</u> each year.	Little evidence of planned and effective teacher development resulting in highly inconsistent teaching and learning at a rate <u>below one grade level</u> each year across the school.		x 1
2a.2	Teacher Evaluation	Uses ECO and other analyses skillfully and accurately to develop a clear understanding of every teachers' strengths and weaknesses. The information gathered is consistently used in targeting support so that the quality of teaching constantly improves as measured by increased student outcomes. All teachers value the resulting feedback.	Is generally accurate in using ECO and some other analyses to develop a clear understanding of every teacher's strengths and weaknesses. This information is often used in targeting support so that there are identifiable improvements in the quality of teaching and in increased student outcomes. Most teachers value the resulting feedback.	Makes some use of ECO and other analyses but these are often incomplete or inaccurate. There is little connection between observations and improvements in the quality of teaching and learning as measured by increased student outcomes are inconsistent. Few teachers value the resulting feedback.	Makes little or no use of ECO and other analyses and / or fails to link teacher performance sufficiently to student achievement. Little improvement takes place in teaching or learning and most evaluations of teaching are inaccurate. Feedback is either not given or is held in low regard by teachers.		x 2
2a.3	Professional Development	Plans, learning support, and a comprehensive range of other professional learning and the function of teams are based on identified staff and student needs. This results in significant growth in both teaching and learning.	Orchestrates regular teacher team meetings as the prime focus for professional learning. There is some improvement in teaching and learning but this is inconsistent and may not be sustained over time.	Systems have not been established to ensure that teachers collaborate effectively in planning, or data analysis. Some teams may operate; these are generally ad hoc and have limited impact on student achievement.	Does not emphasize teamwork and teachers work mostly in isolation from colleagues. Teachers lack confidence in interpreting data and student growth is absent or limited as a result.		x 2

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	Score	Weight	Sub total
2a.4	Leadership and Talent Development	Is creative in the design and implementation of plans for all levels of leadership development, which deliver positive and evidenced improvement in leadership and professional growth.	Designs and implements some plans for leadership development, which deliver positive and evidenced improvement in leadership and professional growth.	Tries to provide occasional and informal opportunities to guide emerging leaders but there is little evidence of positive and evidenced improvement in leadership and professional growth.	There is no evidence of planned leadership development across the school. Tensions may exist between formal and informal leaders within the organization.		x 1	
2a.5	Delegation	Has developed highly competent people in all key roles, delegates tasks and responsibility for decision making against known plans and has good systems of checking on and developing outcomes which are uniformly positive.	Delegates appropriate tasks to competent staff members, although there may be weaknesses in the match of this to strategic planning priorities. Occasionally checks on progress, and provides some support.	Fails to delegate some tasks that should be done by others. Tasks and responsibilities are not well linked to strategic priorities and there is little checking on progress in order to plan and provide support.	No or almost no delegation, prioritization of tasks and responsibilities or progress checking. Tasks are frequently undertaken by the administrator in a reactive way and there is evidence of a lack of timeliness in the return of required information.		x 1	
2a.6	Action against ineffectiveness	Counsels out or recommends to the Superintendent the dismissal of <i>all</i> ineffective teachers, scrupulously following policy requirements and with comprehensive evidence in support of dismissal.	Counsels out or recommends to the Superintendent the dismissal of <i>some</i> ineffective teachers, in line with policy requirements.	Puts some ineffective teachers on improvement plans but there is little evidence of follow through in terms of support or next-step action.	Does not initiate improvement or dismissal procedures despite evidence that some teachers are ineffective.		x 2	
Domain 2a Score								
Domain 2a Maximum Possible Score								36

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	Score	Weight	Sub total
Instructional Leadership								
2b.1	Mission and Vision	Communicates a clear instructional vision, with specific goals that make plain what the vision looks like in the short-term and long-term. Staff know the improvements that are required and their part in bringing these about. They are proud of their membership of the range of appropriate teams that are established which have a clear impact on planned improvement	Communicates a vision, although there is inconsistency in the degree to which staff know the improvements that are required and their part in bringing these about. Some teams have been established which have begun to have a clear impact on planned improvement	Has a vision for the school's development a vision, although this is couched in general terms and not fully reflected in planning. Some staff members know the improvements that are required but are uncertain of their part in bringing these about. There has been little impact on planned improvement	May have a personal vision but this, and the improvements required, is not understood or shared by many staff. A general lack of teamwork has led to limited improvement or even a decline in practice or achievement.		x 1	
2b.2	Classroom Observations	All teachers are visited one or more times per week and receive prompt and valued feedback as individuals or groups. Time spent observing teachers and providing quality feedback is considered sacred and results in consistently high standards of practice and student achievement.	Makes unannounced visits to a few classrooms through each week and often provides helpful feedback which has had some impact on raising practice and achievement.	Tries to get into classrooms but is often distracted by other events and rarely provides feedback. There has been little improvement practice and achievement.	Observes rarely, feedback is given rarely, and is seldom accurate. Consequently it is neither valued nor acted upon. As a result, practice and achievement are static at best or declining.		x 2	
2b.3	Teacher Collaboration	Establishes a culture of collaboration where teamwork, reflection, conversation, sharing, openness, and problem solving about student learning and achievement are widespread and aligned to clear and understood instructional priorities.	Supports ongoing teacher reflection, conversation, and collaboration by providing sufficient time, tools, and holding collaborative teams accountable for their work.	Promotes collaboration among team members that generally focuses on instruction. There is little or no monitoring of the work of teams and consequently their effectiveness is limited or non-existent.	Teacher collaboration is very limited or non-existent or not aligned to clear academic priorities.		x 1	

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	Score	Weight	Sub total
2b.4	Data analysis	Knows student achievement data and its implications well and has ensured that a similar high level of understanding is present across all staff so that at all levels data is accurately interpreted, appropriate plans are developed for improvement and students' achievement across the school is high and increasing.	Knows key elements of student achievement data and its implications and has ensured that most staff have a similar level of understanding. In general, data is accurately interpreted and appropriate plans are developed, at least in ELA and math for improvement. Students' achievement across the school is increasing.	Has some understanding of student achievement data and its implications but misses key points and is inconsistent in translating this understanding across the staff so that improvement can be planned. Data is analyzed or used in teams or at class level and students' achievement across the school is static or declining.	Lack of understanding of data and its implications is reflected across the school. Very few or no teachers use student achievement information in their team or class planning and there are significant weaknesses in student achievement as a result.		x 2	
Domain 2b Score								
Domain 2b Maximum Possible Score								24
Total Domain 2a and 2b Score								
Domain 2a and 2b Maximum Possible Score								60

DOMAIN 3: Building Individuals and the Community

Highly effective administrators are relentlessly focused on supporting students' personal and academic development. Certain leadership actions are critical to achieving transformational results: 1) promoting the behavior that recognizes the importance of personal development in enhancing learning; 2) building a culture and relationships that develop partnerships to support learning.

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	Score	Weight	Sub total
Personal Behavior								
3.1	Developing climate	Policies and procedures are communicated well and are applied consistently. The school community is cohesive and very good academic and social behavior is the norm.	High expectations of students' academic, behavioral and social development are communicated to parents and students. A significant majority of the school community understands these.	The school does not clearly communicate its expectations of academic and social behavior. Policies and practices are applied inconsistently so students are unclear about what is expected.	The school does not communicate its expectations of academic or social behavior. There are few policies or agreed procedures and those that exist are ineffective.		x 2	
3.2	Developing students' cultural, social and emotional awareness	Students' personal and educational well-being is a school priority. The promotion of equality of opportunity, cultural respect and a sense of fairness is very good and students' ability in these areas is very good. Students' understand well the values and beliefs of different cultures.	Students' personal and educational well-being is important to the school. The promotion of equality of opportunity, cultural respect and a sense of fairness is good and students' ability in these areas is satisfactory. Most students' understand the values and beliefs of different cultures.	Students' personal and educational well-being is not a strong school priority. Students' perform poorly in understanding the values and beliefs of different cultures.	Students' personal and educational well-being is not a school priority. Concepts of equality of opportunity, cultural respect and a sense of fairness are seldom promoted. Students have very little understanding of the values and beliefs of different cultures.		x 1	
3.3	Developing students' initiative and personal responsibility	There is significant evidence of students showing initiative and taking responsibility within the school and local communities. They contribute well to the many opportunities to develop their leadership skills.	There are some class-based and whole school opportunities for students to take on responsibility including showing initiative and taking on leadership roles.	There are few opportunities for students to show initiative or take responsibility within the school and local communities. As a result, their leadership skills are limited.	There are no real opportunities for students to show initiative or take responsibility within the school or its community. There are almost no opportunities for students to develop any skills in leadership.		x 2	

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	Score	Weight	Sub total
3.4	Keeping parents well-informed	The school frequently sends out a broad range of information in different forms and all relevant languages. It provides good data about what students need to do to improve. Frequent opportunities to meet and discuss progress with teachers exist and are valued.	Teachers provide regular information about the academic and social progress of their students. There are some opportunities for parents to discuss their children's progress with teachers.	The school does not regularly communicate information about student achievement in a way that most parents understand. They are given insufficient opportunities to discuss progress with teachers.	Teachers do not provide regular information for parents about students' academic and social progress and their achievements either in writing or through discussion.		x 1	
3.5	Helping parents to help their children	Parents actively participate in decision making process. Regular workshops are held to enable parents to understand and share in their children's learning. The PTO is active and contributes significantly to the school.	Parents have opportunities to participate in decision making processes. Some workshops are held to help parents understand and share in their children's learning. The PTO is active and contributes to the school.	Parents have few opportunities to participate in the decision making process in school. Few workshops are held to help parents understand and share in their children's learning. The PTO is not active.	Parents receive no guidance in how to help their children's learning. The PTO is inactive and so parents have no opportunity to be involved in the school's decision making processes.		x 2	
3.6	Creating partnerships to support learning and development	Partnerships with external agencies fully reflect community needs and aspirations. There are clear gains in achievement and academic and personal development as a result	Partnerships with external agencies reflect community needs and aspirations. These contribute to raising achievement and developing student's academic, personal development.	Partnerships with external agencies are limited and do community needs and aspirations. They have little impact on achievement or personal development.	The school has few or no partnerships with external agencies, and makes little effort to cultivate community partnerships to support academic and personal development.		x 1	
Domain 3 Score								
Domain 3 Maximum Possible Score								36

SUMMARY AND RATING

In addition to a yearlong observations and classroom visits, and based on the close examination of student achievement data, evaluators will make the following decisions based on the Effectiveness Rubric

Overall Rating – Note: Point distribution is still to be finalized.

Domain		Score	Maximum Score
1	Improving Student Outcomes (1.1 – 1.6)		32
	Improving Student Outcomes (1.7 – 1.9)		16
2	Developing Teacher Effectiveness		60
3	Building Individuals and Community		36
	Student Growth		
	Total		128 - 144

Key without achievement data	Rating	Key with achievement data	Outcome
128 - 118	Highly Effective		
117 - 92	Effective		
91 - 42	Needs Improvement		
41 or below	Ineffective		

Maximum Process/Administrator Input score obtainable = 144

Domain 1 Range	Domain 2 Range	Domain 3 Range
32	60	36

Strengths
•

Specific Growth Areas
•

Number of Personal Days Used	Number of Sick Days Used	Total Days Used	Number of Professional Days

Employee Signature: _____ Date: _____

Supervisor Signature: _____ Date: _____

Benton Harbor Area Schools



Teacher Effectiveness Rubric 2013/2014

“Quality learning for every student, every day”

I. Effectiveness Rubric

Domain 1: Purposeful Planning

Domain 2: Classroom Culture

Domain 3: Effective Instruction

Domain 4: Professional Leadership

II. Year End Summary and Rating

_____, **<teacher's name>**
_____, **<teacher's title>**

Evaluated by:

_____, **<administrator's name>**
_____, **<administrator's title>**

_____ **<date>**

DOMAIN 1: Purposeful Planning

Teachers use Michigan State Standards, and/or Common Core Standards to develop a rigorous curriculum relevant for all students: building meaningful units of study, continuous assessments and a system for tracking student progress as well as plans for accommodations and changes in response to a lack of student progress.

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	Score	Weight	Sub total
1.1	Achievement Goals	Teacher develops an ambitious and measurable annual achievement goal for each student, with clear benchmarks to help monitor learning and inform interventions throughout the year. All or nearly all students make significant gains in their learning.	Teacher develops measurable annual student achievement goals for all students, with clear benchmarks to help monitor learning and inform interventions throughout the year. Most students make significant gains in their learning.	Teacher develops a measurable annual student achievement goal with some indicators of interim benchmarks. Some students make significant gains in their learning but this is not consistent across the class or group.	Teacher develops general annual student achievement goals for the class OR does not develop a goal at all. Fewer students than should be expected make significant gains in their learning as a result.		x 2	
1.2	Lesson Plans <i>(Note: Neither individual lessons, nor teaching overall can be rated above "Improvement Necessary" in this indicator if lesson plans are not readily available and contain the required features identified in the Guidance Notes.</i>	Teacher plans daily lessons by: 1) identifying Learning Targets that are aligned to state content standards; 2) effectively communicating the criteria for success related to the Learning Target/s, 3) matching instructional strategies to the Learning Targets; and 4) applying routine assessments that measure progress towards mastery.	Teacher plans daily lessons by: 1) identifying Learning Targets that are aligned to state content standards; 2) effectively communicating the criteria for success related to the Learning Target/s, and 3) matching instructional strategies to the lesson objectives.	Teacher plans daily lessons by identifying Learning Targets that are aligned to state content standards but is less consistent in ensuring that students understand the criteria for success related to the Learning Target/s.	Little or no evidence of daily lesson planning based on standards and including Learning Targets.		x 1	

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	Score	Weight	Sub total
1.3	Curriculum Plans	Based on achievement goals, and fully utilizing Curriculum Crafter, the teacher plans units by; 1) identifying and communicating content standards that students will master in each unit; 2) articulating well-designed essential questions for each unit; 3) creating well-designed assessments before and through each unit; 4) allocating an instructionally appropriate amount of time for each unit.	Based on achievement goals, and fully utilizing Curriculum Crafter, the teacher plans units by; 1) identifying and communicating content standards that students will master in each unit; 2) articulating well-designed essential questions for each unit; 3) creating well-designed assessments before and through each unit	Based on achievement goals, and occasionally utilizing Curriculum Crafter, the teacher plans units by; 1) identifying and communicating content standards that students will master in each unit; 2) articulating well-designed essential questions for each unit.	The teacher does not make sufficient use of Curriculum Crafter, nor do they plan all units by identifying and communicating content standards that students will master in each unit OR does not articulate well-designed essential questions for each unit.		x 1	
1.4	Meaningful Work	Designs meaningful, relevant, AND dynamic activities and assignments that fully engage students in their activities and assessments of their understanding.	Designs meaningful and relevant activities and assignments that engage most students in their activities and assessments of their understanding.	Designs meaningful and relevant activities and assignments that inconsistently engage students and sometimes connects activities and assessments to student understanding.	Designs activities and assignments that lack relevance, connections, or meaningful assessment markers and are often worksheet driven. Assignments and activities are predominantly characterized as 'busywork'.		x 1	
Domain 1 Score								
Domain 1 Maximum Possible Score								20

DOMAIN 2: Classroom Culture

Teachers create a classroom environment that fosters a climate of urgency and high expectations around achievement, excellence, and respect.

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	Score	Weight	Sub total
2.1	Positive Interactions	There is significant evidence that the teacher is able to create an environment of mutual respect and positive rapport. There are no instances of disrespect by the teacher and this is reflected in student attitudes and behavior.	There is some evidence that the teacher is able to create an environment of mutual respect and positive rapport, with no instances of disrespect by the teacher. This is often reflected in student attitudes and behavior	There is minimal evidence that the teacher is able to create an environment of mutual respect and positive rapport, with no instances of disrespect by the teacher.	There is no evidence that the teacher has a positive rapport with her/his students OR there are 1 or more instances of disrespect by the teacher.		x 1	
2.2	High Expectations	There is consistent evidence through planning, student understanding of their goals and outcome that the teacher exudes high expectations and convinces all students of how they will achieve and that they will master the material.	The teacher conveys to students: this is important, you can do it, what it will look like when you have succeeded, and "I'm not going to give up on you." Most students know that this is so.	The teacher tells students the subject matter is important and they need to work hard but there is limited evidence that they understand that this is so.	The teacher gives up on some students.		x 2	
2.3	Inviting Space	There is significant evidence that the teacher purposefully creates a safe, well-organized and visually stimulating space that invites and celebrates serious academic work, maximizing student engagement.	There is evidence that the teacher maintains a safe, well-organized and visually stimulating space and attempts to arrange room in a way that allows varied interaction.	There is at least a little evidence that the teacher maintains a safe, well-organized and visually stimulating space.	There is no evidence that the teacher maintains a safe, well-organized, and visually stimulating space.		x 1	
2.4	Assertive Authority	Teacher addresses almost all inappropriate, off-task or challenging behavior efficiently so that it has no impact on the learning of students in the class.	Teacher addresses most inappropriate, off-task or challenging behavior efficiently so that it has little impact on the learning of students in the class.	Teacher addresses some inappropriate, off-task or challenging behavior efficiently so that it has at least a little impact on the learning of students in the class.	Teacher is unable to or does not address inappropriate, off task or challenging behavior so that it has significant impact on the learning of students in the class.		x 1	

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	Score	Weight	Sub total
2.5	Reinforces the Positive	Teacher consistently reinforces positive behavior AND there is significant evidence that students reinforce positive classroom culture so that there is a consistently positive climate to which students contribute.	Consistently reinforces positive behavior in accordance with school and district expectations and policy so that there is a positive climate to which students contribute.	Teacher is inconsistent in reinforcing positive behavior and in the application of school and district expectations and policy, which too often leads to negative attitudes and behavior from students.	Teacher does not reinforce positive behavior nor generally align practice with school and district expectations and policy, which frequently leads to negative attitudes and behavior from students.		x 2	
2.6	Classroom Procedures	Classroom procedures and routines are understood and consistently evident so that students are fully engaged, and the schedule and transitions maximize instructional time and allow for effective record keeping.	Classroom procedures and routines are usually evident so that students are usually engaged, and the schedule and transitions maximize instructional time and allow for effective record keeping.	There is some evidence of classroom routines and procedures and this can have a negative impact on student engagement.	There is little evidence of classroom routines and procedures which frequently has a negative impact on student engagement.		x 1	
Domain 2 Score								
Domain 2 Maximum Possible Score								32

DOMAIN 3: Effective Instruction

Teachers facilitate student academic practice so that all students are participating and have the opportunity to gain mastery of the objectives.

Note: An individual lesson cannot be scored above 'Improvement Necessary' if there is no evidence of students knowing the Learning Target and its associated assessment markers, or what criteria have been established to show that they have succeeded in meeting it, regardless of other Domain 3 features that may be present. See Also Domain 1.

Notes: Engagement: Students are attentive to visual cues, eager to respond, sitting up and tracking the speaker (student or teacher), ask questions or make comments about the lesson, follow directions, interact constructively, volunteer, and work diligently.

Presence: Maintains student interest by using engaging body language, tone, and volume. Speaks clearly using age-appropriate language, and delivers content with confidence.

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	Score	Weight	Sub total
3.1	Focus Students on Learning Targets <i>Note: The words 'explaining' and 'communicating' presuppose students' understanding. Where this is missing, the explanation or communication cannot have been effective</i>	Teacher fully develops students' understanding of the objective by: 1) effectively communicating and ensuring students know how they can recognize their own success by the end of the lesson; 2) connecting the learning target to prior knowledge; 3) effectively explaining the importance of the Learning Target; and 4) referring back to the Learning Target at key points during the lesson.	Teacher develops students' understanding of the Learning Target by: 1) ensuring students know how they can recognize their own success by the end of the lesson; 2) connecting the Learning Target to prior knowledge; and 3) effectively explaining the importance of the Learning Target.	Teacher goes some way towards developing students' understanding of the Learning Target by: 1) effectively communicating what students will know or be able to do by the end of the lesson; and; 2) connecting the Learning Target to prior knowledge.	Does not identify or communicate the Learning Target and does not connect it to student's prior learning so that students are uncertain about what they are learning, why and how they might recognize success.		x 2	

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	Score	Weight	Sub total
3.2	Engagement	There is significant evidence that the teacher leverages a sense of purpose and urgency for classroom performance. Students can explain what they are doing and why. All or nearly all of the students are actively engaged throughout the lesson.	There is some evidence that the teacher leverages a sense of purpose and urgency for classroom performance. Consistently facilitates active construction of meaning rather than simply telling. At least $\frac{3}{4}$ of the students are actively engaged throughout the lesson.	There is at least a little evidence that the teacher leverages a sense of purpose and urgency for classroom performance. At least $\frac{1}{2}$ of the students are actively engaged throughout the lesson.	There is no evidence of urgency or purpose in the teaching and learning in the room. Less than $\frac{1}{2}$ of the students are actively engaged.		x 2	
3.3	Maximizing Instructional Time	No instructional time is lost through well-executed routines, procedures, and transitions; efficient instructional pacing and effective management.	Little instructional time is lost through the execution of routines, procedures, and transitions; efficient instructional pacing and effective management.	Some instructional time is lost due to poorly designed routines and procedures or poorly executed transitions, inefficient instructional pacing or off task-behavior.	Significant instructional time is lost due to poorly designed routines and procedures, or poorly executed transitions, inefficient instructional pacing or off task behavior.		x 2	
3.4	Introducing Content	Is able to articulate and communicate clearly, restating and rephrasing instruction in multiple ways, meeting the needs of all learners; has a dynamic presence in the room AND delivers content that is factually correct, well-organized, and accessible and challenging to all students.	Communicates clearly (explanations, expectations, directions, etc.) and age appropriately; has a solid presence in the room AND delivers content that is factually correct, well-organized, and accessible and challenging to most students.	Teacher has a solid presence in the classroom AND delivers content that is factually correct.	Teacher has inadequate presence in the room OR delivers factually incorrect information.		x 1	
3.5	Rigor	Teacher regularly responds to students' answers by probing for higher level understanding in an effective manner, and cross-checking for understanding between students.	Teacher sometimes responds to students' answers by probing for higher level understanding in an effective manner and by cross-checking for understanding instead of swiftly moving on.	Teacher rarely responds to students' answers by probing for higher level understanding in an effective manner but frequently moves on without checking student understanding.	Teacher never responds to students' answers by probing for higher-level understanding in an effective manner.		x 1	

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	Score	Weight	Sub total
3.6	Reaching All Learners	Consistently differentiates delivery of instruction, resources, activities and class organization based on the accurate assessment of student progress to meet diverse student needs, which has a positive impact on the learning of all groups and individuals.	Differentiates some aspects of delivery, resources or activity based on assessment data to meet diverse student needs. Most students make gains but there are inconsistencies and Trends are sufficiently high for expected growth but not necessarily for 'Targeted Growth'.	Attempts to differentiate but fails to address the needs of one or more key groups of students which negatively impacts their growth.	Does not differentiate often or well so that few students make sufficient progress in their learning.		x 3	
3.7	Checking for Understanding	Checks for understanding of content at all key moments (i.e. when checking is necessary to inform instruction going forward, such as before moving on to the next step of the lesson or partway through independent practice). Gains enough information at every check to modify lesson and respond accordingly.	Checks for understanding of content but misses one or two key moments (such as before moving on to the next step of the lesson or partway through independent activities). Gains enough information from almost every check to modify lesson and respond accordingly.	Checks for understanding of content, but misses several key moments (i.e. when checking is necessary to inform instruction going forward, such as before moving on to the next step of lesson or partway through independent practice). Gains info from some checks to make some modifications to lessons.	May check for understanding but misses nearly all key moments and fails to modify instruction, planning or activities, OR does not check for understanding.		x 2	
3.8	Tracking Student Mastery	Teacher: 1) routinely records student progress data; 2) uses a system that allows for easy analysis of student progress towards mastery; and 3) all students know their starting points, learning goals, progress, and next steps in their learning.	Teacher: 1) routinely records student progress data; 2) uses a system that allows for easy analysis of student progress towards mastery; 3) many students know their starting points, learning goals, progress, and next steps in their learning.	Teacher routinely records student progress data but makes limited use of the information in planning or delivery.	Neither routinely records, nor utilizes student progress data		x 2	

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	Score	Weight	Sub total
3.9	Modified Instruction <i>Note: "effectively" implies a positive impact on learning.</i>	In response to data, teacher: 1) effectively re-teaches; 2) effectively modifies long-term plans; and 3) modifies practice effectively.	In response to data, teacher: 1) re-teaches effectively; and 2) effectively modifies long-term plans.	In response to data, teacher occasionally re-teaches but with mixed effectiveness.	Teacher does not or seldom re-teaches.		x 2	
Domain 3 Score								
Domain 3 Maximum Possible Score								68

DOMAIN 4: Professional Leadership

Teachers develop and sustain the intense energy and leadership within and external to their school community to ensure the achievement of all students.

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	Score	Weight	Sub total
4.1	Contribution to School	Frequently contributes valuable ideas, expertise, and extra time OR takes on leadership roles within school or district to further the school's mission and initiatives. Goes above and beyond.	Consistently contributes ideas and expertise to further the school's mission and initiatives.	Occasionally, contributes ideas and expertise to further the school's mission and initiatives.	Rarely, if ever, contributes an idea aimed at improving the school.		x 1	
4.2	Collaboration	Demonstrates high regard for others, successfully coaches others through difficult situations, and perceives helping others as something that makes school community successful.	Actively seeks out opportunities to work with others to contribute to a positive school environment. Some support provided is successful in improving practice.	Shows support for others and makes some effort to collaborate with colleagues but seldom takes the initiative in this.	Rarely collaborates with colleagues, works in isolation and is not a team player.		x 1	
4.3	Organizational Skills	Takes initiative in ensuring that appropriate priorities are set for self and others when appropriate. These priorities result in gains in both practice and student achievement.	Responds to student, staff, and supervisor requests in a timely and professional manner.	Generally focuses on the right priorities at the appropriate times but may need occasional reminders.	Demonstrates a pattern of inefficiency and lack of follow through.		x 1	
4.4	Professional Development	1) actively pursues opportunities to improve knowledge and practice; 2) welcomes constructive feedback to improve practice; 3) shares that knowledge with colleagues and; 4) leads professional development that consistently results in improvement	1) actively pursues opportunities to improve knowledge and practice; 2) welcomes constructive feedback to improve practice and; 3) shares that knowledge with colleagues leading to some improvements.	Attends school professional development opportunities when asked, OR struggles to receive constructive or corrective feedback to improve practice.	Shows little interest in new ideas, programs, or classes to improve teaching and learning. Resistant to changing classroom practice.		x 1	

Indicator		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	Score	Weight	Sub total
4.5	Perseverance	Is resolute in attempts to remedy obstacles in student achievement in a collaborative and unyielding manner. Ample evidence of commitment, hard work, patience and tenacity. Makes change and takes risks to ensure student success.	Teacher attempts to remedy obstacles around student achievement. Often seeks advice from colleagues and leaders. Ample evidence of commitment, hard work, patience and endurance.	Teacher struggles to identify issues and easily gives up when faced with the academic failure of his/her students. Rarely proactive in seeking advice or guidance.	Teacher accepts student academic failure as par for the course and fails to take responsibility for students' achievement.		x 1	
4.6	Parent Relationships	Regularly and consistently interacts with all parents and proactively develops relationships. Is available for conferences and meetings, addresses areas of concern in a timely and positive manner and follows-up with parents when appropriate so that they know how well their children are doing and what they and the school should do to help.	Proactively reaches out to most parents in a variety of ways. A regular effort is made and relationships established. Most Parents understand their children's learning and what they and the school should do to help	Attempts to reach out to some parents to provide and request information. Inconsistent efforts, so that few parents know how well their children are doing or what they and the school should do to help.	Makes little or no contact to parents so that they have little awareness of how well their children are doing or what they and the school should do to help.		x 1	
Domain 4 Score								
Domain 4 Maximum Possible Score								24

SUMMARY AND RATING

In addition to a yearlong observations and classroom visits, and based on the close examination of student achievement data, evaluators will make the following decisions based on the Effectiveness Rubric.

Overall Rating – Note: Point distribution is still to be finalized.

Domain		Score	Maximum Score
1	Purposeful Planning		20
2	Classroom Culture		32
3	Effective Instruction		68
4	Professional Leadership		24
	Student Growth		
	Total		144

Key without achievement data	Rating	Key with achievement data	Outcome
133 - 144	Highly Effective		
103 - 132	Effective		
48 - 102	Needs Improvement		
36 - 47	Ineffective		

Maximum Process/Teacher Input score obtainable = 144

Domain 1 Range	Domain 2 Range	Domain 3 Range	Domain 4 Range
20	32	68	24

Strengths

-

Specific Growth Areas

-

Number of Personal Days Used	Number of Sick Days Used	Total Days Used	Number of Professional Days

Employee Signature: _____ Date: _____

Supervisor Signature: _____ Date: _____