

SCHOOL INFORMATION

District: Berrien Springs Public Schools
 School Name: Berrien Springs High School
 Address: 1 Sylvester Avenue, Berrien Springs, MI 49103
 School Code: 00297

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

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

-DIRECTIONS-

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

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

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

REVISION: 1 2

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

ALL COMPLETED REDESIGN PLANS MUST BE SUBMITTED ELECTRONICALLY TO:
MDE-SROplans@michigan.gov
 For additional help, please contact the State Reform Office at 517-335-2741.

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| <p style="text-align: center;">SCHOOL INFORMATION</p> <p>District: Berrien Springs Public Schools</p> <p>School Name: Berrien Springs High School</p> <p>Address: 1 Sylvester Ave, Berrien Springs, MI 49103</p> <p>School Code: 00297</p> | <p style="text-align: center;">CONTACT PERSON FOR REDESIGN PLAN</p> <p>Name: David Eichberg</p> <p>Position and Office: Principal, High School</p> <p>Telephone: 269-471-1748</p> <p>Fax: 269-471-1511</p> <p>Email: deichberg@homeoftheshamrocks.org</p> |
| <p style="text-align: center;">LEA SCHOOL SUPERINTENDENT/DIRECTOR</p> <p>Printed Name: James Bermingham</p> <p>Signature: X _____</p> <p>Date: _____</p> | <p>Telephone: 269-471-2891</p> <p>Fax: 269-471-2590</p> <p>Email: jbermingham@homeoftheshamrocks.org</p> |
| <p style="text-align: center;">LEA SCHOOL PRINCIPAL/DIRECTOR</p> <p>Printed Name: David Eichberg</p> <p>Signature: X _____</p> <p>Date: _____</p> | <p>Telephone: 269-471-1748</p> <p>Fax: 269-471-1511</p> <p>Email: deichberg@homeoftheshamrocks.org</p> |
| <p>LEA SCHOOL BOARD PRESIDENT</p> <p>Signature: X _____ Date: _____</p> | |
| <p>LOCAL TEACHER BARGAINING UNIT</p> <p>Signature: X _____ Date: _____</p> | |
| <p>The Local Educational Agency (LEA) agrees to comply with all applicable requirements of all state statutes, federal laws, executive orders, regulations, policies and conditions governing this program. The LEA understands and agrees that if it materially fails to comply with the terms and conditions of the redesign plan, fails to make satisfactory progress or does not have an approved plan, the Michigan Department of Education/State School Reform/Redesign Officer may issue an order placing the LEA into the State School Reform/Redesign School District, imposing for the LEA one of four intervention models, and an addendum to applicable collective bargaining agreements in effect for the school as necessary to implement the school intervention model.</p> | |

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THE TRANSFORMATION MODEL STARTS HERE:

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

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

I. TRANSFORMATION MODEL COMPONENTS

PART A: DEVELOP/INCREASE SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS

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

David Eichberg was hired as the Berrien Springs High School (BSHS) principal for the 2009-10 school year. BSHS had always been above state averages for the High School MEAP and MME (in 2008, BSHS enjoyed MME scores that were at or near the top in Berrien County). In 2009, the high school experienced a drop in scores, but remained above state averages. Mr. Eichberg was hired as the principal in August of 2009 because of his background and expertise for the express purpose of elevating expectations and performance. He was the 4th principal in 7 years and the high school was beginning to experience the negative effects of a lack of continuity in leadership.

- a. Mr. Eichberg has extensive administrative experience in high performing high schools, most recently serving as assistant principal for St. Joseph (MI) High School where he also was the secondary curriculum coordinator for grades 7-12. He had achieved MI-LIFE endorsement through MDE.
- b. He is highly organized and has a vision for and experience with the necessary components for high achievement.
- c. He is well read and communicates his ideas well in writing and face-to-face. Since he arrived in 2009, the following initiatives have been put in place to drive the needed changes:
 - 1). Mr. Eichberg worked with the secondary staff to secure a 21st Century Learning Environments grant for \$200,000 in November 2009, kicking off a move to project-based learning (PBL). He is part of the collaborative leadership team for PBL and works closely with the trainer.

- 2). Mr. Eichberg is able to drive unpopular changes. When the results of the 2010 MME fell for the first time ever below state averages, he led staff members in carefully studying the data. After determining that the decline in scores started after a schedule change to a 4 x 4 block, he courageously led a schedule change, assuring that students would have more time in full-year core classes.
 - 3). Mr. Eichberg is requiring the development and implementation of a balanced assessment system.
 - 4). In 2010-11, After-School Rocks was implemented to provide time for tutoring and enrichment. Other interventions are being expanded and developed.
 - 5). The use of virtual learning, the seat-time waiver, and other innovations started in 2010-11 and continue to develop.
 - 6). There is a strong move to proficiency-based learning, monitoring and reporting underway under Mr. Eichberg's leadership. He is overseeing several teacher pilots.
2. Detail the collaborative (teacher and principal) process used to create a teacher and leadership evaluation plan and explain how the evaluation includes student growth as a significant factor. (Maximum 1250 characters)

In November 2010, a collaborative process (team of teachers and administrators, which continues to meet) to develop an evaluation instrument was established. Mr. Eichberg was part of a team which drove the adoption of the **Marzano Causal Evaluation Model for Teacher Evaluation** through *iObservation*. The goal is to develop high levels of teacher competency. Staff was trained fall 2011. Mr. Eichberg and others have started using the system for observations and walk-throughs (10-15 per week). The targets for all teachers for year one include

- a. Clear Learning Goals and Scales
- b. Monitoring student progress
- c. Celebrating success.

Meeting these targets accounts for 25% of the final score. Student achievement (growth and proficiency) accounts for another 25% for the next three years. The principal is evaluated annually and student achievement is 25% of the performance score.

In the fall of 2011, administrators met with the superintendent and adopted the Reeves' Leadership Matrix. The above student achievement percentages are also part of the leadership evaluations. Principals will be evaluated on the state and benchmark achievement of all students in the building. Appendix A: Berrien Springs Teacher and Leader Evaluation

Please attach a copy of the Evaluation Tool in Appendix A of this template.

3. Specify how the school will identify and reward school leaders, teachers, and other staff members who have increased student achievement. Additionally, describe how

the school will remove leaders and staff members who have been given multiple opportunities to improve professional practice and have not increased student achievement outcomes. (Maximum 3750 characters)

The district has adopted the *Marzano Causal Evaluation Model for Teacher Evaluation through iObservation*. A significant portion of a teacher's effectiveness will be based on student growth data. For the first three (3) years of the new evaluation model (2011-12, 2012-13 & 2013-14) the following assessment data will be used for 25% of the annual teacher evaluation:

- a. **State Assessment Data (5%) - MME/ACT**
- b. **Benchmark Assessment Data (5%) - EXPLORE, PLAN, Practice ACT, ACT, Work Keys & Key Train**
- c. **Formative/Common Assessment Data (15%) - Teacher & School developed assessments in all areas**

In 2014-15, student achievement will account for 40% and starting in 2015-16, 50% of the teacher evaluation will come from student achievement, derived from a combination of state, benchmark and locally developed assessment data.

Based on this data, teachers rated highly effective or effective will be rewarded based on a system of rewards and incentives developed on meeting building-wide, department & individual student data growth goals. The following incentive system will be implemented:

Building-Wide & Department Incentives:

- a. Opportunity for the selection and purchase of equipment to enhance existing classroom technology
- b. Opportunity for the selection and purchase of software designed to enhance existing classroom technology
- c. Opportunity for the selection and purchase of accessories designed to enhance existing classroom technology
- d. Dinner or activity for all staff if school meets achievement goals

Individual Teacher Incentives:

- a. Teacher choice of a professional development opportunity selected from professional development needs & desires identified through the teacher evaluation tool
- b. Recognition of individual teachers who meet achievement goals

Opportunities for Teacher Improvement or Removal:

- a. All teachers (all ratings) will follow individualized, mutually developed, improvement plans with 2-4 specific target areas each year. This is part of the Marzano Causal Evaluation Model, built on the premise there is always room for improvement. The criteria will include improvement targets for student achievement.
- b. Plans will be supported through targeted professional development, including building and district initiatives, and the *iObservation Library of Resources* which has video and print materials supporting the Marzano evaluation elements.

- c. Administrators will monitor progress through scheduled observations, walkthroughs and regular, targeted feedback through *Marzano's Causal Evaluation Model/iObservation*/discussions with administrators, based on established timelines. Teachers meeting goals are rewarded as outlined above.
- d. Teachers not achieving set goals in the improvement plans shall be dismissed according to evaluation outline. This shall be done at the end of the established timeline for non-tenured teachers, or after two, or at the most, three years of ineffective overall ratings for tenured teachers.

Opportunities for Leadership Improvement or Removal

The Reeves Leadership Matrix operates in a similar way to the Marzano Model for teachers.

- a. The superintendent and building principal develop an annual plan targeting areas of improvement based on the matrix, including student achievement goals.
- b. The superintendent meets with the principal three times annually to review progress. The leadership team meets weekly focusing on established district expectations for leaders, including student achievement, benchmark targets and progress.
- c. The superintendent visits all classrooms with the building leaders, discussing targets and progress.
- d. Rewards for improving student achievement include recognition, building rewards & incentives, and possible financial, professional development or time bonuses (in development).
- e. Leaders who are rated as ineffective shall be released after two ineffective ratings. A leader rated as minimally effective has two years to move to an effective rating or face possible removal.

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

The district looks at professional development (PD) as an ongoing, job-embedded process rather than individual, unrelated events. Focus areas are supported for multiple years with follow up and monitoring.

In 2009, on the heels of the release of first drop in scores, BSHS and the district looked carefully at ways to reverse the trend. The journey is underway and the district/building agree that the current path is the right one. Because of progress tracking, it appears that the current sophomore and junior classes are better prepared for the MME than the previous two classes.

Current PD includes several district and building initiatives, including some in specific content areas. The focus areas below include the questions demanding PD:

- a. Major question: How will 2x weekly Learning Teams drive the change in 2012-13 and beyond? What about accountability and fidelity of

implementation of effective strategies? Summer training for lead teachers on the learning teams will establish procedures and focus areas for the teams to carry out all of the initiatives listed below, making them part of the embedded culture for all teachers.

- b. Do students display enough engagement? Do they see the relevance of their learning? Teachers received intensive training in 2010-11 in the use of Project Based Learning. The district received a Title 2D: 21st Century Learning Environments grant, which purchased onsite training through David Stephen, one of the founders of San Diego's High Tech High (Gates Foundation) project-based-learning schools. He spent 30 days onsite during 2010-11, working with a PBL Leadership team, project teams, and the entire middle and high school staff. All teachers participated in multi-disciplinary projects, based in the real world. The leadership team developed the Berrien Springs 4 C's for 21st Century Learning, which are Critical Thinking, Collaboration, Communication and Creation (including creativity and productivity). Standards-based projects are designed to solve real world problems and develop skills to a college and career ready level. In 2011-12, David Stephen is continuing to work with teachers and a half-time coach is also working with project teams. The focus for 2011-12 is on a greater depth of research, concise and careful reading, presentations of learning, and stronger writing skills. The schedule has been built with cohort classes so two teachers can work together (e.g. English 10 and Biology) because they share students for two consecutive hours. They also share common planning time.
- c. How does BSHS build sophisticated reading skills allowing students to read informational text in a clear and concise way? Since 2007, many teachers have had individual training in Reading Apprenticeship. One third of the high school teachers engaged in a series of workshops throughout 2010-11 in the use of Reading Apprenticeship. This led to the 2011 summer training of an English teacher to be a certified Reading Apprenticeship trainer. At each staff meeting, there is a brief presentation on a strategy and follow up on how previous strategies are being used in the classrooms. To ensure fidelity of use, the principal and BSHS leadership team are developing accountability measures. English teachers are attending CCSS meetings to help with the transition to the new standards.
- d. How does BSHS reverse the trend of low math scores with a decreasing number of students at top levels and an increasing number of students at the lowest levels? After significant investigation of effective measures, the math department determined during the summer of 2011, to pilot Carnegie Learning Math. One teacher attended a four-day training and is piloting geometry with three classes. Based on his training, the teacher has set up a catch-up plan for juniors who are attending special intervention classes using Cognitive Tutor and other classes for freshmen

and sophomores. If Carnegie Learning proves to be effective, all math teachers will receive training during the summer, 2012.

- e. How does BSHS assess proficiency effectively and utilize Data Director (data warehouse) to store data and build reports?
- 1). During the past three years, all teachers have been trained, and are supported by a district person who focuses on Data Director. All teachers are expected to enter pre/post and summative data based on proficiency of standards. Each department has a data resource person.
 - 2). Teachers and administrative staff have been attending the Pearson Balanced Assessment System taught by Carole Commodore which is in its second year through Berrien RESA. Eight BSHS teachers have been attending and are working with their colleagues to develop high-quality, proficiency-based assessments.
- f. How does BSHS build an effective grading and reporting system? The district and BSHS have committed to proficiency-based reporting of grades. This will be the focus of PD for 2012-14, with guidance and training through a recognized professional (negotiating with Rick Wormelli or Ken O'Connor).
- g. How does BSHS increase the use of effective teaching strategies? Through **iObservation**, videos and print material about effective teaching strategies are available for learning teams to use in developing competency. District and building administration will target specific strategies each year and each individual teacher will develop an individual professional growth plan targeting 1-2 personal strategies each year. The evaluation process will support the development of ever-increasingly competent teachers.
- h. How does BSHS develop a high culture of achievement among students? (One of the unintended consequences of using the 4 x 4 block schedule for five years was the ability for students to complete homework at school and the lowering of expectations for students.) Berrien RESA has developed a **Student Achievement Framework** based on the premises of *Response to Intervention*. BSHS applied for and has been accepted into the first cohort for the program, beginning in November, 2011. The Building Leadership Team of teachers will drive the implementation of the framework in BSHS.

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

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

BSHS implements strategies designed to increased opportunities for promotion and career growth, create flexible working conditions and recruit and retain staff.

Promotion & Career Growth Strategies:

1. Opportunities to participate in leadership include:
 - a. Newly reorganized Building Leadership Team (3 Department Chairs, Members of the School Improvement Team, Assistant Principal and Principal)
 - b. Department Chair of 1 of 3 reorganized departments (Humanities - English & Social Studies & Fine Arts - band, choral & visual arts, Science, Technical Education & Math and Student Support Services - includes para-professional staff directly involved in instruction)
 - c. Core Content Department lead teachers
 - d. Each department will have a resource person/coach for Data Use, Assessment, Intervention & Instruction/Curriculum
 - e. School Improvement Team including building chair, Writing goal co-chairs, Math goal chair and a Reading goal chair
 - f. Project-Based Learning Leadership Team;
 - g. Student Achievement Framework & Positive Student Behavior Support team
 - h. Senior Project steering committee
 - i. Annual student handbook advisory council
 - j. Child Study Teams
 - k. Student clubs/organization advisor positions.
2. Opportunities in district leadership:
 - a. District Improvement Team
 - b. Internal Quality Assurance Review team
 - c. Curriculum Advisory Council
 - d. Technology Advisory Council
 - e. Teacher Evaluation Team
 - f. Project-Based Learning Leadership Team
 - g. Health Curriculum Advisory Council.
3. Berrien Springs Public Schools has provided opportunities for teachers to be promoted into administration. The following district administrative positions are currently filled with previous Berrien Springs teachers: Superintendent, Director of Instruction & Curriculum, Director of Special Education, Director of Technology, two Elementary Principals, Middle School Principal & High School Assistant Principal.

Flexible working conditions will be provided through the following programs and initiatives:

1. A flexible 8-period schedule is proposed for the high school in this redesign plan.
 - a. Half of the instructional staff will be assigned to teach 1st-7th hours; the other half of the instructional staff will be assigned to teach 2nd - 8th hours
 - b. Teachers will collaborate two days weekly during either the 1st or 8th class period.

- c. 1st and 8th period students will have seated & virtual classes (on-campus and seat-time waiver), CTE, dual enrollment, Project-Based Learning, Internships, and more
- 2. The district opened a Virtual High School fall 2010. Students have the option of enrolling in a full-time virtual instructional environment (utilizing a seat-time waiver) or a blended instructional environment. The facility is open and staffed for students and staff from 7:30 am until 9:00 pm. Highly qualified teachers have an opportunity to serve as online instructors.
- 3. The district has a separate facility that houses alternative education. In addition to a school day program that serves approximately 150 students throughout Berrien County, the program provides students with an after-school opportunity for credit recovery, an evening community, adult education, and alternative education program including English speaking/language classes, and a full-time virtual environment utilizing the seat-time waiver with an assigned certified teacher/mentor.

Recruiting and retaining staff at Berrien Springs has not been an issue. Many highly qualified applicants vie for every posted position and the rate of retention is very high.

PART B: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES

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

Since the first drop in scores in 2009, the district and BSHS have been studying data to determine causes and investigating possible solutions, selecting the ones listed below:

- a. **The high school adopted a 4x4 block schedule five years ago. The drop in scores started shortly after the schedule change. Investigation revealed:**
 - **Students did not achieve proficiency in enough standards**
 - **Less homework was assigned. Students were completing work during class, so not as much material was “covered” or taught. Students, by their own admission, were not “working as hard”.**
 - **The gap between subjects that needed continuous instruction (math, science) was frequently a year and teachers had to spend more time reviewing skills and concepts and had less time to teach to proficiency. The high school has experienced a significant influx of schools of choice students (29% of the students are not residents) who have not had adequate preparation and whose achievement is delayed. The gap was especially devastating for students with delays.**
 - **Several block schedule studies accessed by the principal pointed to declining achievement in some schools with 4x4 schedules.**

Although the 4x4 schedule may work for some schools, it was not working here and the high school adopted a 7 period day schedule for 2011-12. This schedule includes:

- Math and reading interventions – double blocking during the school day
- Core Focus time daily for targeted emphasis on reading, writing, math, social studies and science

Additional intervention opportunities and increased instructional time for all students is scheduled for 2012-13

b. The drop in all scores:

Reading: 76% in 2008 to 59% in 2011

Math: 55% in 2008 to 41% in 2011

Science: 65% in 2008 to 51% in 2011

Writing: 51% in 2008 to 42% in 2011

The drop has prompted a school-wide focus on:

1). READING:

- Use of Reading Apprenticeship strategies in all 6-12 subjects (What Works Clearinghouse – potentially positive results) (on-site training)
- Emphasis on close and critical reading for information, reading to learn, guided reading in content classes. Starting 2012-13, there will be a minimum independent in-school reading requirement for each BSHS science, social studies and English class, as well as some electives. Requirements started for grades 6-8 in January 2012. (Input from MDE staff and Cris Tovani, March 2012 workshop)

2). WRITING emphasis in all subjects:

- Will have requirements for research-based informational and argumentative papers for 6-12 core classes starting 2012-13. (Middle School started requirements in January 2012)
- Will use MAISA writing units starting 2012-13 in 6-11 English classes (Writing Workshop format). Training by Laura Schiller in March 2012.
- Increased display of writing for other students and staff to read, including Spring Project Exhibition for the community. (A purpose for writing) English teachers score two writing prompts per year for all students to track progress on a common rubric, in addition to their other writings.

3). MATH:

- Pilot of Carnegie Learning (2 days with Cognitive Tutor and 3 days with targeted instruction, group work) for geometry classes 2011-12. Assessments are tracking achievement and comparing to traditional geometry instruction for a decision about the future.
- Use of online interventions (Cognitive Tutor and Apangea) in double blocked support class (team taught with math and special education teachers), before and after school classes for 2011-12.
- Math department chair is on the board for MCTM and MAISA math units. He is coordinating the alignment to CCSS, including the 8 practice standards.

4). SCIENCE:

- Half-time coach is working in 2011-12 with 6-12 science teachers to develop lesson and unit plans with increased data gathering and interpretation, scientific investigation and reasoning, weighing contradictory findings, developing and testing

of hypotheses, drawing conclusions, and making predictions (National Science Teacher's Association and ACT recommendations)

- Science projects will be exhibited at the Spring Project Exhibition.

5) ALL SUBJECTS:

- Selection of, alignment to power standards from Common Core State Standards and HSCEs (Marzano's "guaranteed and viable curriculum"). Each course is currently updating instructional maps, syllabi, essential questions, learning targets, strategies, projects, and resources. What is not accomplished by June will be completed with stipend days for teachers with the curriculum coordinator during the Summer 2012. (Following plan set by series with Mike Schmoker in December – April 2012)
- Interim and summative assessments to determine proficiency (BSPS Assessment Development Plan 2011-13), results are entered into Data Director, inform planning, instruction. Retesting is allowed.
- Posted learning goals and constant student/teacher tracking of progress to proficiency, started in 2011-12, development of formative assessment techniques continuing (Marzano indicates these techniques have the greatest bearing on improved achievement).
- Student achievement in reading, English, math, science, and writing will be tracked year-to-year in the spring with a new assessment sequence, determining college readiness with the benchmarks:
 - 8th Grade: Explore
 - 9th Grade: Plan
 - 10th Grade: Plan (use of Cambridge Educational Sources to meet targets)
 - 11th Grade: ACT
- Proficiency-Based Assessments, grading, reporting. Two teachers are piloting in 2011-12. Entire staff will receive consultation and training for change scheduled in 2013-14.
- Increase student engagement, real-world applications, adult relationships, and inter-disciplinary connections by including Project-Based Instruction. 2011-12 is the second year of PBL. Interviews with students indicate they fail to see relevance with learning and real life. Improvement will be tracked through increased rigor of projects, improved final products, increased research and higher-level thinking expectations as demonstrated at the Spring Exhibition of projects.
- Investigating making WorkKeys a graduation requirement. Students would demonstrate career readiness and graduation eligibility by holding a Career Readiness Certificate.

c. The district has a strong *Response to Intervention* focus K-8 for reading and math. This focus is in the process of final development at the high school. By the beginning of the 2012-13 school year, the following will be in place:

- End of year course expectations and assessments determining proficiency based on CCSS and HSCE's. (This is complete and in place for HSCE subjects and in final development for English/Language Arts and Math - CCSS). Summer dates are scheduled for teachers to complete this work.
- Periodic formative assessments for all subjects with cut scores determining who may need additional support. General Ed Teachers offer Tier 1 support during class, before and after school, and tutors work with students in *After-School Rocks*. Opportunities will be

developed for students to retake tests and provide proof of proficiency, with grades that may change to gain credits.

- **Cut scores for Explore and PLAN will determine who may need Tier 2 or Tier 3 supports.**
- **Improved Tier 2 Interventions include:**
 - **Reading intervention (current double blocked class will use improved teaching techniques), with cut score determination for placement into the Reading Class and scaffold criteria determining exit points. The class is offered during the school day.**
 - **Math Intervention (current double blocked class will be improved and expanded to support Algebra and Geometry), with cut score determinations for placement, and scaffold criteria determining exit points. The class is offered during the school day.**
 - **Continued Proficiency-Based Credit Recovery opportunities, including specialized, targeted live classes and virtual classes.**
 - **Use of virtual math and reading intervention classes (currently being piloted. The initial results are positive, so this will be expanded). Virtual classes are offered during the school day or after hours, at the Virtual Academy or at home.**
 - **Academic Studies Classes, team-taught for special education and general education students to learn and put into practice study skills, particularly in the areas of writing, science and social studies. The classes will have established entrance and exit criteria and will be offered during the school day.**
 - **Tier 3 interventions include two special education, self-contained classes, team-taught classes, differentiation in general education classes, *Academic Studies*, math & reading classes with significant support from special education teachers.**

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

Berrien Springs Public Schools has been working on data-driven decision making. Some BSHS teachers have been somewhat reluctant in the building and district data push, but that is changing.

1. The district provides a data warehouse, Data Director, for state, national, benchmark and local proficiency-based assessment information. A wide variety of effective reports can be generated. All teachers have been trained for the past three years in using the instrument. A dedicated person is on site to help with the entering of data, use of Data Director and generation of exams and reports. Starting in 2010-11, it was required for BSHS teachers to enter their summative assessment information and in 2011-12 they are to enter pre/post test information also. The District Assessment Plan outlines further uses (see attachment).
2. Eight BSHS teachers and the high school principal attended Effective Balanced Assessment training (Carole Commodore through Pearson Education) in 2010-11. According to the District Assessment Development Plan, Mr. Eichberg required summative assessments to be submitted in May 2011 to show alignment to state standards. These were entered into Data Director and teachers received reports of their results. Teachers made modifications during summer work to gain greater alignment, reliability and validity. Development of interim, pre and post

assessments continue this year with training from Carole Commodore through Pearson Education (Berrien RESA).

3. There is a BSHS Assessment Schedule for development of local summative, per/post unit assessments, benchmark and state assessments (see attachment).
4. With the new Marzano *Causal Model for Teacher Evaluation*, teachers are required to identify clear learning goals based on standards and measure the progress of students in meeting those goals. This emphasis on constant formative assessment is likely to raise student achievement according to standards. These assessments include student reflection on both general and specific goals. The goal is to have students track their own progress on standards by using Marzano type scales and rubrics.
5. In September 2011, through Data Director, Individual Data Portraits (see attached) based on Explore/PLAN/practice ACT/and ACT testing were generated for each 9-11th grade BSHS student. Teachers worked with groups of students to understand their data, especially in relationship to benchmarks. The students determined personal strengths and weaknesses and wrote goals for themselves for the next benchmarking assessments and made plans for how they would meet those goals. These data portraits will be frequently updated and the goals will be revisited and revised at critical times. This is part of the vision to have students "own" their data.
6. In 2012-13, transition meetings between the Middle School and High School will be arranged 2x per year. We receive the data from our local junior colleges on college readiness and teachers will work in 2012-13 learning teams to fill identified gaps.
7. In 2012-13, BSHS and the rest of the district will engage in a plan for standards-based/proficiency grading and reporting, led by an as-yet-to-be-named consultant. This discussion will include mastery learning, test and quiz retakes, grades, use of homework and formative assessments, transcripts, exemplars of acceptable work/projects, and much more. This discussion will be a focus for the 2x weekly learning teams, with the guidance of an expert (possibly Rick Wormelli or Ken O'Connor). Four teachers are piloting proficiency-based grading at BSHS this year.

PART C: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT

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

A change from a 4 X 4 block schedule to a traditional 7-period day was made at the start of the 2011-12 school year. Currently, the high school has 180 instructional days for students (1,239 instructional hours annually). Teachers teach 6 of 7 class periods. The maximum number of teacher preps is four.

The redesign plan increases learning time for *all* students whether slow or advanced. The increased time is for all core subjects, enrichment and teacher collaboration. The increased learning time for all students will be accomplished by adding an 8th class period using a “flexible schedule” concept.

Features of the 8-period day include the following:

1. Students enroll in 8 classes per year
2. All students select courses from a full offering of core courses, approximately 25 enrichment courses, a full curriculum of virtual learning courses (on-site and off-site through an MDE approved seat-time waiver), a broad selection of dual enrollment courses offered through 2 local community colleges and a 4-year university, 2 direct credit courses offered on site, over 40 Career Technical Education courses, intervention courses in Math, Reading & Writing, 15-20 Math & Science Center courses, project-based learning activities, internships, service learning opportunities, and work experience.
3. Students requiring remediation, intervention or credit recovery will have increased school day opportunities. New intervention courses will be available in Math through the new math curriculum from Carnegie Learning. The curriculum includes a web-based intervention program called cognitive tutor. In addition, the district began using Apangea as a Math intervention for the 2011-12 school year.
4. Students requiring remediation or intervention in reading will have increased school day opportunities. All content area teachers have begun integrating Reading Apprenticeship strategies into their instruction with the start of the 2011-12 school year. Read Naturally was implemented in the 2010-11 school year. Teachers are exploring other effective reading interventions and programs to assist our lowest readers.
5. Teachers teach in one of two flexible schedules (1st – 7th hours or 2nd – 8th hours)
6. Teachers teach 6 out of 7 class periods
7. Twice weekly, teachers collaborate during the 1st or 8th period
8. Class periods are 48 minutes in length
9. The district currently has 180 instructional days for students
10. The high school day begins at 7:45 am and ends at 2:38 pm (6 hours and 53 minutes)
11. The proposed 8 period day will begin at 7:45 am and end at 3:14 pm (7 hours 29 minutes)
12. The proposed schedule will increase instructional hours by 108 hours annually for students.
13. The total instructional hours annually for students will be 1,347 hours (1,239 + 108).
14. We will consider increasing instructional hours in the future to meet the student needs as our student achievement data dictates.
15. The twice weekly collaboration time for teachers will create an additional 58 hours of teacher collaboration time (48 minutes X 72 meetings = 58 hours)

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

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

The proposal for improving continuous parent engagement includes a variety of strategies. These strategies include the following:

1. Project Based Learning Exhibitions (initiated in 2010-11) - all parents and community are invited; local media is used to communicate

2. Senior Projects & Presentations of Learning (revised in 2011-12). 80-100 community members serve as reviewers & judges; parents are invited to participate; each senior is required to have a teacher and community mentor.
3. Forty hours of community service is required of all students for graduation from Berrien Springs High School.
4. The "After School" program began in 2010-11. The program provides tutoring (peers, teachers, parents, community members, Andrews University instructors and Andrews University students), a testing center, homework zone, and a variety of enrichment activities including a Korean Language & Culture class. The program also provides students with opportunities for service learning. The program is administered by a retired high school English teacher.
5. Teachers are required to communicate with students and parents using the following methods: email, telephone (1 per classroom), teacher blogs, and teacher web page (district web site hosts).
6. Online access of grades & attendance is provided to students and parents 24/7 using Parent Internet Viewer.
7. An annual "Back to School Night" is offered for all students and parents.
8. Fall and spring parent/teacher conferences are held annually.
9. An Orientation program is conducted before the start of a new school year for all 9th grade and new students and their parents.
10. Student Data Portraits were developed in 2011-12 for each student and their parents. The document contains a summary of state and benchmark assessment scores. The document also provides space for student goal setting. The principal and counselors will annually conduct small group sessions with parents to discuss the importance of the assessments, how the data can be used to assist with college admissions, and review student assessment goal setting.
11. The Joyce Epstein Framework of Six Types of Involvement will be implemented 2012-13:
 - Parenting
 - Communicating
 - Volunteering
 - Learning at Home
 - Decision Making
 - Collaborating with Community
12. A student/parent college night is facilitated annually by the Guidance staff. Parents & students learn about the college admissions process, scholarship opportunities, scholarship application process, completing the FAFSA application, and receiving advice about academic preparation.
13. A Parent Advisory Council is formed annually. Meetings are conducted 3-4 times throughout the school year with the high school principal. Approximately 8-10 families are represented from a cross section of the student body.
14. Korean Partnership - the high school principal and a high school Social Studies teacher share oversight for a partnership formed with Korean community members. The partnership was formed in 2010-11. Activities include an after school Korean Language & Culture class, instructional activities conducted through distance learning and Skype, field trips to Korean communities and

cultural points of interest in Chicago sponsored through the Korean Education Center of the Korean Consulate General Chicago, participation of students in a Korean folk dance team, participation in a Korean performing musical group and co-sponsorship of a Korean/American Day in January. Student exchanges are planned for 2011-12. Several connections exist with Korean secondary schools. Long term planning involves possible teacher exchanges.

Attachment: Joyce Esptein's Framework of Involvement

PART D: PROVIDING OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT

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

The following is a summary of the strategies that exist or will be implemented to provide the high school with operational flexibility:

Staffing:

1. Hiring decisions of all teachers, para professionals and support staff at the high school are made by the building principal. The process implemented at the high school (2009-10) involves a team of administrators, teachers, support staff, parents and/or students in the hiring process. The principal initially screens all applicants. First interviews are conducted by a team of 6-8 staff members. The principal is not part of the first interview. The team recommends 3-5 candidates for a second interview. Second interviews are conducted by the principal, assistant principal, and a department head. A third interview includes teaching a lesson to approximately 10 people (students, teachers, parents, & administrators). Hiring recommendations are made to the Superintendent. The Superintendent recommends to the Board of Education for approval.
2. A district calendar is negotiated by a team of administrators and teachers. Start dates and major holidays/vacations are the same countywide. Berrien Springs Public Schools currently schedules 180 student days and 185 teacher days. The high school has autonomy to schedule academic programming within the 180 instructional days in the way that best meets the needs of secondary students.
3. Currently, instructional time is negotiated between the Board of Education and the local association. The high school has been given latitude to make recommendations for changes to the Superintendent who in turn negotiates on behalf of the Board of Education. Actual instructional time at the high school for the 2011-12 school year will exceed 1,175 hours. With the proposed increase of 108 hours, the total instructional time for the 2012-13 school year will exceed 1,283 hours. This amount of instructional time exceeds the state minimum required by 185 hours.
4. Berrien Springs Public Schools currently utilizes the "Zero Based" budgeting process at each building, including the high school, for development of the annual

general fund-operating budget. The process begins in early February. Department heads meet with teachers to determine needs for the following school year broken down categorically. Budget categories include the following:

- supplies & materials
- supporting instructional materials
- project based learning supplies
- field trips
- travel
- dues, conferences & workshops
- technology & software
- capital

Department heads meet with the principal in late February to present budget needs. The principal develops a building budget based on the individual department needs and requests, meetings with department heads, and discussion/needs of other high school staff with account responsibilities. The high school budget is presented to the Superintendent and Business Manager. The entire budgeting process is based on the "zero based" concept. Through the use of the "zero based" budgeting process, the high school has significant flexibility in determining the priority of the financial resources annually allocated from the general fund for program operations. This process has provided teachers with more than adequate instructional resources.

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

BSHS has been accepted into the first cohort of schools in the Berrien County Student Achievement Framework initiative. This 2012-15 program is patterned after Michigan Behavior Learning Support Initiative (MiBLSi) and has a distinctive RtI flavor. In addition to trainings, a Berrien RESA coach will work the BSHS team on a plan to develop a culture of achievement. This will target behaviors, academics, expectations, identification of strengths and weaknesses, monitoring of academic and behavior growth and more. The Child Study Team process will become more robust and will carefully track struggling students. In addition, teachers and administrators have access to various Berrien RESA personnel and initiatives, including:

1. Regular organizational meetings (principals, curriculum, special education, counselors
2. An array of focused PD opportunities
3. Individual assistance through specific RESA personnel.

Berrien RESA is already providing support to the high school for the transformation process. Because of Project-Based Learning and Senior Projects, several businesses, organizations, agencies and adults are partnering with teachers, students and groups of students for real-world connections in problem solving. BSHS has been and will continue to take part in MDE offerings of

Technical Assistance. Berrien Springs Public Schools has District Accreditation through AdvancED. AdvancED has been contacted to support in school improvement planning and the cycle of continuous improvement at BSHS.

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

THE TURNAROUND MODEL STARTS HERE:

Descriptor: The **Turnaround Model** includes among other actions, replacing the principal and at least 50 percent of the school's staff, adopting a new governance structure and implementing a new or revised instructional program.

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

II. TURNAROUND MODEL COMPONENTS

PART A: DEVELOP SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS

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

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

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

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

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

and retain staff to meet the needs of students in a transformational school.
 (Maximum 3750 characters)

PART B: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES

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

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

6. Describe the new governance structure adopted that will assist with the building turnaround process. The new governance may include a turnaround office, or a turnaround leader who reports directly to the superintendent. (Maximum 6250 characters)
7. Detail how the use of data will identify and implement an instructional program that is research based and aligned from one grade to the next as well as with state standards. (Maximum 6250 characters)
8. Describe how the school will promote the continuous use of individual student data (such as; formative, interim, and summative) to inform and differentiate instruction to meet individual student needs. (Maximum 6250 characters)

PART C: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT

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

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

Or

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

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

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

THE RESTART MODEL STARTS HERE:

Descriptor: The **Restart Model** School is when districts close the school and reopens it under the management of a charter school operator; a charter management organization; or an educational management organization selected through a rigorous review process. A restart school would be required to enroll, within the grades it serves, any former student who wishes to attend.

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

III. RESTART MODEL COMPONENTS

PART A: District Narrative

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

RESTART/Charter School Narrative Section

Part B: COMMUNITY ASSESSMENT

1. Describe the characteristics of the population and community where the proposed charter school will be located. Provide detail as to the assets and liabilities of the community within a given radius for the proposed location of the school. (Maximum 2500 characters)

2. Provide a thoughtful and detailed description of the unmet educational needs of the community with enough specificity that it becomes apparent throughout the narrative how the proposed school will serve these unmet needs. (Maximum 2500 characters)

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

Part C: STUDENT POPULATION

4. Detail the proposed grade levels and range of ages of students to be served, along with plans for future growth. Detail the proposed charter school's anticipated enrollment in years one through five, projecting the minimum and maximum enrollment the school is prepared to serve in each year. (Maximum 2500 characters)

5. Identify the demographic makeup of the proposed population and where these students are most likely being educated currently. Estimate the percentage of students the proposed charter school expects to qualify for federal free and reduced lunch subsidies. (Maximum 2500 characters)

6. List and describe the existing schools in the area (public, private and parochial) serving the community, and detail the competitive advantages that will set the proposed charter school apart and attract students. (Maximum 2500 characters)

7. Show how your plan has been shaped by the developmental and learning needs of students to be served. (Maximum 2500 characters)

Part D: EDUCATIONAL PROGRAM

8. Describe the vision, mission and educational goals of the proposed charter school. The description of educational goals should be complete, measurable, ambitious, tailored to the expected student population, and coordinated with the mission and vision. (Maximum 2500 characters)

9. Describe the evaluation process and the criteria used by the development team to

compare curricular and instructional approaches. Describe the approaches considered and explain why the approach chosen fits the Public School Academy (PSA) target market and its educational goals. Explain why other specifically identified approaches considered were not chosen. (Maximum 3750 characters)

10. Provide a general description of the curricula to be used. Explain how you have determined (or will determine) that these curricula will lead *all* students to mastery of the Common Core Standards, Michigan's Grade Level Content Expectations (GLCE) or High School Content Expectations (HSCE), as appropriate. (Maximum 2500 characters)

11. Provide an overview of the instructional design and program to be emphasized by the school, with particular emphasis on how this approach is unique and will enhance student achievement. Be sure to detail the research foundations for the educational approach to be utilized. Outline steps the school will take to ensure that its teachers understand, gain skills needed for and practice the instructional model chosen. (Maximum 2500 characters)

12. Detail the interventions and support services to be provided by the school, such as - extended time, Head Start, latchkey, extracurricular activities, tutoring, computer training, social work services, accelerated learning for advanced students. Additionally, explain why these services were chosen to address the needs of the target population. Describe the plan for how the proposed services will be implemented. (Maximum 3750 characters)

13. Describe the ways in which the proposed charter school will ensure high-quality services to students with special needs. Describe how the services to students with special needs will be innovative. Include a description of how the proposed charter school will participate in development of the county-specific Intermediate School District (ISD) special education plan, which ensures compliance with the Individuals with Disabilities Act (IDEA). (Maximum 3750 characters)

14. Specify the proposed charter school's anticipated date of opening, and briefly describe the proposed school calendar and school day schedule. Identify if you will seek any waivers of federal or state requirements that you believe will be necessary to implement the proposed calendar and schedule. (Maximum 2500 characters)

Part E: STUDENT RECRUITMENT AND COMMUNITY INVLOVEMENT

15. Briefly describe the proposed charter school's advertising and recruitment plans, and provide an outline of the planned policy and procedures for enrollment and how the proposed school will meet state and federal requirements for open enrollment. Indicate if the proposed school plans to enter into any matriculation agreements for the purpose of providing enrollment priority to student applicants for enrollment. (Maximum 2500 characters)

16. Describe any early intervention and/or other retention strategies which will be employed to maximize the number of students who remain enrolled year-to-year, and to ensure equal access for all. (Maximum 2500 characters)

- Describe proposed methods for involving parents and community members in the design of the school and the education of enrolled students. Describe parent involvement in the design and development process to date. (Maximum 3750 characters)

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

IV. CLOSURE MODEL COMPONENTS

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

PART A: ESTABLISH POLICY

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

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

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

PART C: OPERATE TRANSPARENTLY

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

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

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

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

**APPENDIX A
COPY AND PASTE YOUR:**

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

**APPENDIX B
COPY AND PASTE YOUR:**

Professional Development Calendar or Timeline

(unlimited characters)

APPENDIX C
COPY AND PASTE YOUR:

Daily School Schedule, Sample Student Schedule and Teacher Collaboration Schedule
Or
Executed Addendum to Support the Implementation of the Reform Model

(Maximum 6250 characters)

Berrien Springs Teacher Evaluation
Dr. Robert Marzano Causal Model for Teacher Evaluation through iObservation
Use of Student Achievement Data
2011-16

1. Expectations for Berrien Springs Public School Teachers:

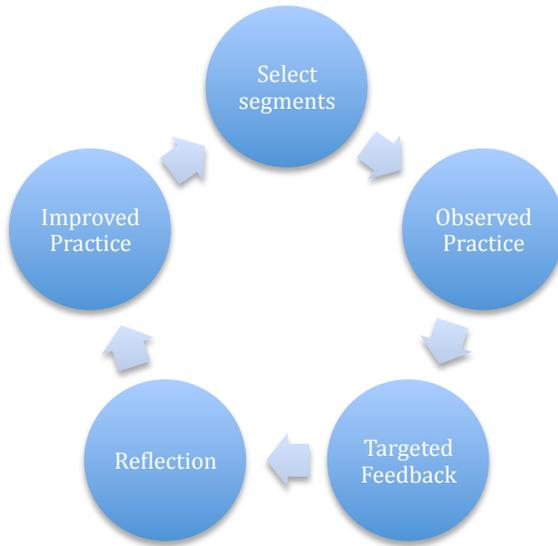
1. Set and communicate high expectations for all students based on standards and track student progress toward achieving the learning goals and proficiency in the standards. Teachers will differentiate instruction as needed, to enable students to meet the goals.
2. Use an increasing variety of effective teaching strategies, resources and technology to facilitate maximum achievement.
3. Establish and use effective classroom management strategies and routines.
4. Build relationships with students, parents and staff, modeling and expecting responsibility and respect.
5. Plan and prepare units of instruction based on appropriate curriculum and standards.
6. Demonstrate growth in teaching effectiveness by developing and implementing a plan for professional growth, including accessing targeted, research-based professional development.
7. Work cooperatively with staff, students and parents to increase student achievement by using a common language of instruction and implementing best practices developed through learning communities.
8. Collect and use data to increase student achievement through locally developed formative and summative assessments, as well as state and national achievement and benchmark assessments.
9. Follow district policies and procedures and build student responsibility by expecting adherence to expectations, policies and procedures.

2. Evaluation Instrument: To measure the effectiveness of teachers in Berrien Springs, they will be evaluated annually through the *iObservation* online system, using the *Robert Marzano Causal Model for Teacher Evaluation*.

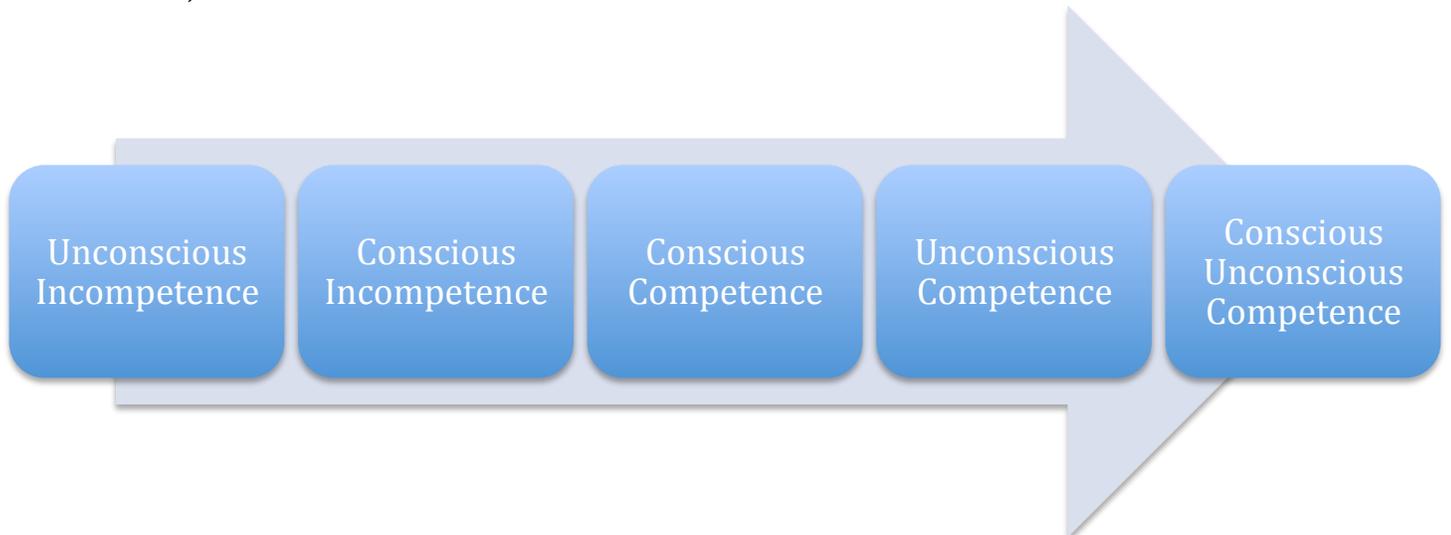
More information about the system and the protocol developed by the well-known Dr. Robert Marzano, who has authored and coauthored several books based on his meta-analysis of educational research, is available on the *iObservation* website: <http://www.iobservation.com/Marzano-Suite/> and in *Effective Supervision: Supporting the Art and Science of Teaching*. Robert Marzano, Tony Frontier, David Livingston. ASCD, Alexandria, VA. 2011.

3. Developing Increased Competency: The goal of teacher evaluation is to provide support and direction for teachers in their journeys to develop the highest possible competency skills. Each year, teachers and administrators will select 2-4 strategies (some group and some individual) for deliberate practice with frequent feedback on progress. The *iObservation* Library of Resources, professional development, learning communities, peer observation, self-assessments, and other methods will be used for support.

What does *Deliberate Practice* look like?



The following information is adapted from William Howell’s Competence Model, *The Empathic Communicator*, 1986.



| Unconscious Incompetence | Conscious Incompetence | Conscious Competence | Unconscious Competence | Conscious Unconscious Competence |
|---|--|--|--|--|
| <ul style="list-style-type: none"> • Unaware there is anything to learn • Not seeking answers because questions are unknown • Ignorance is bliss – no motivation to acquire new skills | <ul style="list-style-type: none"> • Discomfort, awareness of lack of skills • Need to know and learn something new • Time for professional development • Motivated for change and growth • Early in the training process | <ul style="list-style-type: none"> • Training, learning for skill improvement has been completed • Dependent upon thoughtful, methodical application of knowledge • Following procedures and steps carefully • Desirable and effective level | <ul style="list-style-type: none"> • Theoretical knowledge transformed into practical knowledge • Automaticity - skill can be performed without thinking about it • Skill level is extremely high • Knows when to use which skill, can make adjustments on the run | <ul style="list-style-type: none"> • Ability to describe what is being done and why • Can analyze skills • Ability to take the perspective of another who is less competent and assume communication skills that will transfer the knowledge • “Meta-competence” – thinking about skills • Reflective skills • Important level for mentors, cooperative teachers, coaches, supervisors, experts, consultants |

4. Training for Berrien Springs Public Schools in the *Robert Marzano Causal Model for Teacher Evaluation*, through *Learning Sciences, International*, www.learningsciences.com/ is ongoing.

- Day 1: Overview, with emphasis on Domain 1, first three elements; September 20, 2011, all teachers and observers
- Technical individual training through *iObservation*, for all evaluators, completed individually through webinars.
- Day 2: Training in use of *iObservation*, determination of evidence, how to observe and draw conclusions; October 27, 2011; 13 observers and lead teachers
- Regular sharing time with 1-2 local district administrators for support
- Support through *iObservation* as needed
- Resource library through *iObservation*. Extensive library of videos and print for all elements in Domain 1. Teachers and administrators can watch or read individually, in staff, learning community, department, grade level, vertical team meetings.
- Will schedule further training for evaluators and teachers, as needs are determined.

5. Information about the Evaluation Elements: Four domains and several elements organized under each domain make up the *Robert Marzano Causal Model for Teacher Evaluation*. The summative evaluation will be based on a total of 34 elements in 2011-12 and all 60 elements starting in 2012-13.

| Elements | 2011-12 | | 2012-13 | | 2013-14 | 2014-15 | 2015-16 |
|---|-----------------------------|-------------|---|-------------|-------------|-------------|-------------|
| Domain 1: Classroom Strategies and Behaviors | 23 elements | 30% | 41 elements | 30% | 30% | 22% | 20% |
| Deliberate Practice | DQ 1 (Domain 1:1,2,3) | 25% | 2-4 elements (teacher, bldg choice) | 25% | 25% | 18% | 15% |
| Domain 2: Planning/Preparing | 7 elements | 7% | 8 elements | 7% | 7% | 7% | 5% |
| Domain 3: Reflecting on Teaching | 2 elements | 3% | 5 elements | 3% | 3% | 3% | 3% |
| Domain 4: Collegiality & Professionalism | 4 elements | 10% | 6 elements | 10% | 10% | 10% | 7% |
| Student Achievement Data | | 25% | | 25% | 25% | 40% | 50% |
| Totals | | 100% | | 100% | 100% | 100% | 100% |

Domain 1, *Classroom Strategies and Behaviors*, is the primary target for teachers, focusing on research-based instructional and management strategies that when effectively implemented, boost student achievement. Forty-one elements are based in the three segments. The goal is for teachers to eventually become competent in using each of the 41 strategies.

| Routine Segments | Content-Specific Segments | Segments Enacted on the Spot |
|---|---|---|
| <ul style="list-style-type: none"> ○ Learning goals and feedback ○ Rules and procedures | <ul style="list-style-type: none"> ○ Interacting with new knowledge ○ Practicing and deepening knowledge ○ Generating and testing hypotheses | <ul style="list-style-type: none"> ○ Student engagement ○ Adherence to rules and procedures ○ Teacher/student relationships ○ High expectations |

Elements in Domain 1 are organized around 9 design questions.

| Design Questions: Domain 1 (30%) | 2011-12 | 2012-13 | 2013- |
|---|----------------------|----------------|--------------|
| Design Q 1: What will I do to establish and communicate learning goals, track student progress and celebrate success? (Focus for Deliberate Practice for 2011-12) | 1-3 (25%) | 1-3 | 1-3 |
| Design Q 2: What will I do to help students effectively interact with new knowledge? | 8, 9, 12 | 6-13 | 6-13 |
| Design Q 3: What will I do to help students practice and deepen their understanding of new knowledge? | 15-20 | 15-20 | 15-20 |
| Design Q 4: What will I do to help students generate and test hypotheses about new knowledge? | 23 | 21-23 | 21-23 |
| Design Q 5: What will I do to establish or maintain classroom rules and procedures? | 24, 26, 28, 29,31 | 24-32 | 24-32 |
| Design Q 6: What will I do to establish and maintain classroom routines? | 4-5 | 4-5 | 4-5 |
| Design Q 7: What will I do to recognize and acknowledge adherence and lack of adherence to classroom rules and procedures? | 33-35 | 33-35 | 33-35 |
| Design Q 8: What will I do to establish and maintain effective relationships with students? | 36-38 | 36-38 | 36-38 |
| Design Q 9: What will I do to communicate high expectations for all students? | 39-41 | 39-41 | 39-41 |

Elements in Domains 2-4 are organized around effective practices related to the classroom.

| Domains 2, 3, 4 (20%) | 2011-12 | 2012-13 | 2013- |
|---|-------------------|----------------|--------------|
| Domain 2: Planning and Preparing | 43-49 | 42-49 | 42-39 |
| Domain 3: Reflecting on Teaching, Professional Growth/Development | 50, 54 | 50-54 | 50-54 |
| Domain 4: Collegiality and Professionalism (includes attendance) | 55, 56, 59, 60 | 55-60 | 55-60 |

6. Evidence for Ratings: Principals and observers will use the following sources of evidence to help generate an overall rating for the teacher at the end of the year.

| Sources of Evidence | Years 1-5 | Tenured Effective & Highly Effective | Tenured Teachers Needing Assistance |
|---|---|---|---|
| Domain 1: Classroom Strategies and Behaviors | Formal/informal observations (at least 2-4); Announced/unannounced Multiple Walkthroughs Artifacts Self-Observation (video) Other | Formal/informal observations (1+); Announced/ unannounced Multiple Walkthroughs Artifacts Self-Observation (video) Other | Formal/informal observations (at least 2-4) Announced/unannounced Multiple Walkthroughs Artifacts Self-Observation (video) Other |
| Domain 2: Planning and Preparing | Planning (pre) conference Unit and Lesson plans Teacher website Curriculum maps Artifacts Other | Planning (pre) conference Unit and Lesson plans Teacher website Curriculum maps Artifacts Other | Planning (pre) conference Unit and Lesson plans Teacher website Curriculum maps Artifacts Other |

| | | | |
|--|---|---|--|
| Domain 3: Reflecting on Teaching (includes professional development) | Self-Assessment Reflection/post-conference Individual Development Plan PD log and plan Artifacts Other | Self-Assessment Reflection/post-conference Professional Growth Plan PD log and participation Artifacts Other | Self-Assessment Reflection/post-conference Individual Development Plan PD log and participation Artifacts Other |
| Domain 4: Collegiality and Professionalism | Conferences Discussions Learning Communities Parent/Student communication Artifacts Other | Conferences Discussions Learning Communities Parent/Student communication Artifacts Other | Conferences Discussions Learning Communities Parent/Student communication Artifacts Other |

7. **Final Rating:** Teachers will receive a final rating in one of four designated areas.

| Highly Effective | Effective | Minimally Effective | Ineffective |
|-----------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|
| Overall status score of 3.5 – 4.0 | Overall status score of 2.5 – 3.4 | Overall status score of 1.5 – 2.4 | Overall status score of 1.0 – 1.4 |

The ratings will be used to inform decisions about:

- Professional Development
 - Individual, small group
 - Building, District
 - Content specific
- Personal growth plans (for all tenured teachers)
- Individual Development Plans (for all non-tenured teachers and tenured teachers in need of improvement)
- Teacher retention, promotion and termination

8. **Student Achievement Data**

| | Examples | Proficiency | Growth | 2012-2014 | 2014-15 | 2015-16 |
|--------------------|---|-------------|--------|-----------|---------|---------|
| State Testing Data | MEAP, MME, MEAP-Access, MiAccess, ELPA | x | x | 5% | 10% | 15% |
| Benchmark Testing | NWEA, AIMSweb, DRA2, Explore, PLAN, Practice ACT, ACT, KeyTrain, WorkKeys, Brigance, District Writing Prompts Other | x | x | 5% | 15% | 15% |
| Local Assessments | Mid-terms and finals Grade Level Proficiency assessments Pre-Post assessments Performance Assessments Other | x | x | 15% | 15% | 20% |
| Total | | | | 25% | 40% | 50% |

For further information, contact Jan Bermingham, Curriculum Coordinator, Berrien Springs Public Schools, 269-471-7724, jbermingham@homeoftheshamrocks.org.

Reeves' Leadership Performance Matrix

| | | | | |
|--|---|--|---|--|
| <p>1.0 Resilience: Narrative: Leaders in education bounce back quickly from adversity and stay focused on the vision of the organization. They bring together people and resources with the common belief that the organization can grow stronger in tough times when it applies certain knowledge, skills, and attitudes in the face of adversity.</p> | | | | |
| <p>1.1 Constructive Reactions</p> <p>The leader constructively reacts to disappointment and barriers to success</p> | <p>Highly Effective (System-wide Impact) In addition to "Effective"...</p> <p>The leader offers frank acknowledgement of prior personal and organizational failures and clear suggestions for system-wide learning resulting from those lessons.</p> | <p>Effective (Local Impact)</p> <p>The leader readily acknowledges personal and organizational failures and offers clear suggestions for personal learning.</p> | <p>Needs Improvement (Leadership Potential)</p> <p>The leader acknowledges personal and organizational failures when confronted with evidence.</p> | <p>Unsatisfactory</p> <p>The leader is defensive and resistant to the acknowledgement of error.</p> |

| 1.2 Willingness to Admit Error | Highly Effective (System-wide Impact) In addition to “Effective”... | Effective (Local Impact) | Needs Improvement (Leadership Potential) | Unsatisfactory |
|--|---|---|--|--|
| The leader demonstrates willingness to admit error and learn from it | <p>The leader shares case studies of personal and organizational errors in a way that is used to guide, inspire, and teach colleagues throughout the organization.</p> <p>The leader builds resilience in colleagues and throughout the organization by habitually highlighting and praising “good mistakes” where risks were taken, mistakes were made, lessons were learned, and both the individual and the organization learned for the future.</p> | <p>The leader admits failures quickly, honestly, and openly with direct supervisor and immediate colleagues.</p> <p>There is evidence of learning from past errors.</p> <p>Non-defensive attitude exists in accepting feedback and discussing errors and failures.</p> | <p>The leader is able to accept evidence of mistakes when offered by others.</p> <p>Some evidence of learning from mistakes is present.</p> | <p>The leader is unwilling to acknowledge errors.</p> <p>When confronted with evidence of mistakes, the leader is defensive and resistant to learning from mistakes.</p> |
| 1.3 Disagreement The leader constructively handles disagreement with leadership and policy decisions | The leader demonstrates willingness to challenge executive authority and policy leaders appropriately with evidence and constructive criticism, but once the decision is made, fully supports and enthusiastically implements organizational policy and leadership decisions. | <p>The leader accepts and implements leadership and policy with fidelity.</p> <p>Initiatives are represented by the leader in a way that advocates for policies as if it is the leader’s idea.</p> <p>The leader proactively brings concerns to his or her immediate supervisor by articulating disagreements and points of view in the interest of the organization.</p> | <p>The leader sometimes challenges executive and policy leadership without bringing those concerns to appropriate executive and policy authorities.</p> <p>The leader sometimes implements unpopular policies unenthusiastically or in a perfunctory manner.</p> | The leader ignores or subverts executive and policy decisions that are unpopular or difficult. |

| 1.4 Dissent | Highly Effective (System-wide Impact) In addition to “Effective”... | Effective (Local Impact) | Needs Improvement (Leadership Potential) | Unsatisfactory |
|---|--|--|---|---|
| The leader constructively handles dissent from subordinates | <p>The leader creates constructive contention, assigning roles (if necessary) to deliberately generate multiple perspectives and consider different sides of important issues.</p> <p>The leader recognizes and rewards thoughtful dissent.</p> <p>The leader uses dissenting voices to learn, grow and, where appropriate, acknowledge the leader’s own error.</p> <p>The leader encourages constructive dissent in which multiple voices are encouraged and heard; the final decision is made better and more broadly supported as a result.</p> | <p>The leader uses dissent to inform final decisions, improve the quality of decision making, and broaden support for his or her final decision.</p> <p>Defined structures and processes are in place for eliciting input.</p> | The leader tolerates dissent, but there is very little of it in public. | Dissent is absent due to a climate of fear and intimidation. |
| 1.5 Improvement of Specific Performance Areas The leader demonstrates explicit improvement in specific performance areas based on previous evaluations and formative feedback | <p>The leader’s previous evaluations are combined with personal reflection and 360-degree feedback to formulate an action plan that is reflected in the leader’s daily choices of priorities, as well as in the organization’s priorities.</p> <p>The influence of previous evaluations has an impact not only on the leader, but on the entire organization.</p> | <p>The leader’s previous evaluations are explicitly reflected in projects, tasks, and priorities.</p> <p>Performance on each evaluation reflects specific and measureable improvements along the performance continuum from unsatisfactory, to needs improvement, to effective, to highly effective.</p> | The leader is aware of previous evaluations, but has not translated them into an action plan. | No evidence of reference to previous leadership evaluations is present in the leader’s choices of tasks and priorities. |

2.0 Personal Behavior and Professional Ethics:

Narrative: Leaders in education demonstrate personal behaviors consistent with community values and morals. They keep commitments, work with students, and act in service of the best interest of the students, staff, and community.

| 2.1 Integrity | Highly Effective (System-wide Impact) In addition to “Effective”... | Effective (Local Impact) | Needs Improvement (Leadership Potential) | Unsatisfactory |
|--|---|---|---|--|
| <p>The leader demonstrates integrity</p> | <p>The leader meets commitments—verbal, written, and implied—without exception.</p> <p>Commitments to individuals, students, community members, and subordinates have the same weight as commitments to superiors, board members, or other people with visibility and authority.</p> <p>The leader’s commitment to integrity is clear throughout the organization, as any commitment from anyone who reports to this leader is as good as a commitment from the leader.</p> | <p>The leader meets commitments or negotiates exceptions where the commitment cannot be met.</p> <p>Verbal commitments have the same weight as written commitments.</p> | <p>The leader meets explicit written commitments.</p> <p>The need to “get it in writing” does not allow subordinates or superiors to make assumptions that verbal statements have the weight of a commitment.</p> | <p>The phrases “I’m working on it” or “I’m doing the best I can” are regarded as acceptable substitutes for commitments.</p> <p>The leader does not follow through with tasks, budgets, and priorities critical to the performance of his or her site or responsibilities.</p> |
| <p>2.2 Emotional Self-Control</p> <p>The leader demonstrates emotional self-control</p> | <p>The leader possesses complete self-control, even in the most difficult and confrontational situations, but also provides assistance to colleagues on the techniques of emotional intelligence.</p> <p>Not only is the leader an exemplar of emotional intelligence, but the entire organization reflects this commitment to self-control, empathy, and respect.</p> | <p>The leader deals with sensitive subjects and personal attacks with dignity and self-control.</p> <p>The leader never meets anger with anger, but defuses confrontational situations with emotional intelligence, empathy, and respect.</p> | <p>The leader occasionally exhibits aggressive, dismissive, or demeaning behaviors leading to a climate in which people are reluctant to raise sensitive issues.</p> | <p>The leader loses his or her temper and is emotionally unstable.</p> <p>Conversations on any sensitive topic are brief or nonexistent.</p> |

| 2.3 Ethical and Legal Compliance with Employees The leader demonstrates compliance with legal and ethical requirements in relationship to employees | Highly Effective (System-wide Impact) In addition to “Effective”... | Effective (Local Impact) | Needs Improvement (Leadership Potential) | Unsatisfactory |
|---|--|---|---|---|
| | <p>The leader meets the letter and spirit of the law, avoiding both the fact and appearance of impropriety.</p> <p>The leader inculcates the foundations of mutual respect for colleagues and for the law throughout the organization.</p> | <p>There are no instances of illegal or unethical conduct with employees or prospective employees, and no other conduct that crosses the line of policy or law.</p> | <p>The leader’s conduct does not support a school culture respectful of the legal and policy requirements for the relationship between leaders and employees.</p> | <p>The leader violates (even just one time) the legal and policy requirements for the relationship between leaders and employees.</p> |
| 2.4 Tolerance The leader demonstrates tolerance of different points of view within the boundaries of the values and mission of the organization | <p>The leader actively seeks differences in perspective, encouraging different scenarios and curricula in the context of academic standards.</p> <p>The leader explicitly differentiates divergent thinking when it is constructive and facilitates a transition to convergent thinking to support organizational goals.</p> | <p>The leader focuses evaluation on the achievement of the mission and adherence to values without penalizing differences in points of view that are within the framework of organizational requirements.</p> | <p>There is no punishment of alternative points of view, but little or no development or encouragement of those views exists.</p> | <p>The leader suppresses other points of view and discourages disagreement or divergent thinking.</p> |

| 2.5 Respect | Highly Effective (System-wide Impact) In addition to “Effective”... | Effective (Local Impact) | Needs Improvement (Leadership Potential) | Unsatisfactory |
|---|--|--|---|--|
| The leader honors the time and presence of others | <p>The leader consistently demonstrates an ability to effectively manage time and meetings by engaging others in the process, achieving meeting objectives, and beginning and ending on time.</p> <p>The leader models respect for others by arriving early to all meetings, and has developed and shared a system to consistently encourage, welcome, and recognize diverse opinions—even when such opinions differ from those of the leader.</p> <p>Colleagues can point to specific indicators of how they are afforded time, attention to their concerns, and respect during interactions with the leader.</p> | <p>The leader arrives on time and is prepared, participates fully, and is ready to listen and respect others in planned and unplanned meetings.</p> <p>The leader is fluent with agenda items (knowledge of each topic) and is prepared to offer ideas and engage others in meaningful dialogue.</p> <p>Diverse opinions are consistently encouraged, welcomed, and recognized by the leader, even when such opinions differ from those of the leader.</p> <p>Staff who report to the leader indicate that they are afforded time, attention to their concerns, and respect during interactions with the leader.</p> | <p>The leader generally arrives on time and is prepared, participates fully, and is ready to listen and respect others in planned and unplanned meetings, with periodic exceptions (sidebar conversations, distractions during planned or unplanned meetings).</p> <p>The leader is occasionally fluent with agenda items in terms of knowledge of each topic, but seldom offers ideas to engage others in meaningful dialogue.</p> <p>Diverse opinions are sometimes welcomed by the leader, but this occurs inconsistently.</p> | <p>The leader frequently arrives late and is not prepared, is often absent at key meetings, and tends to engage in disrespectful behaviors that do not honor others (sidebar conversations, distractions during planned or unplanned meetings).</p> <p>The leader may be attentive, but generally only in the presence of supervisors, and rarely takes the time to be fluent and knowledgeable regarding agenda items and topics of interest to the organization.</p> |

3.0 Student Achievement:

Narrative: Leaders in education make student learning their top priority. They direct energy and resources toward data analysis for instructional improvement, development and implementation of quality standards-based curricula and evaluate, monitor, and provide feedback to staff on instructional delivery.

| 3.1 Planning and Goal Setting | Highly Effective (System-wide Impact) In addition to “Effective”... | Effective (Local Impact) | Needs Improvement (Leadership Potential) | Unsatisfactory |
|--|---|--|---|--|
| The leader demonstrates planning and goal setting aligned to the school/district improvement plan to improve student achievement | The leader routinely shares examples of specific leadership, teaching, and curriculum strategies that are associated with improved student achievement. Other leaders credit this leader with sharing ideas, coaching, and providing technical assistance to implement successful new initiatives. | Goals and strategies reflect a clear relationship between the actions of teachers and leaders aligned to the school/district improvement plan and the impact on student achievement. Results show steady improvements based on these leadership initiatives. | Specific and measurable goals related to student achievement are established, but these efforts have yet to result in improved student achievement nor planning for methods of monitoring improvements. | Goals are neither measurable nor specific. The leader focuses more on student characteristics than on the actions of the teachers and leaders in the system. |

| 3.2 Student Achievement Results | Highly Effective (System-wide Impact) In addition to “Effective”... | Effective (Local Impact) | Needs Improvement (Leadership Potential) | Unsatisfactory |
|--|--|---|---|--|
| <p>The leader demonstrates evidence of student improvement through student achievement results</p> | <p>A consistent record of improved student achievement exists on multiple indicators of student success.</p> <p>Student success occurs not only on the overall averages, but in each group of historically disadvantaged students.</p> <p>Explicit use of previous data indicates that the leader has focused on improving performance. In areas of previous success, the leader aggressively identifies new challenges, moving proficient performance to the exemplary level. Where new challenges emerge, the leader highlights the need, creates effective interventions, and reports improved results.</p> | <p>The leader reaches the required numbers, meeting performance goals for student achievement.</p> <p>The average of the student population improves, as does the achievement of each group of students who have previously been identified as needing improvement.</p> | <p>Some evidence of improvement exists, but there is insufficient evidence of changes in leadership, teaching, and curriculum that will create the improvements necessary to achieve student performance goals.</p> | <p>Indifferent to the data, the leader blames students, families, and external characteristics.</p> <p>The leader does not believe that student achievement can improve.</p> <p>The leader has not taken decisive action to change time, teacher assignment, curriculum, leadership practices, or other variables in order to improve student achievement.</p> |

| 3.3 Instructional Leadership Decisions | Highly Effective (System-wide Impact) In addition to “Effective”... | Effective (Local Impact) | Needs Improvement (Leadership Potential) | Unsatisfactory |
|---|--|--|---|---|
| <p>The leader demonstrates the use of student achievement data to make instructional leadership decisions</p> | <p>The leader can specifically document examples of decisions in teaching, assignment, curriculum, assessment, and intervention that have been made on the basis of data analysis.</p> <p>The leader has coached school administrators in other schools to improve their data analysis skills.</p> | <p>The leader uses multiple data sources, including state, district, school, and classroom assessments, and has at least three years of data.</p> <p>The leader systematically examines data at the subscale level to find strengths and challenges.</p> <p>The leader empowers teaching and administrative staff to determine priorities from data.</p> <p>Data insights are regularly the subject of faculty meetings and professional development sessions.</p> | <p>The leader is aware of state and district results and has discussed those results with staff, but has not linked specific decisions to the data.</p> | <p>The leader is unaware of or indifferent to the data.</p> |
| <p>3.4 Student Requirements and Academic Standards</p> <p>The leader demonstrates understanding of student requirements and academic standards</p> | <p>Every faculty meeting and staff development forum is focused on student achievement, including periodic reviews of student work.</p> | <p>The link between standards and student performance is in evidence from posting examples (exemplars) of proficient student work throughout the building.</p> | <p>Standards are posted and required training has been conducted, but the link between standards and student performance is not readily evident to faculty or students.</p> | <p>Classroom curriculum is considered a matter of individual discretion.</p> <p>The leader is hesitant to intrude or is indifferent to decisions in the classroom that are at variance from the requirements of academic standards.</p> |

| 3.5 Student Performance | Highly Effective (System-wide Impact) In addition to “Effective”... | Effective (Local Impact) | Needs Improvement (Leadership Potential) | Unsatisfactory |
|---|---|---|---|---|
| <p>The leader demonstrates understanding of present levels of student performance based on consistent assessments that reflect local and state academic standards</p> | <p>Power standards are used and shared with other buildings.</p> <p>Standards are viewed as essential building blocks because they provide enduring understanding and leverage across content areas, and provide a foundation for the next grade or course level.</p> <p>Every faculty meeting and staff development forum is focused on student achievement, including reviews of individual student work compared to standards.</p> | <p>Each academic standard has been analyzed and translated into student-accessible language.</p> <p>Power standards are widely shared by faculty members and are visible throughout the building.</p> <p>The link between standards and student performance is in evidence from the posting of proficient student work throughout the building.</p> | <p>Standards have been analyzed, but are not translated into student-accessible language.</p> <p>Power standards are developed, but not widely known or used by faculty.</p> <p>Student work is posted, but does not reflect proficient work throughout the building.</p> | <p>Power standards have not been developed.</p> <p>There is no student work posted.</p> |

4.0 Decision Making:

Narrative: Leaders in education make decisions based on the vision and mission using facts and data. They use a transparent process for making decisions and articulate who makes which decisions. The leader uses the process to empower others and distribute leadership when appropriate.

| 4.1 Factual Basis for Decisions | Highly Effective (System-wide Impact) In addition to “Effective”... | Effective (Local Impact) | Needs Improvement (Leadership Potential) | Unsatisfactory |
|---|---|--|--|---|
| <p>The leader employs factual basis for decisions, including specific reference to internal and external data on student achievement and objective data on curriculum, teaching practices, and leadership practices</p> | <p>Decision making is neither by consensus nor by leadership mandate, but consistently based on the data.</p> <p>Data is reflected in all decisions, ranging from course and classroom assignments to the discontinuance of programs.</p> <p>The leader can cite specific examples of practices that have been changed, discontinued, and/or initiated based on data analysis.</p> <p>A variety of data sources, including qualitative and quantitative, are used.</p> <p>Data sources include state, district, school, and classroom assessments.</p> <p>Inferences from data are shared widely outside the school community to identify and replicate the most effective practices.</p> | <p>The pattern of decision-making reflects a clear reliance on state and district student achievement data as well as on curriculum, instruction, and leadership practices data.</p> | <p>Some decisions are based on data, but others are the result of personal preference and tradition.</p> | <p>Data is rarely used for decisions.</p> <p>The predominant decision making methodology is mandated from the leader or based on what is popular.</p> |

| 4.2 Decision-Making Structure | Highly Effective (System-wide Impact) In addition to “Effective”... | Effective (Local Impact) | Needs Improvement (Leadership Potential) | Unsatisfactory |
|--|--|--|---|--|
| <p>The leader demonstrates clear identification of decision-making structure, including which decisions are made by consensus or by the staff independently, which decisions are made by the leader after getting input from the staff, and which decisions are made by the leader alone</p> | <p>All stakeholders understand the difference between decision-making levels, including staff decisions by consensus or majority, staff input that will significantly influence leadership decisions, and unilateral leadership decisions.</p> <p>The leader uses data in such a compelling way that the vast majority of decisions are consensus or majority decisions.</p> <p>Staff surveys reflect a feeling of empowerment and personal responsibility for organizational success.</p> | <p>The leader clarifies the decision-making method for major decisions and shares decisions with the staff, using data to the greatest extent possible to support those decisions.</p> | <p>The leader uses both consensus and unilateral decision making, but the reason for changing decision-making structures is not consistently clear.</p> | <p>The leader’s approach to decision making has no clear method and demoralizes or bewilders the staff.</p> |
| <p>4.3 Decisions Linked to Vision</p> <p>The leader links decisions to vision, mission, and strategic priorities reflected in the school/district improvement plans</p> | <p>The current vision, mission, and strategic priorities of the leader and the organization are visible, ingrained in the culture of the organization, and routinely used as a reference point for decisions.</p> <p>The use of strategic guidelines for decision-making filters makes many decisions self-evident and avoids time wasted on unproductive arguments.</p> | <p>The decisions of the leader are consistent with the vision, mission, and strategic priorities of the organization (as reflected in improvement planning documents).</p> | <p>While the vision, mission, and priorities may be visible, they are not consistently linked to the leader’s decisions.</p> | <p>The leader is unaware of or disconnected from the organization’s vision, mission, and strategic priorities.</p> <p>There is little or no evidence of the relationship of leadership decisions to these organizational guideposts.</p> |

| 4.4 Decisions Evaluated for Effectiveness | Highly Effective (System-wide Impact) In addition to “Effective”... | Effective (Local Impact) | Needs Improvement (Leadership Potential) | Unsatisfactory |
|--|--|---|---|---|
| <p>The leader evaluates decisions for effectiveness and revises, where necessary</p> | <p>The leader can provide clear and consistent evidence of decisions that have been changed based on new data.</p> <p>The leader has a regular pattern of decision reviews and “sunsetting,” in which previous decisions are reevaluated in light of the most current data.</p> <p>There is a culture of “honest bad news” in which the leader and everyone in the organization can discuss what is not working without fear of embarrassment or reprisal.</p> | <p>The leader has a record of evaluating and revising decisions based on new information.</p> | <p>The leader has new information and appears to be willing to reconsider previous decisions, but does not have a clear record of making changes.</p> | <p>There is little or no evidence of reflection and reevaluation of previous decisions.</p> |

5.0 Communication:

Narrative: Leaders in education understand communication as a two-way street. They seek to listen and learn from students, staff, and community. They recognize individuals for good work and maintain high visibility at school and in the community. Regular communications to staff and community keep all stakeholders engaged in the work of the school.

| 5.1 Two-Way Communication with Students | Highly Effective (System-wide Impact) In addition to “Effective”... | Effective (Local Impact) | Needs Improvement (Leadership Potential) | Unsatisfactory |
|--|---|---|--|--|
| <p>The leader demonstrates two-way communication with students</p> | <p>The leader goes to exceptional lengths to listen to students. The listening strategies may include focus groups, surveys, student advisory committees, and numerous one-to-one student conversations.</p> <p>Discussions with students reveal that they know that the leader will listen to them and treat them with respect.</p> | <p>The leader knows student names, regularly greets students by name, and is proactive in talking with and listening to students.</p> <p>The leader is particularly visible at the beginning and end of the school day and during all other times when students are present.</p> | <p>The leader knows most student names, is visible, often greets students by name, and talks with students frequently.</p> | <p>The leader does not know student names, avoids student contact except where leadership presence is required, and retreats to the office during most occasions where students are likely to be present.</p> <p>Many students do not know the leader’s name or recognize the leader on sight.</p> |
| <p>5.2 Two-Way Communication with Faculty and Staff</p> <p>The leader demonstrates two-way communication with faculty and staff</p> | <p>The leader actively engages in “active listening” to the faculty and staff.</p> <p>The leader’s calendar reflects numerous individual and small group meetings with staff at every level, not just with the direct reports. Bus drivers, cafeteria workers, and first-year teachers all report confidence in their ability to gain a respectful hearing from the leader.</p> | <p>Faculty meetings include open discussions with two-way discussions.</p> <p>Faculty members regularly have the opportunity for 1:1 meetings with the leader.</p> <p>The leader knows all staff members and makes an effort to recognize the personal and individual contributions made by each one.</p> | <p>The leader typically limits his or her listening to time during faculty meetings.</p> | <p>Faculty meetings consist of the reading of announcements, with little or no interaction.</p> |

| 5.3 Two-Way Communication with Parents and Community | Highly Effective (System-wide Impact) In addition to “Effective”... | Effective (Local Impact) | Needs Improvement (Leadership Potential) | Unsatisfactory |
|---|---|---|--|---|
| <p>The leader demonstrates two-way communication with parents and community</p> | <p>Clear evidence of parent-centered and community-centered communication is present, including open forums, focus groups, surveys, personal visits, and extensive use of technology.</p> <p>Decisions in curriculum, leadership, staffing, assessment, and school appearance reflect parent and community involvement.</p> <p>Survey data suggests that parents and community members feel empowered and supportive of educational objectives.</p> | <p>The leader conducts frequent interactions with parents and community members, including newsletters, briefings, visits and calls, and the use of technology (e.g., voicemail, hotlines, email, websites).</p> <p>There is clear evidence of decisions based on input from parents and community members.</p> | <p>Parents and community members receive a respectful hearing when they initiate the conversation.</p> | <p>Parents and community members have little or no role to play in leadership decision making.</p> |
| <p>5.4 Analysis of Input and Feedback</p> <p>The leader actively listens and analyzes input and feedback</p> | <p>The leader models open communication by listening purposefully and actively.</p> <p>The leader is able to read the situation and respond accordingly.</p> <p>The leader maintains listening systems for major stakeholders (parents, teachers, students, patrons, and staff), explicitly plans analysis of and reflection on data, and establishes structures that facilitate action based on feedback and analysis.</p> | <p>Observations and documentation provided by the leader demonstrate that the leader listens well, seeks mutual understanding, and welcomes the sharing of information.</p> <p>The leader has established an effective communication plan, communicates openly, and is receptive to ideas from a variety of sources and perspectives.</p> | <p>The leader appears to listen to others, but often relies on his/her interpretation of events rather than seeking out alternative perspectives and interpretations.</p> <p>Analysis of listening data occurs rarely.</p> | <p>The leader hears what others say, but relies on his/her personal interpretation.</p> <p>The leader does not appear to communicate openly, omitting key details and attempting to resolve challenges without input or assistance.</p> |

6.0 Faculty Development:

Narrative: Leaders recruit, hire, and retain effective and highly effective teachers. In their efforts to retain effective and highly effective teachers, leaders focus on evidence, research, and classroom realities faced by teachers. They link professional practice with student achievement to demonstrate the cause and effect relationship. Leaders also facilitate effective professional development, monitor implementation of critical initiatives, and provide timely feedback to teachers so that feedback can be used to increase teacher professional practice.

| 6.1 Faculty Proficiencies and Needs | Highly Effective (System-wide Impact) In addition to “Effective”... | Effective (Local Impact) | Needs Improvement (Leadership Potential) | Unsatisfactory |
|---|---|---|--|---|
| <p>Understanding of faculty proficiencies and needs for further development to support and retain effective and highly effective teachers</p> | <p>The leader has demonstrated a record of differentiated professional development for faculty based on student needs.</p> <p>The leader has developed a system of job-embedded professional development that differentiates training and implementation based on teacher needs, which help retain effective and highly effective staff.</p> <p>The leader routinely shares professional development opportunities with other schools, departments, districts, and organizations.</p> | <p>Faculty development reflects the prioritized needs of the School Improvement Plan and some effort has been made to differentiate and embed professional development to meet the needs of all faculties (coaching, mentoring, collaborative teams, peer scoring). The leader is able to use data from evaluation of instructional personnel to assess proficiencies and identify priority needs to support and retain effective and highly effective faculty members.</p> | <p>The leader is aware of the differentiated needs of faculty and staff members, but professional development is only embedded in faculty meetings at this time, rather than incorporating the use of collaboration, study teams, etc.</p> | <p>Professional development is typically “one size fits all,” and there is little or no evidence of recognition of individual faculty needs or matching of faculty needs to student achievement needs. Consequently, retaining effective and highly effective staff is problematic.</p> |

| 6.2 Leading Professional Development | Highly Effective (System-wide Impact) In addition to “Effective”... | Effective (Local Impact) | Needs Improvement (Leadership Potential) | Unsatisfactory |
|---|---|--|--|---|
| Personal participation in leading professional development | <p>The leader is an active participant in teacher-led professional development, demonstrating with a commitment of time and intellect that the leader is a learner and is willing to regularly learn from colleagues.</p> <p>The leader routinely shares learning experiences with other administrators and colleagues throughout the system.</p> | <p>The leader devotes faculty meetings to professional development, not announcements.</p> <p>The leader personally leads professional development at various times throughout the school year.</p> | The leader sometimes devotes faculty meetings to professional development and occasionally shares personal learning experiences with colleagues, but relies on others to lead each professional development opportunity. | The leader displays little or no evidence of new learning or sharing that learning with colleagues. |
| 6.3 Formal and Informal Feedback Formal and informal feedback to colleagues with the exclusive purpose of improving individual and organizational performance | <p>The leader uses a variety of creative ways to provide positive and corrective feedback. The entire organization reflects the leader’s focus on accurate, timely, and specific recognition.</p> <p>The leader balances individual recognition with team and organization-wide recognition.</p> | <p>The leader provides formal feedback consistent with the district personnel policies, and provides informal feedback to reinforce effective/highly effective performance and highlight the strengths of colleagues and staff.</p> <p>Corrective and positive feedback is linked to organizational goals and both the leader and employees can cite examples of where feedback is used to improve individual and organizational performance</p> | The leader adheres to the personnel policies in providing formal feedback, although the feedback is just beginning to provide details that improve teaching or organizational performance. | <p>Formal feedback is nonspecific.</p> <p>Informal feedback is rare, nonspecific, and not constructive.</p> |

| 6.4 Modeling Coaching and Mentoring | Highly Effective (System-wide Impact) In addition to “Effective”... | Effective (Local Impact) | Needs Improvement (Leadership Potential) | Unsatisfactory |
|---|--|--|--|---|
| <p>The leader models coaching and mentoring</p> | <p>The leader is deliberate in establishing development structures that conform to the Learning Forward/National Staff Development Council (NSDC) Standards.</p> <p>The leader coaches other administrators on successful observation strategies, use of the educator standards to improve instruction and student learning, and communicating through a common language of instruction.</p> <p>The leader is seen by one’s staff as capable of coaching them to improve yet willing to hold them accountable for performance that is not considered acceptable.</p> <p>Multiple examples exist that verify a standards-based professional learning community and action research is evident in context, process, and content.</p> | <p>The leader engages in coaching to improve teaching and learning, and is receptive to innovative teaching strategies and practices; the leader is also willing to facilitate new approaches to instruction through action research.</p> <p>The leader monitors classroom visits in which the actual activity corresponds to the planned activity.</p> <p>The leader actively coaches instructional staff for improvement of classroom practice making effective use of a common language of instruction, the educator standards, and research-based instructional strategies linked to improvement of student learning and instructional practice.</p> <p>A system has been developed that provides for regular observation of classrooms.</p> | <p>The leader is able to identify certain effective instructional strategies and complete observation processes, but needs to develop more prescriptive assistance about strategies and practices to help teachers refine and improve their effectiveness.</p> | <p>The leader views classroom observations as an obligation to make sure teachers are teaching and students are on task.</p> <p>Evidence of coaching and mentoring, if any, does not specify effective teaching strategies or provide feedback that is either corrective or accurate.</p> |

| 6.4 Modeling Coaching and Mentoring | Highly Effective (System-wide Impact) In addition to “Effective”... | Effective (Local Impact) | Needs Improvement (Leadership Potential) | Unsatisfactory |
|--|--|---|---|-----------------------|
| The leader models coaching and mentoring (continued) | | <p>Observations are not just used for rating purposes; they are also used for coaching and professional development opportunities.</p> <p>The leader has organized faculty into an effective learning/action research community, wherein coaching and mentoring occurs formally and informally among the faculty.</p> | | |

| 6.5 Recruitment and Hiring of Faculty | Highly Effective (System-wide Impact) In addition to “Effective”... | Effective (Local Impact) | Needs Improvement (Leadership Potential) | Unsatisfactory |
|--|---|--|--|--|
| <p>The leader recruits and hires effective and highly effective teachers</p> | <p>The leader tracks the success of her or his recruitment and hiring strategies, learns from past experience, and revisits the process annually to continually improve the process.</p> <p>The leader engages in a variety of traditional and non-traditional recruitment strategies and then prioritizes based on where they find their most effective teachers.</p> <p>Effective recruiting and hiring practices are frequently shared with other administrators and colleagues throughout the system.</p> | <p>The leader works collaboratively with the staff in the human resources office to define the ideal teacher based upon her or his school’s vision, culture, and performance expectations and on what type of teacher has been successful in their school.</p> <p>The leader is sensitive to the various legal guidelines about the kind of data that can be sought in interviews.</p> <p>A hiring selection tool that helps interviewers focus on key success criteria aligned with Marzano’s Art and Science of Teaching, compare findings with others more effectively, and develop more rigor in scoring and evaluating candidates is developed and effectively utilized.</p> <p>A hiring process is established specifying the steps, which staff is included, who is responsible and what the leader is looking for.</p> | <p>The leader works with the staff in the human resources office to write and post a job description for the vacant teaching position.</p> <p>Hiring processes are put into place but may not be systematic or systemic in nature. Consequently the process lacks standardization and improvement from year to year.</p> | <p>The leader approaches the recruitment and hiring process from a reactive rather than a proactive standpoint. Consequently, the process may not be well thought out, disjointed, and not aligned with key success criteria embedded within the teacher evaluation documents essential to organizational success.</p> |

7.0 Leadership Development:

Narrative: Leaders in education actively cultivate and grow other leaders within the organization. They also model trust, competency, and integrity, which positively impacts and inspires growth in other potential leaders.

| 7.1 Mentoring Emerging Leaders | Highly Effective (System-wide Impact) In addition to “Effective”... | Effective (Local Impact) | Needs Improvement (Leadership Potential) | Unsatisfactory |
|---|---|--|---|--|
| The leader mentors emerging leaders to assume key leadership responsibilities | The leader has coached or mentored multiple administrators or instructional personnel who have assumed administrative positions and responsibilities. Multiple administrators throughout the system cite this leader as a mentor and reason for their success. | The leader has personally mentored at least one emerging leader to assume leadership responsibility in an instructional leadership or at an administrative level, with positive results. | The leader provides some training to an emerging school leaders or administrator who may, in time, be able to independently assume a leadership role. | Persons under the leader’s direction are unable or unwilling to assume added responsibilities; there is no evidence of effort to develop others. |

| 7.2 Identification of Potentially Future Leaders | Highly Effective (System-wide Impact) In addition to “Effective”... | Effective (Local Impact) | Needs Improvement (Leadership Potential) | Unsatisfactory |
|---|--|---|---|--|
| The leader consistently identifies potential future leaders | <p>The leader routinely identifies and recruits new leaders.</p> <p>The leader has specifically identified at least two new leaders in the past year, and has entered them into the ranks of leadership training.</p> <p>The leader is remarkable for identifying leaders from unexpected sources, including helping potential leaders find their own leadership strengths even when they had not initially considered a leadership career.</p> <p>The leader helps other leaders to identify and recruit potential leadership candidates.</p> | The leader has specifically identified and recruited new leaders. | The leader follows personnel guidelines for accepting applications for new leaders but has not implemented any systemic process for identifying emergent leaders. | The leader does not recognize the need for leadership in the system. |

| 7.3 Delegation and Trust | Highly Effective (System-wide Impact) In addition to “Effective”... | Effective (Local Impact) | Needs Improvement (Leadership Potential) | Unsatisfactory |
|--|--|---|--|---|
| <p>The leader provides evidence of delegation and trust in subordinate leaders</p> | <p>Staff throughout the organization is empowered in formal and informal ways.</p> <p>Faculty members participate in the facilitation of meetings and exercise leadership in committees and task forces; other employees, including noncertified staff, exercise appropriate authority and assume leadership roles where appropriate.</p> <p>The climate of trust and delegation in this organization contributes directly to the identification and empowerment of the next generation of leadership.</p> | <p>There is a clear pattern of delegated decisions, with authority to match responsibility at every level in the organization.</p> <p>The relationship of authority and responsibility and delegation of authority is clear in personnel documents, such as evaluations, and also in the daily conduct of meetings and organizational business.</p> | <p>The leader sometimes delegates, but also maintains decision-making authority that could be delegated to others.</p> | <p>The leader does not afford subordinates the opportunity or support to develop or to exercise independent judgment.</p> |

8.0 Time/Task/Project Management:

Narrative: Leaders in education manage the decision making process, but not all decisions. They establish personal deadlines for themselves and the entire organization. Additionally, leaders understand the benefits of going deeper with fewer initiatives as opposed to superficial coverage of everything. They also effectively manage and delegate tasks and consistently demonstrate fiscal efficiency.

| 8.1 Organization of Time and Projects | Highly Effective (System-wide Impact) In addition to “Effective”... | Effective (Local Impact) | Needs Improvement (Leadership Potential) | Unsatisfactory |
|--|---|---|---|---|
| The leader organizes time and projects for effective leadership. | <p>The leader maintains a daily-prioritized task list.</p> <p>Personal organization allows the leader to consider innovations and be available to engage in leadership activities and collaborate with people at all levels.</p> <p>Calendar is free of conflicts and focused on the priorities of the leader and organization.</p> <p>The leader applies project management to systems thinking throughout the organization.</p> | <p>The use of organizational development tools is evident by supporting documentation provided by the leader.</p> <p>Project/task accomplishments are publicly celebrated and project challenges are open for input from a wide variety of sources.</p> | <p>Projects are managed using lists of milestones and deadlines, but are infrequently updated.</p> <p>The impact of changes is rarely documented.</p> | <p>Project management is haphazard or absent.</p> <p>There is little or no evidence of lists of milestones and deadlines.</p> |

| 8.2 Fiscal Stewardship | Highly Effective (System-wide Impact) In addition to “Effective”... | Effective (Local Impact) | Needs Improvement (Leadership Potential) | Unsatisfactory |
|--|---|---|--|---|
| <p>The leader provides fiscal stewardship by completing projects on schedule and within budget</p> | <p>The leader regularly saves resources of time and money for the organization, and proactively redeploys those resources to help the organization achieve its strategic priorities. Results indicate the positive impact of redeployed resources in achieving strategic priorities.</p> <p>The leader has established processes to leverage existing limited funds and increase capacity through grants, donations, and community resourcefulness.</p> | <p>The leader leverages knowledge of the budgeting process, categories, and funding sources to maximize all available dollars to achieve strategic priorities.</p> <p>The leader has a documented history of managing complex projects, meeting deadlines, and keeping budget commitments.</p> <p>The leader documents a process to direct funds to increase student achievement that is based on best practice and leveraging of antecedents of excellence in resources, time, and instructional strategies.</p> | <p>The leader sometimes meets deadlines, but only at the expense of breaking the budget; or, the leader meets budgets, but fails to meet deadlines.</p> <p>The leader lacks proficiency in using budget to focus resources on school improvement priorities.</p> | <p>The leader has little or no record of keeping commitments for schedules and budgets.</p> |

| 8.3 Project Objectives and Plans | Highly Effective (System-wide Impact) In addition to "Effective"... | Effective (Local Impact) | Needs Improvement (Leadership Potential) | Unsatisfactory |
|--|--|--|---|---|
| <p>The leader establishes clear objectives and coherent plans for complex projects</p> | <p>The leader uses project management as a teaching device, helping others understand the interrelationship of complex project milestones throughout the organization.</p> <p>The leader uses complex project management to build systems thinking throughout the organization.</p> <p>Project plans are visible in heavily trafficked areas, so that accomplishments are publicly celebrated and project challenges are open for input from a wide variety of sources.</p> <p>Successful project results can be documented.</p> | <p>Project management documents are revised and updated as milestones are achieved or deadlines are changed.</p> <p>The leader understands the impact of a change in a milestone or deadline on the entire project, and communicates those changes to the appropriate people in the organization.</p> <p>The leader uses examples to differentiate between a task and a project.</p> | <p>Project management methodologies are vague or it is unclear how proposed project management tools will work together in order to help keep the project on time and within budget.</p> <p>The impact of change in a milestone or deadline on the project is not clear or are rarely documented, and communicated to people within the organization.</p> | <p>There is little or no evidence of project management against goals, resources, timelines, and results.</p> |

9.0 Technology:

Narrative: Leaders in education are technically savvy. They process changes and capture opportunities available through social networking tools and access and process information through a variety of online resources. They incorporate data-driven decision making with effective technology integration to analyze school results. Furthermore, leaders develop strategies for coaching staff as they integrate technology into teaching, learning, and assessment processes.

| 9.1 Use of Technology to Improve Teaching and Learning | Highly Effective (System-wide Impact) In addition to “Effective”... | Effective (Local Impact) | Needs Improvement (Leadership Potential) | Unsatisfactory |
|---|--|--|--|---|
| <p>The leader demonstrates use of technology to improve teaching and learning</p> | <p>The leader serves as a model for technology implementation to other organizations.</p> <p>The links between technology implementation and learning success are clear and public.</p> <p>The leader provides evidence of greater efficiency, improved quality of information, and more responsive effective communication.</p> <p>The leader coaches the entire staff on the results of the linkage between technology and organizational success, creating new ways to save resources and improve organizational effectiveness.</p> <p>The leader relentlessly pursues emerging best practices (e.g., web-based lessons).</p> | <p>The leader can document adherence to the following:</p> <ul style="list-style-type: none"> • Assist teachers in using technology to access, analyze, and interpret student performance data and in using results to appropriately design, assess, and modify student instruction. • Collaboratively design, implement, support, and participate in professional development for all instructional staff that institutionalizes effective integration of technology for improved student learning. | <p>The leader is personally proficient in required technology applications and appears to be an advocate for the use of instructional technology, but does not always differentiate between technology implementation and a clear impact on teaching and learning.</p> | <p>The leader does not display personal competence in the use of required technology applications.</p> <p>The leader does not link the installation of technology to specific teaching and learning objectives.</p> |

| 9.2 Personal Proficiency in Electronic Communication | Highly Effective (System-wide Impact) In addition to “Effective”... | Effective (Local Impact) | Needs Improvement (Leadership Potential) | Unsatisfactory |
|--|--|--|---|---|
| The leader demonstrates personal proficiency in electronic communication | <p>The leader creates new opportunities for learning and uses the organization as an example of effective technology implementation.</p> <p>Leading by example, the leader provides a model of new learning.</p> | <p>The leader personally uses email, word processing, spreadsheets, presentation software, database, and district software.</p> <p>Personal study and professional development reflect a commitment to continued learning.</p> | <p>The leader has mastered some, but not all, software required for proficient performance.</p> <p>The leader takes the initiative to learn new technology.</p> | <p>The leader has limited literacy with technology.</p> <p>There is little or no evidence of the leader taking a personal initiative to learn new technology.</p> |

10.0 Personal Professional Learning:

Narrative: Leaders in education stay informed on current research in education and demonstrate their understanding. They engage in professional development opportunities that improve their personal professional practice and align with the needs of the school system. In addition, leaders generate a professional development focus in their schools and districts that is clearly linked to the system-wide strategic objectives.

| 10.1 Personal Understanding of Research Trends | Highly Effective (System-wide Impact) In addition to “Effective”... | Effective (Local Impact) | Needs Improvement (Leadership Potential) | Unsatisfactory |
|---|---|--|---|---|
| The leader demonstrates personal understanding of research trends in education and leadership | In addition to personal reading that is wide and deep in the fields of education research, the leader contributes directly to research, providing case studies, experimental results, and research questions to serve the interests of other leaders and educational organizations. | Personal reading, learning, and teaching in education and leadership research trends are evident and documented. | Some interest in education and leadership research trends is evident and documented. The leader is able to link personal reading to some leadership actions. | Little or no evidence of personal learning and research is present. |

| 10.2 Personal Professional Focus | Highly Effective (System-wide Impact) In addition to “Effective”... | Effective (Local Impact) | Needs Improvement (Leadership Potential) | Unsatisfactory |
|---|---|--|---|---|
| <p>The leader creates a personal professional focus</p> | <p>The leader approaches every professional development opportunity with a view toward multidimensional impact.</p> <p>Knowledge and skills are shared throughout the organization and with other departments, schools, and districts.</p> <p>Rather than merely adopting the tools of external professional development, this leader creates specific adaptations so that learning tools become part of the culture of the organization and are “home-grown” rather than externally generated.</p> | <p>The leader engages in professional development that is directly linked to organizational needs.</p> <p>The priority is given to building on personal leadership strengths.</p> <p>The leader personally attends and actively participates in the professional development that is required of other leaders in the organization.</p> <p>In the case of building principals, the leader personally attends and actively participates in the professional development required of teachers.</p> | <p>The leader actively participates in professional development, but it is reflective of a personal agenda rather than addressing the strategic needs of the organization.</p> <p>The leader attends professional development for colleagues, but does not fully engage in it and set an example of active participation.</p> | <p>The leader might introduce a professional development program, but does not participate in the learning activities along with the staff.</p> <p>The leader is not strategic in planning a personal professional development focus aligned with the school or district goals.</p> |

| 10.3 Professional Development Focus | Highly Effective (System-wide Impact) In addition to “Effective”... | Effective (Local Impact) | Needs Improvement (Leadership Potential) | Unsatisfactory |
|--|--|---|--|--|
| <p>The leader creates a professional development focus</p> | <p>The leader has demonstrated the ability to integrate initiatives into one or two focus areas for professional development, with extensive time in faculty meetings, grade level meetings, department meetings, and staff development meetings focused on intensive implementation of a few areas of learning.</p> <p>The leader is able to document how professional development activities impact the closing of the learning gap for each subgroup.</p> | <p>Professional development plan has focused areas of emphasis and each of those areas is linked to the organization’s strategic objectives.</p> <p>The leader is able to identify specific professional development offerings from past years that have been systematically reviewed and terminated because they failed to support organizational goals.</p> <p>The leader has a process for prior review of new professional development programs, and rigorously applies it to applications for time and funding.</p> <p>Professional development priorities are linked to the needs of the school, based on student and faculty achievement data.</p> | <p>Professional development opportunities are somewhat related to the organizational objectives, but no means of assessing their impact exists.</p> <p>Participant evaluations are the primary criteria for selection, so programs that are popular but ineffective tend to be the norm.</p> | <p>Faculty requests are routinely approved, whether or not they are related to student achievement.</p> <p>The leader’s personal professional development agenda is based on preference, not organizational needs.</p> |

| 10.4 Application of Learning | Highly Effective (System-wide Impact) In addition to “Effective”... | Effective (Local Impact) | Needs Improvement (Leadership Potential) | Unsatisfactory |
|--|---|---|--|--|
| The leader applies professional development learning | In addition to being proficient, this leader provides evidence of leverage, applying each learning opportunity throughout the organization. This leader creates forms, checklists, self-assessments, and other tools so that concepts learned in professional development are applied in the daily lives of teachers and leaders throughout the organization. In addition, this leader regularly shares these application tools with other schools, departments, or districts in order to maximize the impact if the leader’s personal learning experience. | There is clear evidence of the actual application of personal learning in the organization. Where learning has not been applied within the organization, this leader rigorously analyzes the cause for this and does not continue investing time and money in professional development programs that lack clear evidence of success when applied in the organization. | The leader has given intellectual assent to some important learning experiences, but can give only a few specific examples of application to the organization. | Even on those rare occasions when this leader engages in professional development, the purpose appears to be merely collecting information rather than reflecting on it and applying it to the organization. Professional development is an expense, not an investment in constructive improvements. |

Professional Development
Berrien Springs High School
2008 – 2013

District Vision: Together, inspiring students to think, learn, achieve and care in a global community

Building School Improvement Goals

1. Students will improve math skills by demonstrating proficiency with all subgroups achieving AYP on the state's assessment (MME).
2. All students will improve reading comprehension of narrative and informational texts.
3. Students will effectively use the writing process to develop organized and purposeful persuasive pieces of writing.

District Improvement Goals

1. Students will use grade level math skills to demonstrate proficiency in GLCEs and HSCEs; all subgroups will make AYP.
2. Students will independently read for information and for pleasure at or above grade level.
3. Students will effectively use the writing process to develop appropriate narrative and informational pieces of writing

Berrien Springs 4 C's for 21st Century Learning

1. Critical Thinking Skills: How do I solve problems?
2. Collaboration Skills: How do I work with others?
3. Communication Skills: How do I understand and communicate ideas orally and in writing?
4. Creative Skills: How do I produce high quality work?

College and Career Ready

1. College Ready: Ready for credit bearing college courses without need for remedial courses
2. Career Ready: Core academic skills and the ability to apply those skills to concrete situations; employability skills; technical, job-specific skills related to a specific career pathway; ready to pursue post-secondary education/training

To help students meet these expectations, staff development must be focused, ongoing and supported. The shift will be to the Learning Teams to drive the development and implementation of professional development.

| Needs | Learning Teams | Previous and ongoing focus worth keeping | Do we need anything new? |
|--|---|---|--|
| Effective Learning Teams | Need capable facilitators | | Find leadership training (<i>Cognitive Coaching??</i>) |
| Increase close and critical reading skills | Monitoring and training during learning teams and staff meetings. LT will also monitor the quick assessments done by English teachers. Make referrals to Child Study Teams. | <i>Reading Apprenticeship</i> – most teachers completely trained. Need to refresh expertise, train others, monitor fidelity of use. <i>Lewis Cass ISD CCSS-ELA</i> | <ul style="list-style-type: none"> • Universal screener for new students. • Diagnostic assessments • Practice for ACT |
| Increase Math skills | Monitor achievement in math and effectiveness of interventions. | BRESA CCSS training <i>Carnegie Learning Math</i> pilot | If Carnegie is effective – train all teachers. |

| | | | |
|--|---|---|--|
| | | | Continue development with practice standards. |
| Assessment, Grading, Standards Based Reporting | Follow assessment plan for district, jury assessments, determine grading and reporting systems, get feedback and make adjustments | <i>Balanced Assessment Series and District Assessment Plan Differentiated Instruction</i> | Finish summative, Pre-Post, standards based – jury assessments. Get consultant for grading, reporting |
| Engagement of Students | Plan projects and milestones, cross-curricular with real-world applications, plan for performances of learning, exhibitions | David Stephen and coach – continue training – <i>Project-Based Learning</i> | Website completion Rubric, assessment, further development, presentations of learning focus |
| Develop Culture of Achievement | Data Study, Progress monitoring, development of tiers of intervention, set high expectations | <i>Data Director & Assessment Training</i> | <i>Student Achievement Framework</i> through Berrien RESA |

| Professional Development | | | | | | |
|--|---|---|---|----------------|----------------|----------------|
| 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 |
| Pat Davenport Plan/Do/Check/Act | | | | | | |
| | Data Director, Berrien RESA and on-site support | | | | | |
| | Reading Apprenticeship | | | | | |
| | | Balanced Assessment, Grading, Standards-Based Reporting, Carole Commodore (Pearson), Berrien RESA, Consultant TBD | | | | |
| | | Project-Based Learning, David Stephen, New Vista Design, Local Coach/Teacher Support 2011-13 | | | | |
| | | | Student Achievement Framework, Berrien RESA | | | |
| | | | Effective Teaching Strategies (Marzano) iObservation, Resource Library | | | |
| Content Specific Professional Development as determined by teachers and administrators | | | | | | |

Professional Development Calendar
Berrien Springs High School
2011-12

August 2011

| | | | | |
|---------------------|---|--|---|------------------|
| 1 | 2 | 3 | 4 | 5 |
| 8 | 9 | 10 | 11 | 12 |
| 15 | 16 | 17 | 18 | 19 |
| 22 | 23 | 24 | Math Tchrs 25 New Teacher Orientation | 26 Shamrock U |
| 29 Team Building | 30 Staff Mtg, PLA, Reading Apprenticeship | 31 Co-Teaching/ Differentiated Inst. | | |

September 2011

| | | | | |
|----|--------------------------|--------------------------|--------------------------|----|
| | | | Doc Brown 1 | 2 |
| 5 | 6 | 7 | PLA Tech Assistance 8 | 9 |
| 12 | 13 | 14 | 15 | 16 |
| 19 | Marzano Tch Eval Trng 20 | 21 | 22 | 23 |
| 26 | 27 | ELA/CCSS series LCISD 28 | 29 | 30 |

October 2011

| | | | | |
|--|---|--|--|---------------------------|
| 3 | PLA Tech Assist 4 | 5 | 6 | 7 |
| 10 | 11 | 12 | 13 | Assess Design BRESA 14 |
| 17 | 18 | 19 | ELA/CCSS LCISD Deonna 20 | 21 |
| PBL Leadership Team 11:30 - 3:00 HS Cohort Groups 7:45 - 11:30 24 | David with Emma, Jan, Dave 7:45-9:30 HS cohort teams and Emma 9:30-3:00 25 | David with MS grade level teams 26 | Leadership Marzano Eval Training David with Senior Project, Alt Ed, Brandon CCSS Math Practices BRESA 27 | 28 |
| 31 | | | | |

November 2011

| | | | | |
|--|--------------------------|--------------------------|---|---|
| | Co-Teaching Diff Instr 1 | Co-Teaching Diff Instr 2 | 3 | 4 |
|--|--------------------------|--------------------------|---|---|

| | | | | |
|----|--|----|----|----|
| 7 | 8 | 9 | 10 | 11 |
| 14 | ELA/CCSS LCISD Schmoker Analyzing Math Text CCSS BRESA 15 | 16 | 17 | 18 |
| 21 | 22 | 23 | 24 | 25 |
| 28 | 29 | 30 | | |

December 2011

| | | | | |
|----|----|----|--------------------------|--------------------------|
| | | | Co-Teaching Diff Instr 1 | Co-Teaching Diff Instr 2 |
| 5 | 6 | 7 | Assess Design BRESA 8 | 9 |
| 12 | 13 | 14 | 15 | 16 |
| 19 | 20 | 21 | 22 | 23 |
| 26 | 27 | 28 | 29 | 30 |

January 2012

| | | | | |
|-----------|---|----|-------------------------------|----|
| 2 | 3 | 4 | 5 | 6 |
| 9 | CCSS Geometry BRESA 10 | 11 | 12 | 13 |
| PD Day 16 | ELA CCSS LCISD Schmoker 17 | 18 | 19 | 20 |
| 23 | Student Achievement Framework BRESA 24 | 25 | BRESA CCSS Math Assessment 26 | 27 |
| 30 | 31 | | | |

February 2012

| | | | | |
|---------------|--|-----------------------|---------------------------|----|
| | | Assess Design BRESA 1 | BRESA CCSS Math Pract 1 2 | 3 |
| PBL - David 6 | CCSS ELA Scope Curric PBL - David 7 | PBL - David 8 | PBL - David 9 | 10 |
| 13 | 14 | 15 | 16 | 17 |
| 20 | 21 | 22 | 23 | 24 |
| 27 | Student Achievement Framework BRESA 28 | 29 | | |

March 2012

| | | | | |
|----|---------------------------------------|--------------------------|----------------------------|----|
| | | | 1 | 2 |
| 5 | Student Achievement Framework BRESA 6 | 7 | 8 | 9 |
| 12 | 13 | 14 | 15 | 16 |
| 19 | 20 | 21 | CCSS Math Pract 2 BRESA 22 | 23 |
| 26 | 27 | ELA/CCSS LCISD Tovani 28 | 29 | 30 |

April 2012

| | | | | |
|----|--|------------------------|----------------------------|----|
| 2 | 3 | 4 | 5 | 6 |
| 9 | Student Achievement Framework BRESA 10 | 11 | ELA/CCSS LCISD Schmoker 12 | 13 |
| 16 | 17 | Assess Design BRESA 18 | 19 | 20 |
| 23 | 24 | 25 | 26 | 27 |
| 30 | | | | |

May 2012

| | | | | |
|----|----|--------------------|----|--------------------|
| | 1 | 2 | 3 | 4 |
| 7 | 8 | Exhibition Night 9 | 10 | 11 |
| 14 | 15 | 16 | 17 | 18 |
| 21 | 22 | 23 | 24 | Senior Projects 25 |
| 28 | 29 | 30 | 31 | |

June 2012

| | | | | |
|----|----|----|----|----|
| | | | | 1 |
| 4 | 5 | 6 | 7 | 8 |
| 11 | 12 | 13 | 14 | 15 |
| 18 | 19 | 20 | 21 | 22 |
| 25 | 26 | 27 | 28 | 29 |

ELA CCSS at SMC (Lewis Cass ISD):

Math CCSS at BRESA:

Assessment Design at BRESA:

Co-Teaching/Differentiated Instruction at BSPS:

Project-Based Learning:

Student Achievement Framework:

Sept 28, Oct 20, Nov 15, Jan 17, Feb 7, Mar 28, Ap 12

Oct 27, Nov 15, Jan 10, Jan 26, Feb 2, Mar 22

Oct 14, Dec 8, Feb 1, April 18

Sept 31, Nov 1,2, Dec 1, 2

Oct 24-27, February 6-9 and 4 more days TBD

Nov 8, 22, Jan 24, Feb 28, Mar 6, Ap 10

**High School Redesign Plan
Proposed 8 Period Schedule (48 Minute Periods)**

| <u>Time</u> | <u>Class Period</u> | <u>Length</u> |
|---------------------------------|----------------------|---------------|
| 7:45-8:33 | 1 st hour | 48 minutes |
| 8:33-8:38 | passing | 5 minutes |
| 8:38-9:26 | 2 nd hour | 48 minutes |
| 9:26-9:31 | passing | 5 minutes |
| 9:31-10:19 | 3 rd hour | 48 minutes |
| 10:19-10:24 | passing | 5 minutes |
| 10:24-11:12 | 4 th hour | 48 minutes |
| 11:12-11:17 | passing | 5 minutes |
| 1st Lunch | | |
| 11:12-11:42 | Lunch | 30 minutes |
| 11:42-11:47 | passing | 5 minutes |
| 11:47-12:35 | 5 th hour | 48 minutes |
| 2nd Lunch | | |
| 11:17-12:05 | 5 th hour | 48 minutes |
| 12:05-12:10 | passing | 5 minutes |
| 12:05-12:35 | Lunch | 30 minutes |
| 12:35-12:40 | passing | 5 minutes |
| 12:40-1:28 | 6 th hour | 48 minutes |
| 1:28-1:33 | passing | 5 minutes |
| 1:33-2:21 | 7 th hour | 48 minutes |
| 2:21-2:26 | passing | 5 minutes |
| 2:26-3:14 | 8 th hour | 48 minutes |

Summary of Increased Instructional Time

| | |
|----------------------|--------------------|
| Current Start Time | 7:45 am |
| Current End Time | 2:38 pm |
| Length of School Day | 6 hours 53 minutes |

| | |
|----------------------|--------------------|
| Proposed Start Time | 7:45 am |
| Proposed End Time | 3:14 pm |
| Length of School Day | 7 hours 29 minutes |

Change in Instructional Time: 36 minutes per day OR 6,480 minutes per year
108 hours per year extended learning time
+59 hours added teacher collaboration time

TOTAL ADDED TIME 167 hours per year

**High School Redesign Plan
Increased Time for Teacher Collaboration
(48 Minute Periods)**

Proposed Daily Schedule

- 8-period day – “Flexible Schedule”
- Teachers teach in 1 of 2 flexible schedules (1st – 7th hour or 2nd – 8th hour)
- Class periods are 48 minutes long
- Teachers required to collaborate twice weekly for 48 minutes/day
- Teachers collaborate during the 1st class period or 8th class period of the day
- Teacher collaboration time is for teachers to work in data teams.
- Teams will develop, review & revise effective formative and common assessments.
- Using assessment data, teams will review, discuss and monitor student progress.
- Teams will complete item analyses designed to use as feedback about instruction and show evidence of growth in student learning.
- Collaboration time will also be used for professional development and training.

| Description Of Activity | Length of Session | Sessions Per Week | Increased Time (Minutes) | Increased Time (Hours) |
|-----------------------------------|-------------------|------------------------|--------------------------|------------------------|
| Weekly Teacher Collaboration Time | 48 minutes | 2 sessions | 96 minutes | 1.6 hrs |
| Annual Teacher Collaboration Time | 48 minutes | 74 sessions (37 weeks) | 3,552 minutes | 59.2 hrs |
| | | | | |

ADDENDUM TO MASTER AGREEMENT

between the

BERRIEN SPRINGS PUBLIC SCHOOLS BOARD OF EDUCATION

and the

BERRIEN SPRINGS EDUCATION ASSOCIATION

1. Purpose.

The purpose of this addendum is to achieve compliance with the provisions of Section 1280c of the Revised School Code which requires the Berrien Springs Public Schools' Board of Education (the "Board") to submit to the State School Reform/Redesign Officer a redesign plan for Berrien Springs High School. A component of the redesign plan must include an executed Addendum to the applicable collective bargaining agreement covering the public school (i.e., Berrien Springs High School) that is the subject of the redesign plan.

After receiving input from the Berrien Springs Education Association (the "Association") bargaining unit as well as the District's Superintendent, the Board has determined to adopt the transformation model as identified in Section 1280c of the Revised School Code, in Sections 14005 and 14006 of Title XIV of the American Recovery and Reinvestment Act of 2009, and in 34 CFR Subtitle B, Chapter II, Appendix C.

This Addendum has been developed to implement the transformation redesign plan and to identify those duties and activities which will be required beyond the regular school day and regular work year for High School staff and the remuneration to support those additional responsibilities. The terms of this Addendum become effective upon implementation of the transformation redesign model, as approved by the State School Reform/Redesign Officer, and shall remain effective as long as that intervention redesign model remains in effect at Berrien Springs High School.

2. Relationship to Collective Bargaining Agreement.

The Board and the Association agree as follows:

- A. The Board and the Association recognize that commencing the 2012-13 school year there will be a redesign plan in effect at Berrien Springs High School, based upon the transformation model, as approved by the State School Reform/Redesign Officer. Consistent with the provisions of Section 1280c(8) of the Revised School Code, the parties agree that, notwithstanding any other provision of the collective bargaining agreement between the Board and the Association (or the wages, hours and terms/conditions of employment

established pursuant to that agreement), any contractual or other seniority system that would otherwise be applicable to Berrien Springs High School bargaining unit members shall not apply at Berrien Springs High School for the duration of the approved redesign plan, but only to the extent that such system would be inconsistent with or impede implementation of the approved redesign plan.

Further, notwithstanding any other provision of the collective bargaining agreement between the Board and the Association (or wages, hours and terms/conditions of employment established pursuant to that agreement), any contractual or other work rules which are impediments to implementing the redesign plan approved by the State School Reform/Redesign Officer shall not apply at Berrien Springs High School for the duration of the approved redesign plan.

- B. To the extent that any provisions of this Addendum conflict with or are inconsistent with the terms of the collective bargaining agreement between Board and the Association (or conflict with or are inconsistent with previously established working conditions and past practices), the terms of this Addendum shall be controlling to the extent of any such conflict or inconsistency.
- C. The Board and the Association recognize that various sections and/or provisions of their collective bargaining agreement may be deviated from by the Board only if it is necessary to do so to implement the transformation model. If it becomes necessary for the Board to deviate from the collective bargaining agreement in order to implement the redesign plan, the Board will consult with the Association and the High School staff.
- D. Subsection 1280c(8)(c) of the Revised School Code (MCL 1280c(8)(c)) shall be followed if necessary to implement the redesign plan.

3. Additional Instructional Responsibilities.

- A. The Board shall have the right to require a teacher to teach more than the normal teaching load if necessary to implement the redesign plan. Sections 5.2.2 and 5.5 of the Master Agreement are waived to the extent necessary.
- B. A teacher who is required to teach more than the normal teaching load shall be compensated in accordance with Section 15.7 of the Master Agreement.

4. Professional Development.

- A. The Board and Association acknowledge that professional development over and above that specified in the Master Agreement may be necessary to implement the redesign plan.
- B. If professional development is scheduled during the summer, a teacher shall be excused if the teacher has a conflict based upon a commitment made prior to being notified of the date of the professional development and would suffer an adverse financial consequence.
- C. Teachers shall be paid \$75.00 per day for professional development over and above that specified in the Master Agreement pertaining to the redesign plan.

BOARD OF EDUCATION

By *John Lane*

It's *Vice-president*

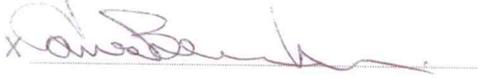
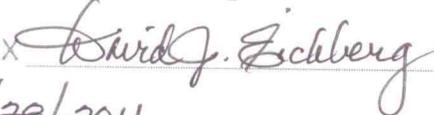
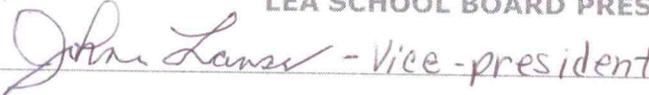
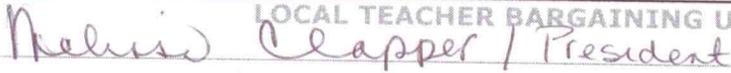
Date *11-28-11*

BERRIEN SPRINGS EDUCATION
ASSOCIATION

By *Melissa Clapper*

It's *President*

Date *11-28-11*

| SCHOOL INFORMATION | CONTACT PERSON FOR REDESIGN PLAN |
|--|---|
| District: Berrien Springs Public Schools School Name: Berrien Springs High School Address: 1 Sylvester Ave School Code: 00297 | Name: David Eichberg Position and Office: Principal Telephone: 269-471-1511 Fax: 269-471-1511 Email: deichberg@homeoftheshamrocks.org |
| LEA SCHOOL SUPERINTENDENT/DIRECTOR Printed Name: James Bermingham Signature: X  Date: | Telephone: 269-471-291 Fax: 269-471-2590 Email: jimberm@homeoftheshamrocks.org |
| LEA SCHOOL PRINCIPAL/DIRECTOR Printed Name: David Eichberg Signature: X  Date: 11/28/2011 | Telephone: 269-471-1748 Fax: 269-471-1511 Email: deichberg@homeoftheshamrocks.org |
| LEA SCHOOL BOARD PRESIDENT Signature: X  - Vice-president Date: 11-28-11 | |
| LOCAL TEACHER BARGAINING UNIT Signature: X  / President Date: 11-28-11 | |
| <p>The Local Educational Agency (LEA) agrees to comply with all applicable requirements of all state statutes, federal laws, executive orders, regulations, policies and conditions governing this program. The LEA understands and agrees that if it materially fails to comply with the terms and conditions of the redesign plan, fails to make satisfactory progress or does not have an approved plan, the Michigan Department of Education/State School Reform/Redesign Officer may issue an order placing the LEA into the State School Reform/Redesign School District, imposing for the LEA one of four intervention models, and an addendum to applicable collective bargaining agreements in effect for the school as necessary to implement the school intervention model.</p> | |