



Reform Redesign Report

STEAM Academy at MLK

Benton Harbor Area Schools

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Introduction

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

Executive Summary

Introduction

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

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

Description of the School

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

The city of Benton Harbor, Michigan has a population of about 11,000 people, approximately 90 percent of whom are African American. It is plagued by the ills that accompany poverty in today's America: high unemployment, broken government, failing schools, crime and drugs. However, this city is located in southwest Michigan, along the shores of Lake Michigan, and is one of continued growth and diversity.

Our school district has restructured schools for the past two years, in the fall and/or at semester which included staff changes, student changes and building changes and closures.

Currently, STEAM Academy houses approximately 387 students in grades 1-7. Eighth grade will be added in the fall of 2013. There are 36 staff members. A little over half of the staff at this school worked at Henry C. Morton last year which has since been closed. On average, teachers have 15 years teaching experience.

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.

Our school's vision statement is: STEAM Academy promotes a partnership of school, family and community that is committed to providing a quality learning environment dedicated to fostering life-long intellectual achievement and social and personal growth.

Mission Statement: We aim to:

- *Provide engaging classroom communities that nurture a love of learning that extends beyond the middle school years.
- *Emphasize literacy and critical thinking, to empower students to be self-directed learners and achieve their full potential.
- *Support the development of social skills by encouraging a fundamental respect for oneself, and the world we live in.
- *Prepare the students for a life as responsible citizens of the 21st Century.

The school provides embedded supports for staff and students to maintain sustainability of school expectations. STEAM Academy is a new magnet school. We are working on providing STEAM experiences throughout our core subjects as well as offering exploratory classes that embody the theme.

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.

This is the school's first year of existence. Areas of improvement that have been target thus far are as follows:

- * Literacy- Balanced Literacy is an initiative in the school. Currently, approximately half the staff has been trained and plans have been put in place to make sure everyone is trained and accountable. Those who are trained and have utilized this method with fidelity have experienced success with increased student achievement.
- * Math-Plans have been made to begin training in Balanced Numeracy in 2013.
- * Culture/Climate- We have made great strides in establishing building norms since the beginning of the school year. One of the remaining challenges is helping some staff members gain and maintain an environment conducive to learning.

Three years from now:

Looks like:

- * Principal moves teachers out of their comfort zones to reach their optimum teaching potential.
- * Staff positively engaging with students
- * Students taking ownership of their learning and positive interactions with staff members and their peers.
- * Parents choosing to be instructional partners with the school.
- * Community members choosing to become stakeholders in our school.

Sounds like:

- * Principal having conversations that support all stakeholders.
- * Staff having professional conversations surrounding increased student growth and colleagues taking the time to recognize the accomplishments of students and fellow staff members.
- * Students having conversations with teachers and each other concerning their learning and what needs to be done to achieve their desired outcomes. They support one another in reaching their goals as individuals and as a class.
- * Parents having regular conversations with school staff surrounding their child's academic growth and how they can be more involved in the process.
- * Community members have conversations with other community members in regards to the achievements our school has made despite the m any challenges.

Additional Information

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

Though our community and school are faced with and are painfully aware of many challenges, we are committed to making sure that these factors do not dictate the elevation of our students' success.

Transformation Redesign Diagnostic

Introduction

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

PART A: REFORM TEAM PERSONNEL

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

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

Tracy Williams, Assistant Superintendent - Tracy.Williams@bhas.org

April Margaritis, STEAM Principal - April.Margaritis@bhas.org

Carrie Brunsting, Title Coordinator - Carrie.Brunsting@bhas.org

Kimberly Bryce, Teaching and Learning Facilitator - Kimberly.Bryce@bhas.org

Michael Bingaman, Lead Teacher - 3rd Grade Teacher - Michael.Bingaman@bhas.org

Kelly Westgate, Special Education Teacher - Kelly.Westgate@bhas.org

Karin Magalhaes, 4th Grade Teacher - Karin.Magalhaes@bhas.org

Brandy Cagle, 5th Grade Teacher - Brandy.Cagle@bhas.org

Alisa Doll, Student Assistance Coach - Alisa.Doll@bhas.org

Trekenya Pratt, Parent - Trekenyal@yahoo.com

Mary Fowler, Director of Grant Development - Mary.Fowler@bhas.org

Cheryl Spencer, Michigan State University Intervention Specialist - cherylaspencer@msu.edu

PART B: TEACHING AND LEARNING PRIORITIES

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

Based on student achievement data, perception data, and informal data dialogue, the reform team has concluded that the three big ideas will be as follows 1) improve ELA student achievement, 2) improve mathematics student achievement, and 3) create a culture conducive to effective teaching and learning.

Big Idea 1: ELA

After reviewing MAP, Fountas and Pinnell, and MEAP student achievement data, the reform team concluded that a focus on best practice instruction by utilizing the balanced literacy workshop model is the number one transformation priority.

Goal 1:

By the end of the academic year, the reading level of students in each grade will increase as measured by the percentage of students reaching the median RIT score and the percentage of students below the median RIT score on MAP. (See chart below for goals by grade level)

' Detailed information provided in Attachment 4: Increased Enrichment Opportunities - See STEAM Transformation Full Plan 12-13. Table 1: Reading Level of Students includes current levels and achievement goals.

The data (current levels) is evidence of why the team selected ELA student achievement as the number one big idea/priority for a reform on how we deliver literacy instruction.

Current data will be used to set future goals. Therefore, target percentages for 2013-14 will be determined after the 2012-13 school year. Target percentages for 2014-15 will be determined after the 2013-14 school year. Target percentages for 2015-16 will be determined after the 2014-15 school year. Eighth grade students will be added beginning fall 2013.

Big Idea 2: Mathematics

After reviewing MAP and MEAP student achievement data, the reform team concluded that a focus on best practice instruction by utilizing the workshop model for mathematics to improve delivery of content and student achievement is the second priority.

Goal 2:

By the end of the academic year, the mathematics level of students in each grade will increase as measured by the percentage of students reaching the median RIT score and the percentage of students below the median RIT score on MAP. (See chart below for goals by grade level)

' Detailed information provided in Attachment 4: Increased Enrichment Opportunities - See STEAM Transformation Full Plan 12-13. Table 2: Math Level of Students includes current levels and achievement goals.

The data (current levels) is evidence of why the team selected mathematics student achievement as the second big idea/priority for a reform on how we deliver mathematics instruction.

Current data will be used to set future goals. Therefore, target percentages for 2013-14 will be determined after the 2012-13 school year. Target percentages for 2014-15 will be determined after the 2013-14 school year. Target percentages for 2015-16 will be determined after the 2014-15 school year. Eighth grade students will be added beginning fall 2013.

Big Idea 3: Culture

Since the majority of the current STEAM population came from the closed Morton Elementary School, staff reviewed student, staff, and parent perception data from Morton Elementary, and identified culture reform as the third big idea.

Goal 3:

The culture and climate for learning will improve among students, staff, and parents as measured by surveys and attendance.

3.1 By December 21, 2012, establish baseline data for student, teacher and parent perception of the STEAM Academy using the School Climate Survey.

3.2 Annually by October 30 of 2013, 2014 and 2015 students, teachers and parents will complete the STEAM Academy School Climate Survey.

3.3 By May 15 of each year, student, teacher, and parent perception of the STEAM Academy will improve as measured by the School Climate Survey results, teacher attendance, student attendance, parent involvement, SWIS data, and student achievement.

Staff will implement strategies and interventions based on data-driven decisions.

State what data were used to identify these ideas.

In addition to the data provided in question one, the following data sources were used for data dialogues surrounding the transformation plan's big ideas. Overall, trend data shows a significant decline in percentages of students meeting proficiency as they progress through each grade level, in both ELA and mathematics. Specifically, beginning in grade 3 through grade 8, our proficiency rates drop significantly.

The gap between low- and high-achieving students continues to grow. As high-stakes, performance-based accountability systems become the norm; the need for data analysis becomes increasingly important. The following data sources were used to identify strengths and weaknesses of current practices as well as student academic achievement. This data will be used to guide strategies, professional development, interventions, and allocation of resources in order to raise student achievement, close the achievement gap, and transform STEAM Academy.

Michigan Educational Assessment Program (MEAP) - assesses students in grades 3-9 based on Michigan Curriculum Framework. This test uses a series of criterion-referenced tests to measure how well students have mastered the Michigan Essential Skills in different subject areas. The individual student reports identify needed skills.

MAP (NWEA) - a measurement scale that has proven to be stable and valid over time. It uses the RIT scale to measure a student's academic growth.

Goal Setting Forms from Dynamic Reports - used by teachers to set RIT goals for each individual student. RIT ranges in bold lettering indicate strength in a given strand whereas italicized lettering represents areas of weakness. The goal setting sheet provides data of typical

growth for students in that RIT band score.

Descartes - a data source that will assist teachers in developing, enhancing, and enriching skills and concepts according to the students' RIT scores.

Discipline Data - SWIS (School Wide Information System) - a software system to collect and summarize referrals. SWIS provides schools with accurate, efficient, and practical information for decision-making about school-wide discipline and improving school culture.

PART C: DEVELOP/INCREASE SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS

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

Ms. April Margaritis was named Principal of Benton Harbor Area Schools' STEAM Academy during the restructuring phase in the summer of 2012 and took the helm fall 2012. Previously, she was the Principal at Morton Elementary School for one year, prior to its closing. Therefore, Ms. Margaritis meets the "two-year rule."

The competencies used to select Ms. Margaritis included 1) results-oriented including a focus on student achievement, continuous monitoring, long-range planning, and persistence; 2) collaboration including effective leadership, team building, and development of leaders; and 3) critical thinking in areas such as school operations, staff guidance, and student management.

Ms. Margaritis has 3 years of administrative experience and 19 years of teaching experience and a strong rapport with staff. Dr. Seawood, Superintendent and Peter Lewis, Interim Chief Academic Officer from Cambridge Consulting determined Ms. Margaritis to be an effective principal who is data driven, adaptive and approachable; and the right fit for STEAM Academy. Ms. Margaritis is creating a positive climate that fosters student learning and professional collaboration as a result of her strengths. (See Attachment for Ms. Margaritis' resume)

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

Development of Teacher and Leadership Evaluation Plans:

Between March and June 2011, Cambridge Education consultants facilitated the collaborative process between teachers, principals and district administration to create the teacher and administrator evaluation plan. 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 finalized 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.

' Detailed information provided in Attachment 4: Increased Enrichment Opportunities - See STEAM Transformation Full Plan 12-13. Table 3: Student Growth Component in the Principal Evaluation includes indicators, relationship to student growth, significant factors, and secondary factors.

For the principal, 12 of the 22 indicators are significant factors related to student growth. Five indicators are secondary factors related to student growth and five are not directly related.

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

' Detailed information provided in Attachment 4: Increased Enrichment Opportunities - See STEAM Transformation Full Plan 12-13. Table 4: Student Growth Component in the Teacher Evaluation includes indicators, relationship to student growth, significant factors, and secondary factors.

For teachers, ten of the 25 indicators are significant factors related to student growth. Eleven indicators are secondary factors related to student growth and three are not directly related.

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

Implementation:

Teacher and administrator goals are tracked through testing in fall, winter and spring, not only to provide growth measures, but also to allow for timely intervention to address any assessed weakness.

Task: Administrator training on evaluation framework

Timeline: Summer 2011

Person Responsible: Cambridge Consultants

Task: Validation of baseline MAP data

Timeline: Fall of Each year

Person Responsible: Principal

Task: Job-embedded principal professional development

Timeline: Ongoing

Persons Responsible: Assistant Superintendent; Cambridge Education Consultants

Task: 1) Goal-setting conference, 2) goal monitoring, 3) goal monitoring conference

Timeline: 1) November, 2) Ongoing, 3) February

Persons Responsible: Assistant Superintendent; Principal

Task: Final evaluation and rating of principal and teachers

Timeline: June

Persons Responsible: Assistant Superintendent; Principal

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

The principal, teachers, and other staff members who have met the individual student achievement goals, class goals, and/or school-wide goals will be identified and rewarded based on incentives in Table 5. The Principal and teachers will be identified by ratings received on annual evaluations. Those who are rated "effective" or "highly effective" and "meet" or "exceed" district or building-wide student achievement goals will receive incentives.

' Detailed information provided in Attachment 4: Increased Enrichment Opportunities - See STEAM Transformation Full Plan 12-13. Table 5: Reward System for Increasing Student Achievement includes incentives, type of incentive, persons responsible, and timeline.

BHAS will continue to research merit pay for the STEAM Principal and teachers. Research will be completed by July 30, 2013. Tentative plans include using Title II funds to implement a merit pay program for STEAM staff based on best practices beginning with the 2013-2014 school year. Initial research shows that providing teacher incentives at the beginning of the school year improves student performance. A study conducted by Harvard's Roland Fryer, University of Chicago's Steven Levitt and John List, and UC San Diego's Sally Sadoff shows promising results of a merit pay program tied to student achievement. The study conducted in Chicago Heights included nine K-8 schools with a student population similar to Benton Harbor's population - student achievement rates below state average and nearly 100% of the students receiving free or reduced lunches. Randomly selected teachers participated in the program and results showed that students gained as much as a 10 percentile increase in their test scores if their teacher received a bonus at the beginning of the school year (University of Chicago News, August 2012).

Teacher Improvement or Removal:

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.

Principal Improvement or Removal:

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. If 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, she shall be dismissed based on the evaluation process.

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.

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

Professional Development is delivered by workshops and job-embedded support. The focus for all professional development ties to three areas to facilitate effective teaching and learning.

Balanced Literacy (<http://www.literacycollaborative.org/research/>) and Balanced Numeracy are the first focus area. The components are being introduced to all staff in order to utilize best practices for the teaching of ELA and Math to provide students with appropriate differentiation based on data. Teachers are provided with workshop training, resources and in class support in their development of the utilization of the strategies. The best practice workshop model will be translated into the mathematics instruction. (Supports big ideas 1 and 2)

The second focus of professional development is the understanding and implementation of the Common Core State Standards. Teachers are provided opportunities, such as training and PLC participation to further their understanding and planning for the teaching of these new standards. (Supports big ideas 1 and 2)

The third is professional growth with a focus on a cultural and mind-set shift to encourage self-reflection and collaboration. This is achieved through Adaptive Schools and other workshops which provide staff with the skills and strategies necessary to build their capacity to be a collaborative group member as well as participate successfully in Professional Learning Communities. (The Adaptive School: A Sourcebook for Developing Collaborative Groups, Robert Garmston and Bruce Wellman. Norwood, MA: Christopher-Gordon, 2009) (Supports big ideas 1, 2 and 3)

STEAM Academy has a highly qualified Teaching and Learning Facilitator, and consultants from Cambridge Consulting and Encompass Consulting who provide job-embedded mentoring, coaching, modeling, and feedback based on classroom observations to assist staff in the implementation of current initiatives that support the school reform strategies.

' Detailed information provided in Attachment 4: Increased Enrichment Opportunities - See STEAM Transformation Full Plan 12-13. Table 6: Professional Development includes topics, relationship to big ideas, persons responsible, timeline, monitoring, and resources.

See Professional Development Calendar Attachment

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

Strategies designed to recruit staff include 1) sending district representatives to college career fairs, 2) hosting a district open-house for prospective new hires, 3) researching financial incentives, and 4) posting job vacancies in regional publications.

Strategies designed to retain staff to meet the needs of students at STEAM include: 1) professional development workshops in areas of new teacher orientation (all teachers are encouraged to attend), instructional practices, content-specific, and data-driven instruction; 2) individualized job-embedded professional development provided by teaching and learning facilitators and district 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.

' Detailed information provided in Attachment 4: Increased Enrichment Opportunities - See STEAM Transformation Full Plan 12-13. Table 7: Strategies for Retaining Staff includes actions, persons responsible, timeline, monitoring, and resources.

It is the goal of district leadership to provide increased opportunities for promotion and career growth that build capacity among select teachers and other staff. The Principal will gradually release responsibility and offer leadership opportunities in order to support professional growth and succession planning.

PART D: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES

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

The district contracted with Cambridge Consulting in 2009 to conduct a district-wide quality review which included 1) academic achievement and progress, 2) teaching and learning, 3) curriculum, and 4) assessment. During the review process, consultants evaluated MEAP, MAP, and AYP data and concluded:

- There is inconsistency in teaching and learning
- Writing is the weakest content area
- Data is not analyzed to identify groups needing interventions
- Achievement levels are below expected levels
- Curriculum does not meet the needs of students at various ages and levels

Although the study was conducted in 2009, due to a change in district and building leadership the use of this data to modify instructional practice is in its first year of implementation.

The quality review data and conclusions, 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.

A STEAM Academy data team consisting of the Principal, Teaching and Learning Facilitator, two grade level teachers, and a parent will continue to 1) review school data monthly to determine effectiveness of strategies and interventions, 2) review vertical alignment, and 3) recommend possible modifications.

Using data dialogue strategies, the team will review outcome, demographic and process data included in the Golden Package of Data Analysis Reports for Michigan's State Assessments. The team will utilize the data warehouse to access the outcome and demographic data. In addition, results from the Survey of Enacted Curriculum will be used to guide reform planning.

The data team reports to the staff at the last staff meeting of each month. Grade-level PLCs meet at least monthly to examine grade-level data and horizontal alignment in relationship to the school data. Embedded opportunities for data dialogues across grade levels are used to monitor student growth and implementation of strategies. Peer-to-peer coaching encourages collaboration.

Balanced literacy has been implemented in phases since spring 2011, with full implementation to be completed by the end of the 2013-14

school year. Utilizing the workshop model from balanced literacy and applying it to mathematics instruction resulted in the development of balanced numeracy. This practice will begin 2013.

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

Individual student data is the foundation for driving instruction at STEAM. Formative, interim and summative data are gathered and analyzed monthly by teachers at each grade level, as well as with the literacy interventionists and literacy support staff. This takes place during staff meetings and PLC time. Students are grouped and intervention is planned according to the most recent data gathered each month. Student groups are fluid and instruction for each group is designed to meet the needs of each individual student. In addition to utilizing the data for core lesson planning, enrichment planning and intervention planning, we also utilize the data to inform us of program/delivery effectiveness. After looking at individual student data, we look at whole class and whole building data to look for trends that connect to the programming/delivery of content to assist us in evaluating the effectiveness of the entire reform initiative. This chart is reflective of specific timelines and outcomes for the various assessments.

' Detailed information provided in Attachment 4: Increased Enrichment Opportunities - See STEAM Transformation Full Plan 12-13. Table 8: Plan to Use Data includes assessment, type of assessment, timeline, and outcome.

PART E: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT

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

Staff are currently increasing student instructional time through the implementation of extended day (STEAM Opportunity Sessions) and summer school. The Principal and teachers will be responsible for the development of these programs, ensuring that they meet individualized student needs and directly relate to the common core state standards. STEAM Opportunity Sessions began in October 2012 and will continue through the end of May.

The Principal and Assistant Superintendent will work collaboratively to explore additional ways to increase learning time. Using the Mass 2020 Expanded Learning Time Initiative, they will reshape the calendar to provide students with a quality education that increases student achievement. Specifically they will complete the Mass 2020 "Checklist for Maximizing the Effectiveness of Time" including 1) morning arrival, 2) transitions between classes, 3) classroom time, and 4) dismissal time. They will review how teachers will maximize classroom instructional time to improve student learning. Elements to be reviewed will include: 1) established classroom expectations, 2) active learning and engagement during the entire class period, 3) use of time keeping devices, and 4) number of classroom interruptions.

The Principal and leadership team have begun the time study by evaluating the beginning classroom instructional time and will continue observation and data collection during the next 2 weeks. Morning arrival for one day reveals instructional time is being lost. Teachers are required to pick up students from breakfast and have 5 minutes to transition them to instruction. Eight of 12 or 75% of teachers picked up students late from breakfast. A minimum of 8 out of 12 or 75% began instruction after the scheduled time (4 of the 12 start times were not observed). As data continues to be collected, trends will be identified and discussed at staff meetings. The initial time study data and loss of instructional time will be shared with staff on February 4.

After completion of the study, the Principal and team expect a 5 minute increase in instructional time at morning arrival and prior to dismissal. This 10 minute increase will be implemented no later than March 1 resulting in a 600 minute or 10 hour increase for the remainder of the 2012-13 school year.

The Principal recognizes the lack of collaboration time for teachers. Currently, teachers are unable to have grade level collaboration time due to inconsistent planning periods across grade levels. Beginning January 21, the schedule will be modified to provide 2 individual planning periods and one collaborative grade-level planning period for 100% of the teachers. Prior to this restructure, 1st through 5th grade teachers had 2 individual planning periods and 6th and 7th grade teachers had 4 individual planning periods. This restructuring from zero collaborative time for teachers to one hour a week every other week equates to 10 additional hours for the remainder of the 2012-13 school year and 18 hours for 2013-14 and beyond. Several topics discussed during collaboration time will be mandated by the Principal. Additionally, teachers will make other topic recommendations. Topics will be related to increasing student achievement. Examples of topics may include utilizing 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.

In order to increase student instructional time, the instructional content delivered in non-core classes will be modified to incorporate core content. Given that an increase in student achievement in mathematics was identified as big idea #2, beginning in year one (2013-14), the music class will be modified to include applicable common core state standards in mathematics for each grade level. This will increase core

instructional time by 60 minutes per week for 36 weeks totaling 2,160 minutes or 36 hours. In years two and three (2014-15 and 2015-16), a second and third non-core class will be modified to include applicable common core state standards in an additional core content area by grade level such as art and ELA or electronics and science. The added instructional time for the subsequent years will be approximately 2,000 minutes per year depending upon the non-core class selected for modification and school scheduling.

The increased learning time during music classes will provide students with a unique learning environment for mathematics. Music is grounded in mathematics. For example, addition and subtraction of similar and non-similar fractions are core math standards that can be learned in music. Research shows a positive correlation between students' musical abilities and their mathematical achievement (Cheek & Smith, 1999 & et al).

In addition to increasing teacher collaboration and instructional time, in year 2, the Principal will explore providing students with more personalized time with teachers through a zero hour/advisory period. Items such as staffing, scheduling and planning time will be considered. The Principal and Assistant Superintendent will develop solutions to increase learning time in order to rapidly accelerate student achievement. Ideas such as flex-time teacher schedules, creating community partnerships, exploring on-line learning, and optional extended learning opportunities will be considered.

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

Additional instructional time will support the implementation of project-based learning and improve culture and climate.

See attached - teacher collaboration schedule and sample student schedule.

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

STEAM Academy uses several strategies to engage families and community members in the educational process. One of which is providing two family coaches on staff to implement strategies and supportive services for engaging parents and the community with the school.

Principal, teachers and family coaches work collaboratively to engage parents and families on a continual basis. Although the family coaches are often named as the responsible persons in Table 9, teachers and other school personnel are actively involved in each of the strategies below. 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.

' Detailed information provided in Attachment 4: Increased Enrichment Opportunities - See STEAM Transformation Full Plan 12-13. Table 9: Strategies to Engage Families and Community Members includes strategy, timeline, and persons responsible.

The family coaches also provide additional support services including: 1) providing transportation, 2) providing childcare when necessary; and 3) coaching parents with decision making regarding student academic progress.

PART F: PROVIDING OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT

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

STEAM 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)

A letter describing the background and development of the MOU is attached, per MDE's request.

Detailed information provided in Attachment 4: Increased Enrichment Opportunities - See STEAM Transformation Full Plan 12-13. Table 10: Plan for Operational Flexibility includes area of flexibility, action, timeline, and persons responsible.

* See MOU/Collective Bargaining Unit Attachment

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

BHAS is committed to providing ongoing, intensive professional development and technical assistance from key external constituents including but not limited to Berrien RESA, Cambridge Education, Encompass Consulting, Michigan State University, and the Michigan Department of Education. Financial resources will continue to be set aside to provide this critical support. The Principal and the Assistant Superintendent will meet at least monthly to monitor and modify support.

In addition to the partners and support provided in Table 11, the Principal and the Assistant Superintendent will identify content experts to facilitate planning in mathematics and 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.

' Detailed information provided in Attachment 4: Increased Enrichment Opportunities - See STEAM Transformation Full Plan 12-13. Table 11: Ongoing Assistance and Support includes partner, support, relationship to big ideas, persons responsible, and timeline.

Assurances Report

Michigan Department of Education Assurances

Priority Assurances

| Assurance | Certified | Comment/Attachment |
|---|-----------|--|
| Our school has implemented an evaluation process, which includes a significant connection with student growth, to assess the effectiveness of teachers and leaders working in our school. (Attach a copy of the evaluation tool below.) | Yes | <u>BHAS Teacher and Leader Evaluation Tool.pdf</u> |
| Our school has a Professional Development calendar that supports the reform effort selected for our school. (Attach a copy of the professional development calendar below.) | Yes | <u>BHAS District PD Calendar.pdf</u> |
| Our school has implemented an extended learning time model to increase instructional time as evidenced by our daily school schedule, teacher collaboration schedule and student schedule. (Attach a copy of the schedule(s) below.) | Yes | Attached is the sample student schedule and teacher collaboration schedule. <u>Sample Student Schedule and Teacher Collaboration Schedule.pdf</u> |
| Our school provides additional time to improve student learning and engagement through enrichment activities for students. | Yes | Many of our responses include tables with specific information to support the narrative. Therefore, for ease of reading, the full transformation plan with tables is attached with this assurance. <u>Revised STEAM Transformation Full Plan with Table 1-26-13.pdf</u> |
| Our school provides time for teachers to collaborate, plan and engage in professional development within and across grades and subjects. | Yes | Attached is the Principal's resume. <u>Principal Resume - April Margaritis.pdf</u> |
| Our school District has a Memorandum of Understanding or Collective Bargaining Agreement with the Local Education Association regarding the measures required to implement the reform/redesign plan. Alternately, Public School Academies without a Local Education Association can provide documentation of board approval of the submitted reform plan. | Yes | Attached is the MOU letter per MDE's request as well as the MOU Bargaining Unit agreement. <u>MOU Letter Requested by MDE.pdf</u> |

Benton Harbor Area Schools



**Administrator Effectiveness Rubric
2012/2013**

“Quality learning for every student, every day”

I. Overview

II. Effectiveness Rubric

- a. Domain 1: Improving Student Outcomes
- b. Domain 2: Developing Teacher Effectiveness
- c. Domain 3: Applying Leadership Actions

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?

- 1. 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.
- 2. 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.
- 3. 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.
- 4. 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 | Subtotal |
|---|--|--|--|---|--|-------|--------|----------|
| 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 two grade levels of growth during the academic year. | Most students are on track to make at least one and a half grade levels of growth during the academic year. | Many students are not making sufficient academic growth. Most are making one grade level of growth during the year. | Most or all students are not making sufficient progress. Most are making less than one grade level 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. | | X1 | |
| 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. | | X1 | |
| 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. | | X2 | |
| 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. | | X1 | |
| 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. | | X1 | |
| Domain 1 Score | | | | | | | | |
| Total | | | | | | | | |

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.

| 2a Teacher retention and development | | | | | | | |
|--|--|--|--|---|-------|--------|----------|
| Indicators | Highly Effective (4) | Effective (3) | Improvement Necessary (2) | Ineffective (1) | Score | Weight | Subtotal |
| 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 teachers' 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 | |
| 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 2 Score | | | | | | | |
| Total | | | | | | | |

| 2b Instructional Leadership | | | | | | | |
|-----------------------------|---|---|--|---|-------|--------|----------|
| Indicators | Highly Effective (4) | Effective (3) | Improvement Necessary (2) | Ineffective (1) | Score | Weight | Subtotal |
| 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 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 or 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 | |
| 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. | | X2 | |
| Domain 2 Score | | | | | | | |
| Total | | | | | | | |

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.

| 3 Personal Behavior | | | | | | | |
|---------------------|---|---|---|--|---|--------|----------|
| Indicators | Highly Effective (4) | Effective (3) | Improvement Necessary (2) | Ineffective (1) | Score | Weight | Subtotal |
| 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. | | X2 |
| 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. | | X1 |
| 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. | | X2 |
| 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. | | x1 |
| 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. | | X2 |
| 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. | | X1 |
| Domain 3 Score | | | | | | | |
| Total | | | | | | | |

Benton Harbor Area Schools



**Teacher Effectiveness Rubric
2011/2012**

"Quality learning for every student, every day"

I. Effectiveness Rubric

- a. Domain 1: Purposeful Planning
- b. Domain 2: Classroom Culture
- c. Domain 3: Effective Instruction
- d. Domain 4: Professional Leadership

III. Year End Summary and Rating

| Teacher | Administrator | 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 | Subtotal |
|-----------------------|---|--|--|--|--|-------|--------|----------|
| 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 | |
| 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 | | | | | | | | |
| Total | | | | | | | | |

DOMAIN 2: CLASSROOM CULTURE

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

| Indicators | | Highly Effective (4) | Effective (3) | Improvement Necessary (2) | Ineffective (1) | Score | Weight | Subtotal |
|-----------------------|-------------------------|---|--|---|--|-------|--------|----------|
| 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 | |
| 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 | | | | | | | | |
| Total | | | | | | | | |

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.

| Indicators | | Highly Effective (4) | Effective (3) | Improvement Necessary (2) | Ineffective (1) | Score | Weight | Subtotal |
|------------|---|---|--|---|--|-------|--------|----------|
| 3.1 | <p>FOCUS STUDENTS ON LEARNING TARGETS</p> <p><i>Note: The words 'explaining' and 'communicating' presuppose students' understanding. Where this is missing, the explanation or communication cannot have been effective</i></p> | <p>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.</p> | <p>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.</p> | <p>Teacher goes some way towards developing students' understanding of the Learning Target by:</p> <p>1) effectively communicating what students will know or be able to do by the end of the lesson; and;</p> <p>2) connecting the Learning Target to prior knowledge.</p> | <p>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.</p> | | X2 | |
| 3.2 | ENGAGEMENT | <p>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.</p> | <p>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 ¾ of the students are actively engaged throughout the lesson.</p> | <p>There is at least a little evidence that the teacher leverages a sense of purpose and urgency for classroom performance. At least ½ of the students are actively engaged throughout the lesson.</p> | <p>There is no evidence of urgency or purpose in the teaching and learning in the room. Less than ½ of the students are actively engaged.</p> | | X2 | |
| 3.3 | MAXIMIZING INSTRUCTIONAL TIME | <p>No instructional time is lost through well-executed routines, procedures, and transitions; efficient instructional pacing and effective management.</p> | <p>Little instructional time is lost through the execution of routines, procedures, and transitions; efficient instructional pacing and effective management.</p> | <p>Some instructional time is lost due to poorly designed routines and procedures or poorly executed transitions, inefficient instructional pacing or off task-behavior.</p> | <p>Significant instructional time is lost due to poorly designed routines and procedures, or poorly executed transitions, inefficient instructional pacing or off task behavior.</p> | | X2 | |
| 3.4 | INTRODUCING CONTENT | <p>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.</p> | <p>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.</p> | <p>Teacher has a solid presence in the classroom AND delivers content that is factually correct.</p> | <p>Teacher has inadequate presence in the room OR delivers factually incorrect information.</p> | | x1 | |

Note: 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.

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

DOMAIN 3: EFFECTIVE INSTRUCTION (Continued)

| | | | | | | | | |
|-----------------------|---|--|---|---|---|--|-----|--|
| 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. | | x1 | |
| 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. | | X3 | |
| 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 the lesson or partway through independent practice). Gains information 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. | | X2 | |
| 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 | |
| 3.9 | MODIFIES 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. | | X2 | |
| Domain 3 Score | | | | | | | | |
| Total | | | | | | | | |

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.

| Indicators | | Highly Effective (4) | Effective (3) | Improvement Necessary (2) | Ineffective (1) | Score | Weight | Subtotal |
|-----------------------|--------------------------|--|--|---|--|-------|--------|----------|
| 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. | | x1 | |
| 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. | | x1 | |
| 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. | | x1 | |
| 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. | | x1 | |
| 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. | | X1 | |
| 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. | | x1 | |
| Domain 4 Score | | | | | | | | |
| Total | | | | | | | | |

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 |
|-----------------------|-------|---------------|
| Purposeful Planning | | 20 |
| Classroom Culture | | 32 |
| Effective Instruction | | 68 |
| Teacher Leadership | | 24 |
| Student Growth | | |
| Total | | |

| Key without achievement data | Rating | Key with achievement data | Outcome |
|------------------------------|-------------------|---------------------------|---------|
| 133 to 144 | Highly Effective | | |
| 103 to 132 | Effective | | |
| 48 to 102 | Needs Improvement | | |
| 36 to 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 |
| 5 | 8 | 17 | 6 |

| Strengths | Specific Growth Areas |
|-----------|-----------------------|
| | |
| | |
| | |

| Number of Personal Days | Number of Sick Days | Total | Number of Professional Days |
|-------------------------|---------------------|-------|-----------------------------|
| | | | |

Employee Signature: _____ Date _____ Supervisor Signature: _____ Date _____

Benton Harbor Area Schools - District Professional Development Calendar

| Date /Time | Topic/Goal | Audience | Resources Needed | Person Responsible |
|--|---|--|---|--|
| August 8-9, 2012; 10:30-4:00 pm, 9:00-2:00 pm | Adaptive Schools | Principals and Special Education Supervisors | Thinking Collaborative, books, handouts and chart paper, location | Assistant Superintendent; Title Coordinator |
| August 14, 16, 21, 23, 2013 | Principal's Leadership facilitated by Cambridge Education | Principals and Special Education Supervisors | Handouts and chart paper, location | Assistant Superintendent; Title Coordinator; Cambridge Education Staff |
| August 29, 2012 1:00-4:00 pm | District Opening PD: Curriculum Crafter, Pinnacle use, Writer's Workshop | Teachers and Paraprofessionals | Classroom spaces, handouts, audio visual equipment | Assistant Superintendent; Title Coordinator; Cambridge Education Staff |
| September 14, 2012 1:00-4:00 pm | Follow-up ECO training | Teaching and Learning Facilitators | Classroom spaces, handouts, audio visual equipment | Title Coordinator; Cambridge Education Staff |
| September 24, 2012 4:30-6:00 pm | MEAP Testing Planning and Procedures, Collaborative Planning, Teacher Evaluation Process Review | Principals and Assistant Principals | Handouts and chart paper, location | Assistant Superintendent; Assessment Coordinator; Cambridge Education Staff |
| October 1, 2012 | District Early Release | Instructional Staff | Building Resources | Principals; Teaching and Learning Facilitators |
| October 24-25, 2012; December 10-11, 2012 | Adaptive Schools | Instructional Staff | Books, handouts and chart paper, location | Assistant Superintendent; Title Coordinator; Adaptive Schools Facilitator |
| October 29, 2012 | District Early Release | Instructional Staff | Building Resources | Principals; Teaching and Learning Facilitators |
| October 30, 2012 | (New) Teacher: Pinnacle and Curriculum Crafter | Teachers with three years or less but veteran teachers are encouraged to attend. | Access to computer lab and handouts | Title Coordinator; Teaching and Learning Facilitators; Various Teacher Leaders |
| November 1, 2012 8:30-10:30 am | Comparing District Improvement Plan and Building Improvement Plans | Building Principals | Copies of the district and building improvement plans | Assistant Superintendent; Cambridge Education Associates |
| November 12, 2012 3:45-5:00 pm | District LA PLC: Assessing current state and next steps | Building Teacher Leaders | NA | Assistant Superintendent; Title Coordinator |

| Date /Time | Topic/Goal | Audience | Resources Needed | Person Responsible |
|--|---|---|---|--|
| November 13 & 27, 2012; 1:00-3:00 pm | Data Dialogue | STEAM Data Team | NA | MSU Intervention Specialist |
| November 26, 2012 3:00-5:00 pm | Follow-up ECO observation and feedback support | Principals | Audio video equipment and classroom observation video | Assistant Superintendent; Cambridge Education Associates |
| December 3, 2012 | District Early Release: Differentiate PD on Writer's Workshop and baseline expectations | K-8 Teachers and 9-12 Teachers | TBD | Assistant Superintendent; Title Coordinator; Cambridge Education Staff |
| December 18, 2012 | (New) Teacher PD: Addressing the needs of SWD | K-12 Teachers | TBD | Assistant Superintendent; Special Education Supervisors |
| January 7, 2013 | District Early Release: Balanced Literacy Differentiated PD | K-8 Teachers and 9-12 Teachers | TBD | Asst. Superintendent, Title Coordinator, Cambridge Education Staff |
| January 2013 | Adaptive Schools-Job-embedded PD | STEAM Teachers | Encompass Consulting | Principal; Teaching and Learning Facilitator |
| January 28; February 25; March 25, April 29; May 20, 2013 | Principals PD: Book Study-Skillful Leader, | Building Principals | Skillful Leader books and supporting resources | Assistant Superintendent; Title Coordinator; Cambridge Education Staff |
| January 1, 2013 and ongoing through August 2014 | PD on aligning curriculum to Common Core State Standards | K-12 Language Arts Teachers | Curriculum Specialist | Assistant Superintendent; Title Coordinator |
| January 2013 through March 2013 | Data analysis PD | K-12 Teachers and Administrators | Golden Package for each building, Mark Walstrom | Assistant Superintendent; Cambridge Education Staff |
| August 1, 2013 and ongoing through June 2015 | Balanced Mathematics (Numeracy) Training | K-12 Teachers | TBD | Assistant Superintendent; Title Coordinator; Cambridge Education Staff |
| Beginning August 2013 (specific dates TBD) | New Teacher Orientation | K-12 Teachers and Staff New to the District | TBD | Assistant Superintendent; Cambridge Education Staff |

Benton Harbor Area Schools
STEAM Academy
Sample Student Schedule for 2nd Graders
2013-2014 School Year

| Monday | | |
|---------------|--|--|
| Time | Description | Content Area |
| 8:55 – 9:00 | Arrival and Greeting Activities | |
| 9:00 – 10:00 | Exploration (<i>1/2 of class</i>) | Science (such as Electronics, Technology, Engineering) |
| | Reading Intervention (<i>1/2 of class</i>) | English Language Arts |
| 10:00 – 10:40 | Leveled Literacy Interventions | English Language Arts |
| 10:40 – 12:10 | Reader's Workshop | English Language Arts |
| 12:10 – 12:40 | Lunch | |
| 12:40 – 1:00 | Reading (Read Aloud or Silent Reading) | English Language Arts |
| 1:00 – 2:00 | Mathematics | Mathematics |
| 2:00 – 2:45 | Science | Science |
| 2:45 – 3:00 | Break | |
| 3:00 – 4:00 | Tae Kwon Do | Physical Education |
| 4:00 – 4:15 | Closing Activities | |
| 4:15 | Dismissal | |

| Tuesday | | |
|----------------|--|---------------------------|
| Time | Description | Content Area |
| 8:55 – 9:00 | Arrival and Greeting Activities | |
| 9:00 – 9:20 | Morning Meeting | English Language Arts |
| 9:20 – 9:30 | Break | |
| 9:30 – 10:00 | Writing | English Language Arts |
| 10:00 – 10:40 | Leveled Literacy Interventions | English Language Arts |
| 10:40 – 12:10 | Reader's Workshop | English Language Arts |
| 12:10 – 12:40 | Lunch | |
| 12:40 – 1:00 | Reading (Read Aloud or Silent Reading) | English Language Arts |
| 1:00 – 2:00 | Mathematics/Music Integrated | Mathematics/Music |
| 2:00 – 2:45 | Social Studies | Social Studies |
| 2:45 – 3:00 | Break | |
| 3:00 – 4:00 | Mathematics | Mathematics |
| | YMCA (10-Week Session) | Physical Education/Health |
| 4:00 – 4:15 | Closing Activities | |
| 4:15 | Dismissal | |

| Wednesday | | |
|------------------|---------------------------------|-----------------------|
| Time | Description | Content Area |
| 8:55 – 9:00 | Arrival and Greeting Activities | |
| 9:00 – 9:20 | Morning Meeting | English Language Arts |
| 9:20 – 9:30 | Break | |
| 9:30 – 10:00 | Writing | English Language Arts |
| 10:00 – 10:40 | Leveled Literacy Interventions | English Language Arts |
| 10:40 – 12:10 | Reader's Workshop | English Language Arts |
| 12:10 – 12:40 | Lunch | |

| | | |
|--------------|--|---------------------------|
| 12:40 – 1:00 | Reading (Read Aloud or Silent Reading) | English Language Arts |
| 1:00 – 2:00 | Mathematics | Mathematics |
| 2:00 – 2:45 | Science | Science |
| 2:45 – 3:00 | Break | |
| 3:00 – 4:00 | Mathematics | Mathematics |
| | YMCA (10-Week Session) | Physical Education/Health |
| 4:00 – 4:15 | Closing Activities | |
| 4:15 | Dismissal | |

| Thursday | | |
|-----------------|--|---------------------------|
| Time | Description | Content Area |
| 8:55 – 9:00 | Arrival and Greeting Activities | |
| 9:00 – 9:20 | Morning Meeting | English Language Arts |
| 9:20 – 9:30 | Break | |
| 9:30 – 10:00 | Writing | English Language Arts |
| 10:00 – 10:40 | Leveled Literacy Interventions | English Language Arts |
| 10:40 – 12:10 | Reader's Workshop | English Language Arts |
| 12:10 – 12:40 | Lunch | |
| 12:40 – 1:00 | Reading (Read Aloud or Silent Reading) | English Language Arts |
| 1:00 – 2:45 | Bridges (Drama/Writing) | English Language Arts |
| 2:45 – 3:00 | Break | |
| 3:00 – 4:00 | Mathematics | Mathematics |
| | YMCA (10-Week Session) | Physical Education/Health |
| 4:00 – 4:15 | Closing Activities | |
| 4:15 | Dismissal | |

| Friday | | |
|---------------|--|---------------------------|
| Time | Description | Content Area |
| 8:55 – 9:00 | Arrival and Greeting Activities | |
| 9:00 – 9:20 | Morning Meeting | English Language Arts |
| 9:20 – 9:30 | Break | |
| 9:30 – 10:00 | Writing | English Language Arts |
| 10:00 – 10:40 | Leveled Literacy Interventions | English Language Arts |
| 10:40 – 12:10 | Reader's Workshop | English Language Arts |
| 12:10 – 12:40 | Lunch | |
| 12:40 – 1:00 | Reading (Read Aloud or Silent Reading) | English Language Arts |
| 1:00 – 2:00 | Art | Art |
| 2:00 – 2:45 | Social Studies | Social Studies |
| 2:45 – 3:00 | Break | |
| 3:00 – 4:00 | Mathematics | Mathematics |
| | YMCA (10-Week Session) | Physical Education/Health |
| 4:00 – 4:15 | Closing Activities | |
| 4:15 | Dismissal | |

| Content Area | Instructional Minutes Per Week | |
|---------------------------|--------------------------------|-----------------------|
| | 2012-2013 School Year | 2013-2014 School Year |
| Core Content | | |
| English Language Arts | 785 | 785 |
| Mathematics | 360 | 420 |
| Science | 120 | 120 |
| Social Studies | 90 | 90 |
| Non-Core Content | | |
| Art | 60 | 60 |
| Music | 60 | 60 |
| Physical Education/Health | 120 | 120 |

Integrating mathematics with music increases core instructional time by 60 minutes per week. This increases instructional time by 2,160 minutes or 36 hours per year.

Benton Harbor Area Schools
STEAM Academy
Sample Teacher Collaboration Schedule – 3rd Marking Period

| Week | Date | Time | Collaborative Teacher PLC Time |
|------|---------------------|------------------|------------------------------------|
| 3 | Monday, January 21 | 9:20 – 10:10 am | 1 st Grade |
| | | 10:35 – 11:25 am | 4 th Grade |
| | Friday, January 25 | 9:20 – 10:10 am | 2 nd Grade |
| | | 10:35 – 11:25 am | 3 rd Grade |
| 4 | Monday, January 28 | 9:20 – 10:10 am | 6 th Grade |
| | | 10:35 – 11:25 am | 7 th Grade |
| | Friday, February 1 | 9:20 – 10:10 am | 8 th Grade |
| | | 10:35 – 11:25 am | Any team – determined by Principal |
| 1 | Monday, February 4 | 9:20 – 10:10 am | 1 st Grade |
| | | 10:35 – 11:25 am | 4 th Grade |
| | Friday, February 8 | 9:20 – 10:10 am | 2 nd Grade |
| | | 10:35 – 11:25 am | 3 rd Grade |
| 2 | Monday, February 11 | 9:20 – 10:10 am | 6 th Grade |
| | | 10:35 – 11:25 am | 7 th Grade |
| | Friday, February 15 | 9:20 – 10:10 am | 8 th Grade |
| | | 10:35 – 11:25 am | Any team – determined by Principal |
| 3 | Monday, February 18 | 9:20 – 10:10 am | 1 st Grade |
| | | 10:35 – 11:25 am | 4 th Grade |
| | Friday, February 22 | 9:20 – 10:10 am | 2 nd Grade |
| | | 10:35 – 11:25 am | 3 rd Grade |
| 4 | Monday, February 25 | 9:20 – 10:10 am | 6 th Grade |
| | | 10:35 – 11:25 am | 7 th Grade |
| | Friday, March 1 | 9:20 – 10:10 am | 8 th Grade |
| | | 10:35 – 11:25 am | Any team – determined by Principal |
| 1 | Monday, March 4 | 9:20 – 10:10 am | 1 st Grade |
| | | 10:35 – 11:25 am | 4 th Grade |
| | Friday, March 8 | 9:20 – 10:10 am | 2 nd Grade |
| | | 10:35 – 11:25 am | 3 rd Grade |
| 2 | Monday, March 11 | 9:20 – 10:10 am | 6 th Grade |
| | | 10:35 – 11:25 am | 7 th Grade |
| | Friday, March 15 | 9:20 – 10:10 am | 8 th Grade |
| | | 10:35 – 11:25 am | Any team – determined by Principal |
| 3 | Monday, March 18 | 9:20 – 10:10 am | 1 st Grade |
| | | 10:35 – 11:25 am | 4 th Grade |
| | Friday, March 22 | 9:20 – 10:10 am | 2 nd Grade |
| | | 10:35 – 11:25 am | 3 rd Grade |

LETTER OF AGREEMENT (Revised*)

between

Benton Harbor Area Schools

and the

Benton Harbor Education Association

*This revised letter of agreement supercedes the original agreement signed and dated November 3, 2010. The revisions are made to Section 5, Section 12, and Section 14 of this Letter of Agreement.

RE: Section 1249, 1250, and 1280c Compliance

The Benton Harbor Education Association MEA/NEA, hereinafter referred to as "the Association", and the Benton Harbor Area Schools, hereinafter referred to as "the District", hereby agree to the following:

Teacher Evaluation requirements are expressed in Section 1249 of the Revised School Code of Michigan.

The teacher evaluation system, as prescribed by law, must be "rigorous, transparent, and fair." The evaluation must also:

Evaluate job performance *at least* annually,
Establish clear approaches to measure student growth, and
Use multiple rating categories.

For these purposes, student growth shall be measured by national, state, or local assessments and other objective criteria.

The work required to research and design an evaluation form and procedures that comply with Section 1249 of the Revised School Code of Michigan has been completed by a development team and has been presented to the bargaining teams for final review. The form and procedures will be completed within the timeframe of the current negotiations between the Association and the District and implemented beginning September 1, 2011.

The District and the Association, hereby agree to complete the evaluation form and procedures to satisfy Michigan's legal requirements and meet the needs of the Association and the District and include appropriate changes to Article VIII of the Master Agreement. Specifically, in the final evaluation form and procedures, achievement scores of the students in a teacher's class shall be weighted as 45% of the teacher's overall performance evaluation in core classes as measured by mutually agreed upon assessments and Tools (M.E.A.P., N.W.E.A., Pre and post core exams tied to Michigan required curriculum) in Priority School Buildings.

The bargaining teams have begun meeting to undertake the work to accomplish the tasks described above. The District and the Association will negotiate the final teacher evaluation form, procedures and contractual provisions. These will be expressed in writing and subject to ratification and approval according to normal established procedures.

It is understood that the negotiated contract language shall be in compliance with Section 1249.

The following provisions are included to assure compliance with Section 1250:

The Association and the District hereby agree to form a committee to make recommendations on ways to comply with Section 1250 and meet the needs of the Association and the District.

The committee will be comprised of three (3) members from the Association, appointed by the Association, and three (3) members of the District, appointed by the District. Said members shall be appointed by November 15, 2010.

Additional participants from the District and the Association may be requested to attend committee meetings. These participants may include the MEA UniServ Director, legal counsel, or others with specific areas of expertise.

The committee shall begin meeting to undertake the work to accomplish the tasks described above beginning no later than November 15, 2010.

Both parties agree that an incentive program that is generally described in the transformation plan has been discussed and is agreed pending final implementation details before the 2011-12 school year. The specific provisions to implement the plan be expressed in writing and subject to ratification and approval by the Board and the Association.

It is understood that the negotiated contract language shall be in compliance with Section 1250.

The following provision of the Labor Agreement between the Board of Education and the BHEA is intended to assure that the district removes any barrier to removing teachers from persistent low achieving schools in the district:

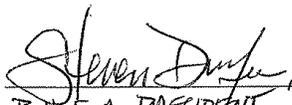
14. ARTICLE XI – REDUCTION IN PERSONNEL

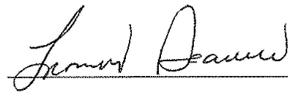
NEW SECTION B. Persistent Low Achieving Schools. (reletter subsequent sections)

When a school has been designated a persistent low achieving school under standards promulgated by state or federal agency(ies), seniority and other contractual provisions under this contract shall not apply to: the assignments within the school, teacher transfers in or out of a school, filling vacancies, bumping rights of teachers, or other impediments to implementing a plan of improvement for that school such as start and end times of the instructional day, schedule changes, teacher professional development time and other similar provisions. Further, any work rules or past practice, not expressly included herein that also impedes the implementation of the plan of improvement shall not apply at that school. This provision does not allow a unilateral change in pay scales or benefits.

FOR THE ASSOCIATION
EDUCATION

FOR THE BOARD OF


B. H. E. A. PRESIDENT
January 11/11 (Date)


1/11/11 (Date)

Memorandum of Agreement
Teacher Performance Areas

Article XIV, Section B of the Labor Agreement between the Benton Harbor Area Schools and the Benton Harbor Education Association states in part that

each teacher ... shall be apprised in terms of the teacher's responsibilities according to the performance areas of the Teacher Evaluation system. All such performance areas shall have been previously approved by the Association.

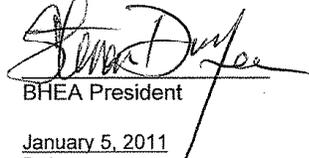
(p. 54)

The purpose of this Memorandum of Agreement between the Benton Harbor Area Schools and the Benton Harbor Education Association is to formally state that the performance areas will be the following, beginning with the 2010-2011 school year:

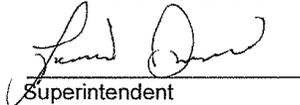
1. Understanding and Organizing Subject Matter for Student Learning
2. Planning Instruction and Designing Learning Experiences for All Students
3. Creating and Maintaining an Effective Environment for Student Learning
4. Engaging and Supporting All Students in Learning
5. Promoting Student Achievement
6. Developing as a Professional Educator

The practices will continue to meet to develop specific contract language to implement the requirements of the Revised School Code 380.1249.

For The Association


BHEA President
January 5, 2011
Date

For The Board Of Education


Superintendent
January 5, 2011
Date