Bloomingdale High School

Redesign Plan

Based on Transformation Model Required Activities

2011-2014

BLOOMINGDALE PUBLIC SCHOOLS

LEA APPLICATION

Part I

SIG GRANT--LEA Application

APPLICATION COVER SHEET

SCHOOL IMPROVEMENT GRANTS (SIG)

Legal Name of Applicant:	Applicant's Mailing Address:
Bloomingdale Public Schools	Bloomingdale Public Schools Central Office 203 North Van Buren St. Bloomingdale, MI 49026

LEA Contact for the School Improvement Grant

Name: Rick Reo

Position and Office: Curriculum Director & Middle School Principal

Contact's Mailing Address:

Bloomingdale Middle School

311 E Willow St

Bloomingdale, MI 49026

Telephone: 269-330-4369

Fax: 269-521-3915

Email address: rireo@bdalecards.org

LEA School Superintendent/Director (Printed Name): Deb Paquette	Telephone: 269-521-3900
Signature of the LEA School Superintendent/Director: X Deb Paquette	Date: 10/11/10
LEA School LEA Board President (Printed Name): Timothy Remington	Telephone: 269-521-3900
Signature of the LEA Board President: X	Date: 10-11-10

The LEA, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the State receives through this application.

ASSURANCES AND CERTIFICATIONS
STATE PROGRAMS

- **INSTRUCTIONS: Please review the assurances and certification statements that are listed below. Sign and return this page with the completed application.**

CERTIFICATION REGARDING LOBBYING FOR GRANTS AND COOPERATIVE AGREEMENTS
No federal, appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of a federal agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any federal grant or cooperative agreement. If any funds other than federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member Of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form – LL"Disclosure Form to Report Lobbying", in accordance with its instructions. The undersigned shall require that the language of this certification be included in the awards documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

CERTIFICATION REGARDING DEBARMENT, SUSPENSION, INELIGIBILITY, AND VOLUNTARY EXCLUSION – LOWER TIER COVERED TRANSACTIONS
The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participating in this transaction by any Federal department or agency. Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

ASSURANCE WITH SECTION 511 OF THE U.S. DEPARTMENT OF EDUCATION APROPRIATION ACT OF 1990
When issuing statements, press releases, requests for proposals, solicitations, and other documents describing this project, the recipient shall state clearly: 1) the dollar amount of federal funds for the project, 2) the percentage of the total cost of the project that will be financed with federal funds, and 3) the percentage and dollar amount of the total cost of the project that will be financed by nongovernmental sources.

ASSURANCE CONCERNING MATERIALS DEVELOPED WITH FUNDS AWARDED UNDER THIS GRANT
The grantee assures that the following statement will be included on any publication or project materials developed with funds awarded under this program, including reports, films, brochures, and flyers: "These materials were developed under a grant awarded by the Michigan Department of Education."

CERTIFICATION REGARDING NONDISCRIMINATION UNDER FEDERALLY AND STATE ASSISTED PROGRAMS
The applicant hereby agrees that it will comply with all federal and Michigan laws and regulations prohibiting discrimination and, in accordance therewith, no person, on the basis of race, color, religion, national origin or ancestry, age, sex, marital status or handicap, shall be discriminated against, excluded from participation in, denied the benefits of, or otherwise be subjected to discrimination in any program or
activity for which it is responsible or for which it receives financial assistance from the U.S. Department of Education or the Michigan Department of Education.

CERTIFICATION REGARDING BOY SCOUTS OF AMERICA EQUAL ACCESS ACT, 20 U.S.C. 7905, 34 CFR PART 108.
A State or subgrantee that is a covered entity as defined in Sec. 108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

PARTICIPATION OF NONPUBLIC SCHOOLS
The applicant assures that private nonprofit schools have been invited to participate in planning and implementing the activities of this application.

ASSURANCE REGARDING ACCESS TO RECORDS AND FINANCIAL STATEMENTS
The applicant hereby assures that it will provide the pass-through entity, i.e., the Michigan Department of Education, and auditors with access to the records and financial statements as necessary for the pass-through entity to comply with Section 400 (d) (4) of the U.S. Department of Education Compliance Supplement for A-133.

ASSURANCE REGARDING COMPLIANCE WITH GRANT PROGRAM REQUIREMENTS
The grantee agrees to comply with all applicable requirements of all State statutes, Federal laws, executive orders, regulations, policies and award conditions governing this program. The grantee understands and agrees that if it materially fails to comply with the terms and conditions of the grant award, the Michigan Department of Education may withhold funds otherwise due to the grantee from this grant program, any other federal grant programs or the State School Aid Act of 1979 as amended, until the grantee comes into compliance or the matter has been adjudicated and the amount disallowed has been recaptured (forfeited). The Department may withhold up to 100% of any payment based on a monitoring finding, audit finding or pending final report.

CERTIFICATION REGARDING TITLE II OF THE AMERICANS WITH DISABILITIES ACT (A.D.A.), P.L. 101-336, STATE AND LOCAL GOVERNMENT SERVICES
The Americans with Disabilities Act (ADA) provides comprehensive civil rights protections for individuals with disabilities. Title II of the ADA covers programs, activities, and services of public entities. Title II requires that, "No qualified individual with a disability shall, by reason of such disability be excluded from participation in or be denied the benefits of the services, programs, or activities of a public entity,

or be subjected to discrimination by such entity." In accordance with Title II ADA provisions, the applicant has conducted a review of its employment and program/service delivery processes and has developed solutions to correcting barriers identified in the review.

CERTIFICATION REGARDING TITLE III OF THE AMERICANS WITH DISABILITIES ACT (A.D.A.), P.L. 101-336, PUBLIC ACCOMMODATIONS AND COMMERCIAL FACILITIES
The Americans with Disabilities Act (ADA) provides comprehensive civil rights protections for individuals with disabilities. Title III of the ADA covers public accommodations (private entities that affect commerce, such as museums, libraries, private schools and day care centers) and only addresses existing facilities and readily achievable barrier removal. In accordance with Title III provisions, the applicant has taken the necessary action to ensure that individuals with a disability are provided full and equal access to the goods, services, facilities, privileges, advantages, or accommodations offered by the applicant. In addition, a Title III entity, upon receiving a grant from the Michigan Department of Education, is required to meet the higher standards (i.e., program accessibility standards) as set forth in Title III of the ADA for the program
or service for which they receive a grant.

CERTIFICATION REGARDING GUN-FREE SCHOOLS - Federal Programs (Section 4141, Part A, Title IV, NCLB)
The applicant assures that it has in effect a policy requiring the expulsion from school for a period of not less than one year of any student who is determined to have brought a weapon to school under the jurisdiction of the agency except such policy may allow the chief administering officer of the agency to modify such expulsion requirements for student on a case-by-case basis. (The term "weapon" means a firearm as such term is defined in Section 92' of Title 18, United States Code.)

The district has adopted, or is in the process of adopting, a policy requiring referral to the criminal or juvenile justice system of any student who brings a firearm or weapon to a school served by the agency.

AUDIT REQUIREMENTS
All grant recipients who spend $500,000 or more in federal funds from one or more sources are required to have an audit performed in compliance with the Single Audit Act (effective July 1, 2003).

Further, the applicant hereby assures that it will direct its auditors to provide the Michigan Department of Education access to their audit work papers to upon the request of the Michigan Department of Education.

IN ADDITION:
This project/program will not supplant nor duplicate an existing School Improvement Plan.

SPECIFIC PROGRAM ASSURANCES

The following provisions are understood by the recipients of the grants should it be awarded:

1. Grant award is approved and is not assignable to a third party without specific approval.
2. Funds shall be expended in conformity with the budget. Line item changes and other deviations from the budget as attached to this grant agreement must have prior approval from the Office of Education Innovation and Improvement unit of the Michigan Department of Education.
3. The Michigan Department of Education is not liable for any costs incurred by the grantee prior to the issuance of the grant award.
4. Payments made under the provision of this grant are subject to audit by the grantor.
5. This grant is to be used to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements.
6. The recipient must establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds.
7. If the recipient implements a restart model in a Tier I or Tier II school, it must include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements.
8. The recipient must report to the SEA the school-level data required under section III of the final requirements.

SIGNATURE OF SUPERINTENDENT OR AUTHORIZED OFFICIAL — Date 10-11-10

SIGNATURE OF LEA BOARD PRESIDENT — Date 10-11-10

ATTACHMENT III

SAMPLE SCHOOL APPLICATION

SCHOOL IMPROVEMENT GRANT – 1003(g)

FY 2010 – 2011

The LEA must provide evidence of a comprehensive needs assessment and the thought process that it engaged in to formulate each school plan. The following form serves as a guide in the thought process. Please submit this form with the application.

School Name and code	District Name and Code
Bloomingdale High School 07989	Bloomingdale Public Schools
Model for change to be implemented: Transformation	

School Mailing Address:	
Bloomingdale High School 629 E Kalamazoo St. Bloomingdale, Mi 49026	

Contact for the School Improvement Grant:

Name: Rick Reo

Position: Curriculum Director & Middle School Principal

Contact's Mailing Address:

Bloomingdale Middle School

311 E Willow St

Bloomingdale, MI 49026

Telephone: 269-330-4369
Fax: 269-521-3915
Email address: rireo@bdalecards.org

LEA APPLICATION REQUIREMENTS

A. SCHOOLS TO BE SERVED: An LEA must include the following information with respect to the schools it will serve with a School Improvement Grant.

From the list of eligible schools, an LEA must identify each Tier I, Tier II, and Tier III school the LEA commits to serve and identify the model that the LEA will use in each Tier I and Tier II school. Detailed descriptions of the requirements for each intervention are in Attachment II.

Note: Do not complete information about Tier III at this time.

SCHOOL NAME	NCES ID #	TIER I	TIER II	TIER III	INTERVENTION (TIER I AND II ONLY)			
					turnaround	restart	closure	transformation
BLOOMINGDALE HIGH SCHOOL			X					X

Note: An LEA that has nine or more Tier I and Tier II schools may not implement the transformation model in more than 50 percent of those schools.

B. DESCRIPTIVE INFORMATION: An LEA must include the following information in its application for a School Improvement Grant. LEA's are encouraged to refer to their Comprehensive Needs Assessment (CNA) and District Improvement Plan (DIP) to complete the following:

Provide a narrative description following each of the numbered items below for each school the LEA plans to serve with School Improvement Grant funds.

LINK TO THE PAGE THAT BEGINS THE ANSWERS TO THESE QUESTIONS.

1. For each Tier I and Tier II school that the LEA commits to serve, the LEA must:

- ***Describe the process the LEA has used to analyze the needs of each school and how the intervention was selected for each school.*** *(Detailed descriptions of the requirements for each intervention are in Attachment II.) The LEA must analyze the needs of each Tier I, II or III school using complete and consistent data. (Attachment III provides a possible model for that analysis.) (Note: Do not complete analysis for Tier III at this time.)*
- ***Describe how the LEA has the capacity to use school improvement funds to provide adequate resources and related support to each Tier I and Tier II school identified in the LEA's application in order to implement, fully and effectively, the required activities of the school intervention model it has selected.*** *(Data and process analysis to assist the LEA with this application may be found in the Sample Application (Attachment III) for each school and in the District Improvement Plan (Attachment IV). In the Rubric for Local Capacity, (Attachment V) local challenges are indicated by the categories "getting started" or "partially implemented."*

2. If the LEA is not applying to serve each Tier I school, explain why it lacks capacity to serve each Tier I school.

If an LEA claims lack of sufficient capacity to serve each Tier I school, the LEA must submit written notification along with the School Improvement Grant application, that it cannot serve all Tier I schools. The notification must be signed by the District Superintendent or Public School Academy Administrator and the President of the local school board. Notifications must include both signatures to be considered.
The notification must include the following:

✓ *A completed online Michigan District Comprehensive Needs Assessment indicating that the district was able to attain only a "Getting Started" or "Partially Implemented" rating (link below) in at least 15 of the 19 areas with a description of efforts to improve.*
✓
(http://www.advanced.org/mde/school_improvement_tasks/docs/edyes_report_template.doc

✓ *Evidence that the district lacks personnel with the skills and knowledge to work with struggling schools. This includes a description of education levels and experience of all leadership positions as well as a listing of teachers who are teaching out of certification levels*

✓ *A completed rubric (Attachment V) scored by the Process Mentor team detailing specific areas of lack of capacity*

3. For each Tier I and II school in this application, the LEA must describe actions taken, or those that will be taken, to—

- *Design and implement interventions consistent with the final requirements*
- *Select external providers from the state's list of preferred providers;*
- *Align other resources with the interventions;*
- *Modify its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively (Attachment VI is a rubric for possible policy and practice changes); and*
- *Sustain the reforms after the funding period ends.*

4. Include a timeline delineating the steps to be taken to implement the selected intervention in each Tier I and Tier II school identified in the LEA's application. (Attachment VII provides a sample rubric for principal selection if the LEA chooses an intervention that requires replacement of the principal.)

5. Describe the annual goals for student achievement on the State's assessments in both reading/language arts and mathematics that it has established in order to monitor Tier I and Tier II schools that receive school improvement funds.

6. For each Tier III school the LEA commits to serve, identify the services the

school will receive or the activities the school will implement. (No response needed at this time.)

7. Describe the goals established (subject to approval by the SEA) in order to hold accountable its Tier III schools that receive school improvement funds. (No response needed at this time.)

8. As appropriate, the LEA must consult with relevant stakeholders (students, teachers, parents, community leaders, business leaders, etc.) regarding the LEA's application and implementation of school improvement models in its Tier I and Tier II schools.

- *Describe how this process was conducted within the LEA.*

RESPONSES TO QUESTIONS

Item 1
LEA Process Used to Analyze the Needs of Each School and how the Intervention Was Selected

This section describes the process used to analyze the needs of Bloomingdale High School and how we selected the transformation model. Bloomingdale High School began the transformation process last spring after participating in a workshop entitled, *Increasing Student Achievement on the MME-ACT*, presented by Succcessline's Mark Wahlstrom at the Van Buren ISD. The workshop provided great insight on the construct of MME tests and how ACT structures its assessments including the ACT, ACT-EXPLORE, ACT-PLAN and WorkKeys. Armed with new knowledge, the BHS School Improvement team began the process of identifying problems in the areas of curriculum, instruction and assessment. This effort carried on until the end of the school year.

On August 16, 2010, the MDE notified district staff that Bloomingdale High Schools was identified as one of 92 Persistently Lowest Achieving Schools. On August 17, 2010, key district administrators and several BHS instructional staff members participated in an MDE webinar, which discussed the grant. Key district leadership began to discuss options and started to formulate a plan that would include all stakeholders.

On August 23, 2010 a community meeting was hosted by the district with almost one hundred participants present from the community. The purpose of the meeting was to disseminate information concerning the status of BHS as part of the Persistently Lowest Achieving Schools

List and to seek input from the community on what actions might be taken. After the community meeting, the Board of Education convened where formal public comments were taken at the beginning and end of the meeting. The result was that the community was deeply concerned and was willing to make suggestions on the next steps. The Board of Education established a Reform/Redesign sub-committee composed of three Board members.

On August 24, 2010 the Superintendent, BHS Principal, BHS Dean of Students, three Board of Education members, the UniServ Field Director, and six teachers from across the district met with the MDE State School Reform Officer and other officials to discuss the School Improvement Grant. Model choices were presented and a sample grant package was provided to the team for review. The district came away with a comprehensive understanding of what the requirements were for the SIG and redesign plan.

On September 1, 2010, a district wide presentation was made to all K-12 teachers. The presentation focused on the reform models options available and the process for completing the SIG application. Ideas were solicited from the participants. Feedback was positive and a group-wide acknowledgement that change was necessary. Several motivational comments were made by teachers across the district in support of the redesign initiative. A group of teachers suggested that the district consider hiring Successline Inc to assist in the process of crafting the SIG, CNA and updated School Improvement Plan. The recommendation was based on positive experiences with Dr. Deborah Wahlstrom and her partner Mark Wahlstrom conducting workshops in Van Buren ISD and a recent data coaches program that hosted 193 schools over five ISDs with a total of 223 participants.

From August 25 to September 13, 2010, the Board of Education, district leaders, and BHS instructional staff met to discuss model options, required addendums to the education association contract and other critical matters. On September 9, 2010, the BOE subcommittee and district leadership made the decision to accept the teacher's recommendation to hire staff from

Successline to assist with the SIG, CNA, and SIP. A proposal was constructed and Successline was contacted to check on availability.

During its September 14, 2010 meeting, the Board of Education voted to adopt the **transformation model**, based on input from all stakeholders. The count was 7-0 on the motion. A second motion was carried 7-0 to contract with Successline to guide the district through the process. The community and district staff was notified of the decisions. The district contacted Successline and a schedule was developed to conduct a two-day data analysis workshop to serve as the foundation for developing the SIG, CNA and SIP.

On September 27, 2010, district administrators met with the UniServ Director and the President of the Bloomingdale Education Association to discuss required changes to contracts required as a part of the selection of the transformation model. The discussion topics centered on the following areas, which are requirements in the transformation model:

- Agree to removal of leaders/staff who have not increased achievement
- Agree to up to 60 hours of Professional Development per year for teachers with a focus on embedded professional development
- Agree to a method of compensation that uses an accepted evaluation system focused on job performance as a significant factor and a salary adjustment based on satisfactory performance.
- Agree to provide additional money to attract and retain staff
- Agree to ensure the school is not required to accept a teacher without consent of the teacher and principal, regardless of seniority
- Agree to commit the staff to meeting 45 minutes twice a week and 4-6 hours monthly to discuss data in planned meeting to enhance instruction and increase student achievement

An agreement was made to continue discussions after continuing research options on the proposed changes.

On October 6-7, 2010 the entire district staff, including K-12, participated in a two-day data analysis workshop conducted by Dr Deb Wahlstrom and the Succesline team. Over the course of the two days, participants learned about the construct of the MME, ACT, and MEAP. Participants also gained skills on what data matters and completed Successline's School Improvement Strategy cards, which have been adopted by the MDE via Oakland Schools. Additionally, time was spent on identifying and analyzing other factors influencing student achievement. The outcome was a comprehensive list of data-based changes that were incorporated into a more comprehensive school improvement plan. The outcome of the two days was a district team now aware that if BHS is to be successful in its transformation, all feeder schools need to be part of the solution by teaching the right stuff and teaching it really well.

On October 11, 2010, a follow-up meeting was conducted with UniServ, the president of the BEA and district leadership. UniServ provided a draft MOU which attempted to capture the requirements for the SIG application and necessary changes required in the transformation model. Both the district leadership and UniServ agreed to review the MOU and the district is currently working with legal counsel to make sure the MOU is complete. Legal counsel will also determine the next steps.

Additionally, a special Board of Education was conducted on October 11, 2010. The purpose of the special meeting was to allow Successline CEO Mark Wahlstrom, to present to the Board the outcome of the two-day workshop and provide a plan for redesign. The meeting lasted for two hours and community input was solicited both at the beginning and end of the meeting. About 35 community members participated. The community asked approximately 10 questions surrounding the grant, presentation and plan. The overall reaction by the Board and community was extremely positive. The Board voted 7-0 to accept the SIG Redesign Plan outlined by BHS Staff and Successline.

On October 12, 2010, the Board of Education replaced the Bloomingdale principal in accordance with the requirements of the SIG. On October 29, 2010, Dr. Patrick Creagan has assumed duties as the principal of Bloomingdale High School. This action serves to demonstrate the commitment the Board, the district leadership and the community to the transformation model.

During the week of November 8, 2010 BHS staff as well as parents and community stakeholders participated in surveys designed to determine the level of support for the SIG/Redesign plan and the transformation model selected. One hundred percent of the BHS staff participated with 40 responses total. One hundred percent of the staff in favor of the SIG/Redesign Plan and the selection of the transformation model selected. The survey contained other questions designed to determine the level support for specific requirements of the model. The responses indicate positive support for all required activities. A copy of the staff survey and the results are available for review in the Appendix.

Parents and the community stakeholders also participated in a similar survey as previously indicated. One hundred and eighty-nine members of the community participated in the survey. Of those responding to support the SIG/Redesign plan, 97% agreed to support the plan. Likewise 97% supported the selection of the transformation model. The survey contained other questions designed to determine the level support for specific requirements of the model. The responses indicate positive support for all required activities. A copy of the community survey and the results are also available for review in the Appendix A.

Throughout October and early November 2010, negotiations continued on creating an Addendum to the Master Contract in support of the Redesign Plan. During the week of November 8, 2010, the BEA conducted a vote on the proposed Addendum. Of the 77 members, 59 members voted on the proposal with 57 voting yes and 2 voting no. On November 15, 2010, BOE meeting, the Addendum was approved 7-0 by the membership. A copy of the Addendum has been provided in Appendix B. Additionally, the BOE approved a Redesign Plan Resolution which provided financial incentives for the BHS principal for increasing student achievement, provides for the process to remove administrators who do not increase student achievement, and

requires student growth data to be a significant part of the evaluation for administrators. Finally, the resolution reaffirms the BOE's support of the Redesign plan.

Item 1b
Capacity of the LEA to Use School Improvement Funds to Provide Adequate Resources and Related Support to Tier I and Tier II School Identified in the LEA's Application in Order to Implement, Fully and Effectively, the required activities of the school intervention model it has selected.

BLOOMINGDALE HIGH SCHOOL has developed a transformation plan that includes not only all of the *required elements* for the model, but the *permissible activities* as well. Teachers, administrators, and support staff have embraced efforts to improve education for the students they serve. Staff members at all levels are experienced with using Michigan's School Improvement Rubrics and understand how to use them for feedback about how we are currently performing as well as guidance about what to do next. We will continue to strengthen our skills with the state's rubrics.

We completed our District Process Rubric in April 2010 and our reflections show that we continue to make progress as evidenced by being as Implemented or Exemplary on all indicators within each strand: Teaching for Learning, Leadership, Shared Leadership, Personnel and Professional Learning, School and Community Relations, and Data Management.

Our district curriculum is fully aligned, but with the adoption of the Common Core standards, we will be revisiting and reviewing our entire curriculum K-12. We will ensure that our teachers have access to the curriculum by posting our curricular materials on our district website through a curriculum wiki.

The district has embraced the use of the Smart Data System to access student achievement and demographic data. In addition to central office staff, representative teachers have been trained to use the program. Additionally, we are planning embedded professional development in the use of data at the classroom level.

Item 2 – NOT APPLICABLE

Item 3
For each Tier I and II school in this application, the LEA must describe actions taken or those that will be taken to:

(a) Design and implement interventions consistent with the final requirements

BLOOMINGDALE HIGH SCHOOL – Whole-School Actions

- Job-embedded professional development
- Small professional learning communities
- Increased time for teacher collaboration and planning through a restructured schedule
- Data-based decision making at the classroom and school levels
- Core professional development in explicit instruction, reading in the content area, writing in the content area, tying interventions to data
- Collaborative redesign of our teacher evaluation model
- Identification of priority standards
- Unpack standards to ensure tight alignment between curriculum, instruction, and assessment
- Extended school day
- Credit recovery through Compass Odyssey Learning software
- Common quarterly assessments in core content areas
- Team and data-based approach to working with our most struggling students
- Teacher leaders
- Smart Data Analysis System
- Frequent monitoring of student achievement toward high priority standards

In order to better assess each student, we will use LEA funds to:

Universal Screening - READING

- Scholastic Reading Inventory (SRI) to determine Lexile measures of all students (all grades)
- ACT – EXPLORE (Grades 8 and 9)
- ACT – PLAN (Grade 10)
- WRITING PROMPT (grades 9-12)

Universal Screening - MATHEMATICS

- ACT – EXPLORE (Grades 8 and 9)
- ACT – PLAN (Grade 10)

To achieve the goal of increased achievement in reading, we will implement the following tiered interventions:

Tier I - READING

- Regular English/Language Arts Courses
- Honors, AP for students who are prepared for those courses
- Aligned strategies for teaching and assessing how students are learning
- Close and Critical Reading Strategies
- Literacy/strategy coaches
- Paraprofessionals

Tier II - READING

- READ 180 (Scholastic)
- Double dose of Reading – extended time
- Literacy coaches

Tier III – READING (With future funding)

- iRead Lab – An exciting, full-day literacy lab to teach our most struggling students how to read. These are students who need teachers of reading; teachers who know how to teach phonics and decoding and understand how to help nonreaders become readers. This lab will have a team of adults who work together to work with our most struggling students. The inviting lab will host a rich variety and range of high-interest books and other materials (fiction, non-fiction, poetry, web-based materials, visual literacy materials, and more). The lab setting will also support teachers as they use strategies with students and will also serve as a coaching lab for other teachers to learn high-impact literacy strategies. Integrated into this lab will be successful research-based materials.
- READ 180 (Scholastic)
- Corrective Reading Program (McGraw-Hill)

To achieve the goal of increased achievement in mathematics, we will implement the following tiered interventions to help ensure our students are fluent in Algebra knowledge and skills.

Tier I - MATHEMATICS

- Regular course work with research-based strategies throughout the curriculum.
- Job-embedded professional development
- Professional learning communities
- Mathematics coach

Tier II- MATHEMATICS

- WorkKeys Curriculum and Online Program

- Job-embedded professional development
- Professional learning communities
- Mathematics coach

Tier III- MATHEMATICS

- Math Support Class: Hands-On Equations and Cognitive Tutor
- Implementation program: Cognitive Learning Texts
- Job-embedded professional development
- Professional learning communities
- Mathematics coach

(b) External provider

- Berrien RESA – a detailed discussion of the selection process is provided in Section II part 1.
- Other professional development providers and companies providing training, materials, supplies, and equipment will become approved vendors/providers prior to receiving funding for programs and services used to support the School Improvement Grant.

(c) Align other resources with the interventions

To ensure that all resources are in alignment with the school's transformation, staff will receive extensive professional development and coaching on all strategies that are being implemented. The superintendent will work with the high school principal and teachers to coordinate all efforts related to our model. Aligning resources of time, energy, and talent is critical to helping students achieve at the highest levels. Research shows that schools perform better when there is a strong focus on fewer things well rather than trying to implement more things poorly (Reeves, 2010).

(d) Modification of practices or policies to enable the school to implement the interventions fully and effectively (Attachment VI is a rubric for possible policy and practice changes).

We are up to the challenge to make changes that support increased student achievement. Our School Board has reviewed this plan and has also provided guidance and input via Redesign Plan Resolution date November 15, 2010. Additionally, the BOE and Bloomingdale Educators Association completed an Addendum to the Master Contract on November 15, 2010. All policies and practices have been modified to support the model.

(e) Sustain reform after funding ends.

Bloomingdale High School is committed to implementing, with fidelity, the strategies in our transformation plan. Thus, we commit to coordinating Title II A, Section 31A and the

school district's general fund to support our transformation and thereby building capacity to ensure viability to continue our efforts beyond the three-year grant period. A detailed budget supporting the redesign plan is provided at the end of the document.

Item 4

Include a timeline delineating the steps to be taken to implement the selected intervention in each Tier I and Tier II school identified in the LEA's application. (Attachment VII provides a sample rubric for principal selection if the LEA chooses an intervention that requires replacement of the principal.)

We feel a great sense of urgency and the need to put our plan into effect immediately. There are a number of moving parts to the redesign plan thus, we have laid out key actions for the next eight months.

January 2011

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1 New Year's Day
2	3 CLASSES RESUME	4 **PD – Close & Critical Reading (CCR) & ACT-Writing Tests**	5 **BEGIN WORKKEYS APPLIED MATHEMATICS LESSONS**	6	7 **WRITING PROMPT 1**	8 **SCORING SESSION FOR WRITING PROMPT 1**
9	10 **REVIEW DATA FOR WRITING PROMPT 1**	11 **ENGLISH MC CCR**	12	13 **SOCIAL STUDIES MC CCR**	14	15
16	17 Martin Luther King Day	18 **DRAMA MC CCR**	19	20 **SCIENCE MC CCR** **DATA REVIEW OF HIGH PRIORITY STANDARDS AND WORKKEYS MATH**	21 END OF FIRST SEMESTER ½ DAY FOR STUDENTS (A.M.) ½ DAY FOR RECORDS (P.M.)	22
23	24 BHS Town Hall Meeting with Community	25 **DRAMA MC CCR**	26	27 **HEALTH MC CCR**	28 **WRITING PROMPT 2**	29 **SCORING SESSION FOR WRITING PROMPT 2**
30	31 **REVIEW DATA FOR WRITING PROMPT 2**					

March 2011

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1 ACT Plus Writing	2 WorkKeys	3 MME Michigan Components	4	5
		Students must be present all three days in order to earn a valid MME score.				
6	7	8 Mardi Gras	9	10	11	12
13	14	15 MAKEUP DAY ACT Plus Writing	16 MAKEUP DAY WorkKeys	17 St. Patrick's Day MAKEUP DAY Michigan Components	18 DATA REVIEW OF HIGH PRIORITY STANDARDS AND	19
20	21	22	23	24	25 END OF THIRD MARKING PERIOD	26
27	28	29	30 PARENT TEACHER CONFERENCES AFTER SCHOOL	31 PARENT TEACHER CONFERENCES AFTER SCHOOL		

April 2011

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1 April Fool's Day NO SCHOOL	2
3	4 SPRING BREAK	5 SPRING BREAK	6 SPRING BREAK	7 SPRING BREAK	8 SPRING BREAK	9
10	11	12	13	14	15	16
17	18	19	20	21 DATA REVIEW OF HIGH PRIORITY STANDARDS	22 GOOD FRIDAY ½ DAY FOR STUDENTS AND STAFF	23
24 Easter	25 BHS Town Hall Meeting	26	27	28	29	30
		Order all curriculum materials to ensure availability for summer professional development and curriculum work.				

May 2011

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2 EXPLORE TEST (grade 8) PLAN TEST (grade 9)	3 EXPLORE TEST (grade 8) PLAN TEST (grade 9)	4	5	6	7
8 Mother's Day	9	10	11	12	13 DATA REVIEW OF HIGH PRIORITY STANDARDS	14
15	16	17	18	19	20 WRITING PROMPT 4	21 SCORING SESSION FOR WRITING PROMPT 4
22	23 REVIEW DATA FOR WRITING PROMPT 4	24	25	26	27	28
29	30 Memorial Day NO SCHOOL	31				

June 2011

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3 DATA REVIEW OF HIGH PRIORITY STANDARDS	4
5	6	7	8 LAST DAY FOR STUDENTS ½ DAY (A.M.) ½ DAY RECORDS (P.M.)	9	10	11
12	13 Curriculum Development Professional Development	14	15	16	17	18
19 Father's Day	20 Curriculum Development Professional Development	21	22	23	24	25
26	27 Curriculum Development Professional Development	28	29	30		

Curriculum and Instructional Development – Examples of Actions for Summer

- Analyze data from ACT, ACT PLAN, ACT EXPLORE, Workkeys
- Develop ACT Quality Core Courses in English and Mathematics
- Develop core vocabulary.
- Determine priority standards.
- Review curriculum materials needed for courses.
- Develop end-of-course assessment calendar, by course.
- Develop progress monitoring calendar, by course.
- Identify core literacy strategies for whole-school use.
- Develop analytic writing rubric aligned to the ACT holistic rubric.
- Determine writing prompts for 2011-2012 school year.
- Establish Close and Critical Reading Calendar

- Prepare summer transition program for 8th grade students
- Identify priority standards for summer school classes.
- Identify credit recovery classes for summer school.

July 2011

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1 New Teacher and Administrator Evaluation Model recommendations due	2
3	4 Independence Day	5 Summer School Program for Students Struggling in English and Mathematics	6	7	8	9
10	11 Summer School Program for Students Struggling in English and Mathematics	12	13	14	15	16
17	18 Summer School Program for Students Struggling in English and Mathematics	19	20	21	22	23
24	25 Summer School Program for Students Struggling in English and Mathematics	26	27	28	29 Complete modified Danielson process for evaluation	30
31						

August 2011

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1 Summer School Program for Students Struggling in English and Mathematics	2	3	4	5	6
7	8 Summer School Program for Students Struggling in English and Mathematics	9	10	11	12	13
14	15	16	17	18	19	20
21	22 Teacher Floating Day BHS Town Hall Meeting	23 Teacher Floating Day	24 Teacher Floating Day	25 Teacher Floating Day	26 Teacher Floating Day	27
28	29	30	31 PROFESSIONAL DEVELOPMENT DAY: Teacher Evaluation Model and Process			

October 2011

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10 Columbus Day	11	12	13	14 **DATA REVIEW OF HIGH PRIORITY STANDARDS**	15
16	17	18	19	20	21	22
23	24 BHS Town Hall Meeting	25	26 Early Release Day Data Analysis	27	28	29 PD #4
30	31 Halloween					

September 2011

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1 PROFESSIONAL DEVELOPMENT DAY – Instructional Strategies	2	3
4	5 Labor Day NO SCHOOL	6 FIRST DAY FOR STUDENTS	7	8	9	10
11	12	13	14	15	16 **Writing Prompt 1**	17 **Score Session for Writing Prompt 1**
18	19 **Review data for Writing Prompt 1**	20	21	22	23 **DATA REVIEW OF HIGH PRIORITY STANDARDS**	24 PD #3
25	26	27	28 Early Release Day Data Analysis PD	29	30	

November 2011

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4 END OF FIRST MARKING PERIO **DATA REVIEW OF HIGH PRIORITY STANDARDS**	5
6	7	8	9	10 ½ DAY FOR STUDENTS (A.M.) PARENT/TEACHER CONFERENCES (P.M.)	11 Veterans' Day ½ DAY FOR STUDENTS AND TEACHERS (A.M.)	12
13	14	15	16 Early Release Day Data Analysis	17	18 **DATA REVIEW OF HIGH PRIORITY STANDARDS**	19
20	21	22	23	24 Thanksgiving Day NO SCHOOL	25 NO SCHOOL	26
27	28	29	30			

December 2011

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14 Early Release Day Data Analysis	15	16 **DATA REVIEW OF HIGH PRIORITY STANDARDS**	17
18	19 CHRISTMAS BREAK	20 CHRISTMAS BREAK	21 CHRISTMAS BREAK	22 CHRISTMAS BREAK	23 CHRISTMAS BREAK	24
25 Christmas	26 CHRISTMAS BREAK	27 CHRISTMAS BREAK	28 CHRISTMAS BREAK	29 CHRISTMAS BREAK	30 CHRISTMAS BREAK	31 New Year's Eve

January 2012

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1 New Year's Day	2 SCHOOL RESUMES	3	4	5	6	7
8	9 **Review data for Writing Prompt 2**	10	11	12	13 **Writing Prompt 2**	14 **Score Session for Writing Prompt 2**
15	16 Martin Luther King Day PROFESSIONAL DEVELOPMENT DAY #5	17	18	19	20 END OF FIRST SEMESTER ½ DAY FOR STUDENTS (A.M.) ½ DAY FOR RECORDS (P.M.)	21
22	23 BHS Town Hall Meeting	24	25	26	27 **DATA REVIEW OF HIGH PRIORITY STANDARDS**	28
29	30	31 Early Release Day Data Analysis				

February 2012

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2 Groundhog Day	3	4
5	6	7	8	9	10 **DATA REVIEW OF HIGH PRIORITY STANDARDS**	11
12 Lincoln's Birthday	13	14 Valentine's Day	15	16	17	18
19	20 President's Day	21 Mardi Gras	22 Washington's Birthday	23	24 **DATA REVIEW OF HIGH PRIORITY STANDARDS**	25
26	27 BHS Town Hall Meeting	28	29 Early Release Day Data Analysis			

March 2012

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16 **DATA REVIEW OF HIGH PRIORITY STANDARDS**	17 St. Patrick's Day
18	19	20	21	22	23 END OF THIRD MARKING PERIOD	24
25	26	27 Early Release Day Data Analysis	28 PARENT TEACHER CONFERENCES – AFTER SCHOOL	29 PARENT TEACHER CONFERENCES – AFTER SCHOOL	30 NO SCHOOL FOR STUDENTS OR STAFF	31

April 2012

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1 April Fool's Day	2 SPRING BREAK	3 SPRING BREAK	4 SPRING BREAK	5 SPRING BREAK	6 SPRING BREAK	7
8	9	10	11	12	13	14
15	16	17	18	19	20 **DATA REVIEW OF HIGH PRIORITY STANDARDS**	21
22	23 BHS Town Hall Meeting	24	25	26	27	28
29	30 Early Release Day Data Analysis					

May 2012

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4 DATA REVIEW OF HIGH PRIORITY STANDARDS	5
6	7	8	9	10	11	12
13 Mother's Day	14	15	16	17	18 Writing Prompt 3	19 Score Session for Writing Prompt 3
20	21 Review data for Writing Prompt 3	22	23 Early Release Day Data Analysis	24	25 DATA REVIEW OF HIGH PRIORITY STANDARDS	26
27	28 Memorial Day NO SCHOOL	29	30	31		

June 2012

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5	6 LAST DAY FOR STUDENTS ½ DAY – STUDENTS ½ DAY RECORDS	7	8	9
10	11	12	13	14 Flag Day	15	16
17 Father's Day	18	19	20	21	22	23
24	25	26	27	28	29	30

Item 5

Describe the annual goals for student achievement on the State's assessments in both reading/language arts and mathematics that it has established in order to monitor Tier I and Tier II schools which receive school improvement funds.

We looked at data for reading and mathematics to determine our annual goals for student achievement. We have set achievement goals with different types of data including outcome, demographic, and process. We've done this to make sure we set goals for achievement for all students as well as subgroups of students. We will update our goals sheet to include our writing prompt and achievement toward high priority standards once we have the data for those.

The annual goals for student achievement on the state's assessments in reading, writing, and mathematics are provided in the charts that follow.

Link to the Reading goals.

Link to the Writing goals.

Link to the Mathematics goals.

ACHIEVEMENT GOALS - READING

Our overall goal is to improve reading achievement of our students. After reviewing outcome, demographic, and select process data, we used the data to determine **Evidences of Need** and **Evidences of Success** for the area of Reading.

The Evidences of Need indicate the specific data indicated a need for us to work on reading.

The Evidences of Success correspond directly to the needs in that they state, through data, the measurement change that staff is working toward. This column will be closely monitored each year to determine and verify progress toward the school's reading goal.

High School Reading

Evidences of Need and Evidences of Success

Student Achievement Goals

HIGH SCHOOL READING
OUTCOME DATA

In the area of **outcome data**, we are determining our success based on several sources of data including results on the MME Reading Test, ACT-Plan, and ACT Explore. We are also monitoring our goal to determine if we have more students moving from the level 2 proficiency level to the level 1 proficiency level.

Evidences of Need Beginning of Year Data (Where we are now)	**Evidences of Success** End-of-Year Data and Measurement Goals (Where we want to be)
54% of students scored proficient on the MME Reading Test, Class of 2011.	**Increase** the percentage of students scoring proficient on the MME Reading Test from 54% to 75%.
12% of students scored in Level 4 on the MME Reading Test.	**Decrease** the percentage of students scoring in Level 4 on the MME from 12% to 7%.
46% of students scored in Levels 3 or 4 on the MME Reading Test.	**Decrease** the percentage of students scoring in Levels 3 or 4 on the MME Reading Test from 46% to 25%.
0% of students scored in Level 1 on the MME Reading Test.	**Increase** the percentage of students scoring in Level 1 on the MME Reading Test from 0% to 5%.
54 % of students scored in Level 2 on the MME Reading Test.	**Increase** the percentage of students scoring in Level 2 on the MME Reading Test from 54% to 70%.

31% of students scored in the range of 20-32 on the **ACT portion of the MME**. The benchmark for this test is 21.	**Increase** the percentage of students scoring in the range of 20-32 on the ACT portion of the MME from 31% to 50%.
5% of students scored in Level 6 or 7 on the WorkKeys test.	**Increase** the percentage of students scoring a Level 6 or 7 on the WorkKeys test from 5% to 10%.
45% of students scored at or above benchmark on the ACT PLAN Reading test.	**Increase** the percentage of students scoring at or above benchmark on the ACT PLAN Reading test from 45% to 55%.
20% of students scored close to benchmark on the ACT PLAN Reading test.	**Increase** the percentage of students scoring close to benchmark on the ACT PLAN Reading test from 20% to 25%.
0% of the students scored 80% or more of the questions correctly on the ACT PLAN Reading test.	**Increase** the percentage of students scoring 80% or more of the questions correctly from 0% to 5%.
43% of students scored at or above the benchmark on the ACT EXPLORE Reading test.	**Increase** the percentage of students scoring at or above benchmark on the ACT EXPLORE Reading test from 43% to 50%.
HIGH SCHOOL READING **DEMOGRAPHIC DATA** In the area of **demographic data**, we are determining our success based on looking at the performance of our subgroups of students on the MME Reading Test, ACT-Plan, and ACT Explore.	
62% of White students scored proficient on the MME Reading test.	**Increase** the percentage of White students scoring proficient on the MME Reading test from 62% to 75%.
11% of Hispanic students scored proficient on the MME Reading test.	**Increase** the percentage of Hispanic students scoring proficient on the MME Reading test from 11% to 30%.
46% of economically disadvantaged students scored proficient on the MME Reading test.	**Increase** the percentage of economically disadvantaged students scoring proficient on the MME Reading test from 46% to 75%.
One of the subgroups hit the AYP target of 61% for 2009-2010 on the MME Reading test.	**Increase** the number of subgroups hitting the AYP target of 71% on the MME Reading test from 0% to 100%. 61% (2009-2010 school year) 71% (2010-2011 school year) 81% (2011-2012 school year)
50% of White students scored at or above benchmark on the ACT-PLAN Reading test.	**Increase** the percentage of White students scoring at or above benchmark on the ACT-

	PLAN Reading test from 50% to 75%.
37% of male students scored at or above benchmark on the ACT-PLAN Reading test.	**Increase** the percentage of male students scoring at or above benchmark on the ACT-PLAN Reading test from 37% to 75%.
53% of White students scored at or above benchmark on the ACT-EXPLORE Reading test.	**Increase** the percentage of White students scoring at or above benchmark on the ACT-EXPLORE Reading test from 53% to 75%.
21% of Hispanic students scored at or above benchmark on the ACT-EXPLORE Reading test.	**Increase** the percentage of Hispanic students scoring at or above benchmark on the ACT- EXPLORE Reading test from 21% to 75%.
HIGH SCHOOL READING PROCESS DATA In the area of **process data**, we are determining our success based on several sources of data including results on the MME Reading Test, ACT-Plan, and ACT Explore. In this case, we are using the data to help us monitor our efforts toward aligning curriculum, instruction, and assessment.	
54% of students scored proficient on the MME Reading test. In an aligned system, it is reasonable to expect at least 80% or more of the students to score proficient. An additional 20 students scoring proficient were needed and of these 20, only 19 were close.	**Increase** the percentage of students scoring proficient from 54% to 75% or **Increase** the number of students who were close to scoring proficient **to all** of the students needed.
0% of students scored at least 80% of the questions correctly on the ACT-PLAN Reading test.	**Increase** the percentage of students scoring at least 80% of the questions correctly on the ACT- PLAN Reading test from 0% to 5%.
0% of the six strands for the MME Reading test show tight alignment.	**Increase** the number of strands showing tight alignment from 0 to 3.
0 of the five strands for ACT-PLAN Reading show tight alignment.	**Increase** the alignment on the strands for ACT- PLAN from 0 strands being tightly aligned to 2 strands being tightly aligned.
0 of the five strands for ACT-EXPLORE Reading show tight alignment.	Increase the alignment of the ACT-EXPLORE Reading test from 0 strands to 2.

ACHIEVEMENT GOALS - WRITING

Our overall goal is to improve writing achievement of our students. After reviewing outcome, demographic, and select process data, we used the data to determine **Evidences of Need** and **Evidences of Success** for the area of Writing.

The Evidences of Need indicate the specific data that points to a need to work on. These data points are included because they do not yet reflect the standard that teachers have set for themselves or standards placed upon them by others.

The Evidences of Success correspond directly to the needs in that they state, through data, the measurement change that staff is working toward. This column will be closely monitored each year to determine and verify progress toward the school's goals.

High School Writing

Evidences of Need and Evidences of Success

Student Achievement Goals

HIGH SCHOOL WRITING
OUTCOME DATA

In the area of **outcome data**, we are determining our success based on several sources of data including results on the MME Reading Test, ACT-Plan, and ACT-Explore. We are also monitoring our goal to determine if we have more students moving from the level 2 proficiency level to the level 1 proficiency level.

Evidences of Need Beginning of Year Data (Where we are now)	**Evidences of Success** End-of-Year Data and Measurement Goals (Where we want to be)
27% of students scored proficient on the MME Writing Test, Class of 2011.	**Increase** the percentage of students scoring proficient on the MME Writing Test from 27% to 75%.
5% of students scored in Level 4 on the MME Writing Test.	**Decrease** the percentage of students scoring in Level 4 on the MME from 5% to 1%.
73% of students scored in Levels 3 or 4 on the MME Writing Test.	**Decrease** the percentage of students scoring in Levels 3 or 4 on the MME Writing Test from 73% to 25%.
1% of students scored in Level 1 on the MME Writing Test.	**Increase** the percentage of students scoring in Level 1 on the MME Writing Test from 1% to 7%.
26 % of students scored in Level 2 on the	**Increase** the percentage of students scoring

MME Writing Test.	in Level 2 on the MME Writing Test from 26% to 68%.
28% of students met the Act College Readiness benchmark. The benchmark for this test is 22.	**Increase** the percentage of students scoring in the range of 20-32 on the ACT portion of the MME from 28% to 75%.
21% of students scored in Level 5 on the WorkKeys test.	**Increase** the percentage of students scoring a Level 5 on the WorkKeys test from 21% to 40%.
61% of students scored at or above benchmark on the ACT PLAN Writing test.	**Increase** the percentage of students scoring at or above benchmark on the ACT PLAN Writing test from 61% to 75%.
17% of students scored close to benchmark on the ACT PLAN Writing test.	**Increase** the percentage of students scoring close to benchmark on the ACT PLAN Writing test from 17% to 25%.
0% of the students scored 80% or more of the questions correctly on the ACT PLAN Writing test.	**Increase** the percentage of students scoring 80% or more of the questions correctly from 0% to 5%.
61% of students scored at or above the benchmark on the ACT EXPLORE Writing test.	Increase the percentage of students scoring at or above benchmark on the ACT EXPLORE Writing test from 61% to 75%.
HIGH SCHOOL WRITING **DEMOGRAPHIC DATA** In the area of **demographic data**, we are determining our success based on looking at the performance of our subgroups of students on the MME Reading Test, ACT-Plan, and ACT Explore.	
36% of White students scored proficient on the MME Writing test.	**Increase** the percentage of White students scoring proficient on the MME Writing test from 36% to 75%.
9% of Hispanic students scored proficient on the MME Writing test.	**Increase** the percentage of Hispanic students scoring proficient on the MME Writing test from 9% to 75%.
15% of economically disadvantaged students scored proficient on the MME Writing test.	**Increase** the percentage of economically disadvantaged students scoring proficient on the MME Writing test from 15% to 75%.
None of the subgroups hit the AYP target of 55% for 2009-2010 on the MME Writing test.	**Increase** the number of subgroups hitting the AYP target of 67% on the MME Writing test from 0% to 100%. 55% (2009-2010 school year) 67% (2010-2011 school year)
70% of White students scored at or above benchmark on the ACT PLAN Writing test.	**Increase** the percentage of White students scoring at or above benchmark on the ACT

	PLAN Writing test from 70% to 80%.
57% of Hispanic students scored at or above benchmark on the ACT PLAN Writing test.	**Increase** the percentage of Hispanic students scoring at or above benchmark on the ACT PLAN Writing test from 57% to 75%.
59% of White students scored at or above benchmark on the ACT EXPLORE Writing test.	**Increase** the percentage of White students scoring at or above benchmark on the ACT EXPLORE Writing test from 59% to 75%.
21% of Hispanic students scored at or above benchmark on the ACT EXPLORE Writing test.	**Increase** the percentage of Hispanic students scoring at or above benchmark on the ACT EXPLORE Writing test from 21% to 75%.
HIGH SCHOOL WRITING PROCESS DATA In the area of **process data**, we are determining our success based on several sources of data including results on the MME Reading Test, ACT-Plan, and ACT Explore. In this case, we are using the data to help us monitor our efforts toward aligning curriculum, instruction, and assessment.	
27% of students scored proficient on the MME Writing test. In an aligned system, it is reasonable to expect at least 80% or more of the students to score proficient. An additional 41 students scoring proficient were needed and of these 41, only 11 were close.	**Increase** the percentage of students scoring proficient from 20% to 80%. or **Increase** the number of students who were close to scoring proficient from approximately 47% of the students needed 75% of the students needed.
0% of students scored at least 80% of the questions correctly on the ACT PLAN Writing test.	**Increase** the percentage of students scoring at least 80% of the questions correctly on the ACT PLAN Writing test from 0% to 5%.
0% of the five strands for the MME Writing test show tight alignment.	**Increase** the number of strands showing tight alignment from 0 to 3.
0 of the eight strands for ACT PLAN Writing show tight alignment.	**Increase** the alignment on the strands for ACT PLAN from 0 strands being tightly aligned to 3 strands.
5 of the eight strands for ACT EXPLORE Writing show tight alignment.	Increase the alignment of the ACT EXPLORE Writing test from 5 strands to 7.

ACHIEVEMENT GOALS - MATHEMATICS

Our overall goal is to improve mathematics achievement of our students. After reviewing outcome, demographic, and select process data, we used the data to determine **Evidences of Need** and **Evidences of Success** for the area of Mathematics.

The Evidences of Need indicate the specific data that points to a need to work on. These data points are included because they do not yet reflect the standard that teachers have set for themselves or standards placed upon them by others.

The Evidences of Success correspond directly to the needs in that they state, through data, the measurement change that staff is working toward. This column will be closely monitored each year to determine and verify progress toward the school's goals.

High School Mathematics

Evidences of Need and Evidences of Success

Student Achievement Goals

HIGH SCHOOL MATHEMATICS **OUTCOME DATA** In the area of **outcome data**, we are determining our success based on several sources of data including results on the MME Reading Test, ACT-Plan, and ACT Explore. We are also monitoring our goal to determine if we have more students moving from the level 2 proficiency level to the level 1 proficiency level.	
Evidences of Need Beginning of Year Data (Where we are now)	**Evidences of Success** End-of-Year Data and Measurement Goals (Where we want to be)
18% of students scored proficient on the MME Mathematics Test, Class of 2010.	**Increase** the percentage of students scoring proficient on the MME Mathematics Test from 20% to 75%
62% of students scored in Level 4 on the MME Mathematics Test.	**Decrease** the percentage of students scoring in Level 4 on the MME from 62% to 5%.
82% of students scored in Levels 3 or 4 on the MME Mathematics Test.	**Decrease** the percentage of students scoring in Levels 3 or 4 on the MME Mathematics Test from 82% to 25%
0% of students scored in Level 1 on the MME Mathematics Test.	**Increase** the percentage of students scoring in Level 1 on the MME Mathematics Test from 0% to 10%.
18 % of students scored in Level 2 on the	**Increase** the percentage of students scoring

MME Mathematics Test.	in Level 2 on the MME Mathematics Test from 18% to 75%.
14% of students scored in the range of 20-27 on the **ACT portion of the MME**. The benchmark for this test is 22.	**Increase** the percentage of students scoring in the range of 20-27 on the ACT portion of the MME from 14% to 75%.
7% of students scored in Level 6 or 7 on the WorkKeys test.	**Increase** the percentage of students scoring a Level 6 or 7 on the WorkKeys test from 7% to 25%.
14% of students scored at or above benchmark on the ACT PLAN Mathematics test.	**Increase** the percentage of students scoring at or above benchmark on the ACT PLAN Mathematics test from 14% to 75%.
24% of students scored close to benchmark on the ACT PLAN Mathematics test.	**Increase** the percentage of students scoring close to benchmark on the ACT PLAN Mathematics test from 24% to 50%.
0% of the students scored 80% or more of the questions correctly on the ACT PLAN Mathematics test.	**Increase** the percentage of students scoring 80% or more of the questions correctly from 0% to 5%.
12% of students scored at or above the benchmark on the ACT EXPLORE Mathematics test.	Increase the percentage of students scoring at or above benchmark on the ACT EXPLORE Mathematics test from 12% to 75%.
HIGH SCHOOL MATHEMATICS **DEMOGRAPHIC DATA** In the area of **demographic data**, we are determining our success based on looking at the performance of our subgroups of students on the MME Reading Test, ACT-Plan, and ACT Explore.	
22% of White students scored proficient on the MME Mathematics test.	**Increase** the percentage of White students scoring proficient on the MME Mathematics test from 22% to 75%.
9% of Hispanic students scored proficient on the MME Mathematics test.	**Increase** the percentage of Hispanic students scoring proficient on the MME Mathematics test from 9% to 75%.
10% of economically disadvantaged students scored proficient on the MME Mathematics test.	**Increase** the percentage of economically disadvantaged students scoring proficient on the MME Mathematics test from 10% to 75%.
None of the subgroups hit the AYP target of 55% for 2009-2010 on the MME Mathematics test.	**Increase** the number of subgroups hitting the AYP target of 67% on the MME Mathematics test from 0% to 100% 55% (2009-2010 school year) 67% (2010-2011 school

	78% (2011-2012 school year)
13% of White students scored at or above benchmark on the ACT PLAN Mathematics test.	**Increase** the percentage of White students scoring at or above benchmark on the ACT PLAN Mathematics test from 13% to 75%.
19% of Hispanic students scored at or above benchmark on the ACT PLAN Mathematics test.	**Increase** the percentage of Hispanic students scoring at or above benchmark on the ACT PLAN Mathematics test from 0% to 75%.
18% of White students scored at or above benchmark on the ACT EXPLORE mathematics test.	**Increase** the percentage of White students scoring at or above benchmark on the ACT EXPLORE mathematics test from 18% to 75%.
7% of Hispanic students scored at or above benchmark on the ACT EXPLORE mathematics test.	**Increase** the percentage of Hispanic students scoring at or above benchmark on the ACT EXPLORE mathematics test from 7% to 75%.
HIGH SCHOOL MATHEMATICS **PROCESS DATA** In the area of **process data**, we are determining our success based on several sources of data including results on the MME Reading Test, ACT-Plan, and ACT Explore. In this case, we are using the data to help us monitor our efforts toward aligning curriculum, instruction, and assessment.	
18% of students scored proficient on the MME Mathematics test. In an aligned system, it is reasonable to expect at least 80% or more of the students to score proficient. An additional 47 students scoring proficient were needed and of these 47, only 13 were close.	**Increase** the percentage of students scoring proficient from 18% to 75%. or **Increase** the number of students who were close to scoring proficient from approximately 1/3 of the students needed to 100% of the students needed.
0% of students scored at least 80% of the questions correctly on the ACT PLAN Mathematics test.	**Increase** the percentage of students scoring at least 80% of the questions correctly on the ACT PLAN Mathematics test from 0% to 5%.
0% of the thirteen strands for the MME Mathematics test show tight alignment.	**Increase** the number of strands showing tight alignment from 0 to 5.
3 of the eight strands for ACT PLAN Mathematics show tight alignment.	**Increase** the alignment on the strands for ACT PLAN from 3 strands being tightly aligned to 5 strands being aligned (priority strands).
4 of the seven strands for ACT EXPLORE	Increase the alignment of the ACT

Mathematics show tight alignment.	EXPLORE Mathematics test from 4 strands to 5.

Item 6
For each Tier III school the LEA commits to serve, identify the services the school will receive or the activities the school will implement.

No response needed at this time.

Item 7
Describe the goals established (subject to approval by the SEA) in order to hold accountable its Tier III schools that receive school improvement funds.

No response needed at this time.

Item 8
As appropriate, the LEA must consult with the relevant stakeholders (students, teachers, parents, community leaders, business leaders, etc) regarding the LEA's application and implementation of school improvement models in its Tier I and Tier II schools.

Beginning Our Work

This section describes the process used to analyze the needs of Bloomingdale High School and how we selected the transformation model. Bloomingdale High School began the transformation process last spring after participating in a workshop entitled, *Increasing Student Achievement on the MME-ACT*, presented by Succcessline's Mark Wahlstrom at the Van Buren ISD. The workshop provided great insight on the construct of MME tests and how ACT structures their assessments including the ACT, ACT-EXPLORE, ACT-PLAN and WorkKeys. Armed with new knowledge, the BHS School Improvement team began the process of identifying problems in the areas of curriculum, instruction and assessment. This effort carried on until the end of the school year.

On August 16, 2010, the MDE notified district staff that Bloomingdale High School was identified as one of 92 Persistently Lowest Achieving Schools. On August 17, 2010, key district administrators and several BHS instructional staff members participated in an MDE webinar

which discussed the grant. Key district leadership began to discuss options and started to formulate a plan that would include all stakeholders.

On August 23, 2010 a community meeting was hosted by the district with almost one hundred participants present from the community. The purpose of the meeting was to disseminate information concerning the status of BHS as part of the Persistently Lowest Achieving (PLA) Schools List and to seek input from the community on what actions might be taken. After the community meeting, the Board of Education convened where formal public comments were taken at the beginning and end of the meeting. The end result was that the community was deeply concerned and was willing to make suggestions on the next steps. The Board of Education established a Reform/Redesign sub-committee composed of three Board members.

On August 24, 2010 the Superintendent, BHS Principal, BHS Dean of Students, three Board of Education members, the UniServ Field Director, and six teachers from across the district met with the MDE State School Reform Officer and other officials to discuss the School Improvement Grant. Model choices were presented and a sample grant package was provided to the team for review. The district came away with a comprehensive understanding of what the requirements were for the SIG and redesign plan.

On September 1, 2010, a district wide presentation was made to all K-12 teachers. The presentation focused on the reform models options available and the process for completing the SIG application. Ideas were solicited from the participants. Feedback was positive and a group wide acknowledgement that change was necessary. Several motivational comments were made by teachers across the district in support of the redesign initiative. A group of teachers suggested that the district consider hiring Successline Inc to assist in the process of crafting the SIG, CNA and updated School Improvement Plan. The recommendation was based on positive experiences with Dr. Deborah Wahlstrom and her partner Mark Wahlstrom conducting workshops in Van Buren ISD and a recent data coaches program that hosted 193 schools over five ISDs with a total of 223 participants.

From August 25 to September 13, 2010, the Board of Education, district leaders, and BHS instructional staff met to discuss model options, required addendums to the education association contract and other critical matters. On September 9, 2010, the BOE subcommittee and district

leadership made the decision to accept the teacher's recommendation to hire staff from Successline to assist with the SIG, CNA, and SIP. A proposal was constructed and Successline was contacted to check on availability.

During its September 14, 2010 meeting, the Board of Education voted to adopt the **transformation model**, based on input from all stakeholders. The count was 7-0 on the motion. A second motion was carried 7-0 to contract with Successline to guide the district through the process. The community and district staff was notified of the decisions. The district contacted Successline and a schedule was developed to conduct a two-day data analysis workshop to serve as the foundation for developing the SIG, CNA and SIP.

On September 27, 2010, district administrators met with the UniServ Director and the President of the Bloomingdale Education Association to discuss required changes to contracts as a result of the selection of the transformation model. The discussion topics centered around the following areas which are requirements in the transformation model:

- Agree to removal of leaders/staff who have not increased achievement
- Agree to up to 60 hours of Professional Development per year for teachers with a focus on embedded professional development
- Agree to a method of compensation that uses a accepted evaluation system focused on job performance as a significant factor and a salary adjustment based on satisfactory performance.
- Agree to provide additional money to attract and retain staff
- Agree to ensure the school is not required to accept a teacher without consent of the teacher and principal, regardless of seniority
- Agree to commit the staff to meeting 45 minutes twice a week and 4-6 hours monthly to discuss data in planned meeting to enhance instruction and increase student achievement

An agreement was made to continue discussions after continuing research options on the proposed changes.

On October 6-7, 2010 the entire district staff, including K-12, participated in a two-day data analysis workshop conducted by Dr. Deb Wahlstrom and the Succesline team. Over the course of the two days, participants learned about the construct of the MME, ACT, and MEAP. Participants also gained skills on what data matters and completed Successline's School Improvement Strategy cards which have been adopted by the MDE via Oakland Schools. Additionally, time was spent on identifying and analyzing other factors influencing student achievement. The outcome was a comprehensive list of data-based changes that were incorporated into a more comprehensive school improvement plan. The outcome of the two days was a district team now aware that if BHS is to be successful in its transformation, all feeder schools need to be part of the solution by teaching the right stuff and teaching it really well.

On October 11, 2010 a follow-up meeting was conducted with UniServ, the president of the BEA and district leadership. UniServ provided a draft MOU which attempted to capture the requirements for the SIG application and necessary changes required in the transformation model. Both the district leadership and UniServ agreed to review the MOU and the district is currently working with legal counsel to make sure the MOU is complete. Legal counsel will also determine the next steps.

Additionally, a special Board of Education was conducted on October 11, 2010. The purpose of the special meeting was to allow Successline CEO Mark Wahlstrom, to present to the Board the outcome of the two day workshop and provide a plan for redesign. The meeting lasted for two hours and community input was solicited both at the beginning and end of the meeting. About 35 community members participated. The community asked approximately 10 questions surrounding the grant, presentation and plan. The overall reaction by the Board and community was extremely positive. The Board voted 7-0 to accept the SIG Redesign Plan developed by BHS staff and Successline Inc.

On October 12, 2010 the Board of Education replaced the Bloomingdale principal in accordance with the requirements of the SIG. On October 29, 2010 Dr. Patrick Creagan has assumed duties as the principal of Bloomingdale High School. This action serves to demonstrate the commitment the Board, the district leadership and the community to the transformation model.

During the week of November 8, 2010 BHS staff as well as parents and community stakeholders participated in surveys designed to determine the level of support for the SIG/Redesign plan and the transformation model selected. One hundred percent of the BHS staff participated with 40 responses total. One hundred percent of the staff in favor of the SIG/Redesign Plan and the selection of the transformation model selected. The survey contained other questions designed to determine the level support for specific requirements of the model. The responses indicate positive support for all required activities. A copy of the survey and the results are available for review in the Appendix A.

Parents and the community stakeholders also participated in a similar survey as previously indicated. One hundred and eighty-nine members of the community participated in the survey. Of those responding to support the SIG/Redesign plan 97% agreed to support the plan. Likewise 97% supported the selection of the transformation model. The survey contained other questions designed to determine the level support for specific requirements of the model. The responses indicate positive support for all required activities. A copy of the survey and the results are available for review in the Appendix A.

Throughout October and early November 2010 negotiations continued on creating an Addendum to the Master Contract in support of the Redesign Plan. During the week of November 8, 2010 the BEA conducted a vote on the proposed Addendum. Of the 77 members, 59 members voted on the proposal with 57 voting yes and 2 voting no. On November 15, 2010 BOE meeting, the Addendum was approved 7-0 by the membership. A copy of the Addendum has been provided in Appendix B. Additionally, the BOE approved a Redesign Plan Resolution which provided financial incentives for the BHS principal for increasing student achievement, provides for the process to remove administrators who do not increase student achievement, and requires student growth data to be a significant part of the evaluation for administrators. Finally, the resolution reaffirms the BOE's support of the redesign plan.

BUDGET

C. BUDGET: An LEA must include a budget that indicates the amount of school improvement funds the LEA will use each year in each Tier I, Tier II, and Tier III school it commits to serve.

- The LEA must provide a budget in MEGS at the building level that indicates the amount of school improvement funds the LEA will use each year to—
  - Implement the selected model in each Tier I and Tier II school it commits to serve;
  - Conduct LEA-level activities designed to support implementation of the selected school intervention models in the LEA's Tier I and Tier II schools; and
  - Support school improvement activities, at the school or LEA level, for each Tier III school identified in the LEA's application. (No response needed at this time.)

Note: An LEA's budget must cover the period of availability, including any extension granted through a waiver, and be of sufficient size and scope to implement the selected school intervention model in each Tier I and Tier II school the LEA commits to serve.

An LEA's budget for each year may not exceed the number of Tier I, Tier II, and Tier III schools it commits to serve multiplied by $2,000,000.

ASSURANCES AND CERTIFICATIONS

STATE PROGRAMS

- **INSTRUCTIONS: Please review the assurances and certification statements that are listed below. Sign and return this page with the completed application.**

CERTIFICATION REGARDING LOBBYING FOR GRANTS AND COOPERATIVE AGREEMENTS

No federal, appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of a federal agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any federal grant or cooperative agreement. If any funds other than federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member Of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form – LL*Disclosure Form to Report Lobbying*, in accordance with its instructions. The undersigned shall require that the language of this certification be included in the awards documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

CERTIFICATION REGARDING DEBARMENT, SUSPENSION, INELIGIBILITY, AND VOLUNTARY EXCLUSION – LOWER TIER COVERED TRANSACTIONS

The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participating in this transaction by any Federal department or agency. Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

ASSURANCE WITH SECTION 511 OF THE U.S. DEPARTMENT OF EDUCATION APROPRIATION ACT OF 1990

When issuing statements, press releases, requests for proposals, solicitations, and other documents describing this project, the recipient shall state clearly: 1) the dollar amount of federal funds for the project, 2) the percentage of the total cost of the project that will be financed with federal funds, and 3) the percentage and dollar amount of the total cost of the project that will be financed by nongovernmental sources.

ASSURANCE CONCERNING MATERIALS DEVELOPED WITH FUNDS AWARDED UNDER THIS GRANT

The grantee assures that the following statement will be included on any publication or project materials developed with funds awarded under this program, including reports, films, brochures, and flyers: “These materials were developed under a grant awarded by the Michigan Department of Education.”

CERTIFICATION REGARDING NONDISCRIMINATION UNDER FEDERALLY AND STATE ASSISTED PROGRAMS

The applicant hereby agrees that it will comply with all federal and Michigan laws and regulations prohibiting discrimination and, in accordance therewith, no person, on the basis of race, color, religion, national origin or ancestry, age, sex, marital status or handicap, shall be discriminated against, excluded from participation in, denied the benefits of, or otherwise be subjected to discrimination in any program or activity for which it is responsible or for which it receives financial assistance from the U.S. Department of Education or the Michigan Department of Education.

CERTIFICATION REGARDING BOY SCOUTS OF AMERICA EQUAL ACCESS ACT, 20 U.S.C. 7905, 34 CFR PART 108.

A State or subgrantee that is a covered entity as defined in Sec. 108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C.
7905, 34 CFR part 108.

PARTICIPATION OF NONPUBLIC SCHOOLS

The applicant assures that private nonprofit schools have been invited to participate in planning and implementing the activities of this application.

ASSURANCE REGARDING ACCESS TO RECORDS AND FINANCIAL STATEMENTS

The applicant hereby assures that it will provide the pass-through entity, i.e., the Michigan Department of Education, and auditors with access to the records and financial statements as necessary for the pass-through entity to comply with Section 400 (d) (4) of the U.S. Department of Education Compliance Supplement for A-133.

ASSURANCE REGARDING COMPLIANCE WITH GRANT PROGRAM REQUIREMENTS

The grantee agrees to comply with all applicable requirements of all State statutes, Federal laws, executive orders, regulations, policies and award conditions governing this program. The grantee understands and agrees that if it materially fails to comply with the terms and conditions of the grant award, the Michigan Department of Education may withhold funds otherwise due to the grantee from this grant program, any other federal grant programs or the State School Aid Act of 1979 as amended, until the grantee comes into compliance or the matter has been adjudicated and the amount disallowed has been recaptured (forfeited). The Department may withhold up to 100% of any payment based on a monitoring finding, audit finding or pending final report.

CERTIFICATION REGARDING TITLE II OF THE AMERICANS WITH DISABILITIES ACT (A.D.A.), P.L. 101-336, STATE AND LOCAL GOVERNMENT SERVICES

The Americans with Disabilities Act (ADA) provides comprehensive civil rights protections for individuals with disabilities. Title II of the ADA covers

programs, activities, and services of public entities. Title II requires that, “No qualified individual with a disability shall, by reason of such disability be excluded from participation in or be denied the benefits of the services, programs, or activities of a public entity, or be subjected to discrimination by such entity.” In accordance with Title II ADA provisions, the applicant has conducted a review of its employment and program/service delivery processes and has developed solutions to correcting barriers identified in the review.

CERTIFICATION REGARDING TITLE III OF THE AMERICANS WITH DISABILITIES ACT (A.D.A.), P.L. 101-336, PUBLIC ACCOMMODATIONS AND COMMERCIAL FACILITIES

The Americans with Disabilities Act (ADA) provides comprehensive civil rights protections for individuals with disabilities. Title III of the ADA covers public accommodations (private entities that affect commerce, such as museums, libraries, private schools and day care centers) and only addresses existing facilities and readily achievable barrier removal. In accordance with Title III provisions, the applicant has taken the necessary action to ensure that individuals with a disability are provided full and equal access to the goods, services, facilities, privileges, advantages, or accommodations offered by the applicant. In addition, a Title III entity, upon receiving a grant from the Michigan Department of Education, is required to meet the higher standards (i.e., program accessibility standards) as set forth in Title III of the ADA for the program
or service for which they receive a grant.

CERTIFICATION REGARDING GUN-FREE SCHOOLS - Federal Programs (Section 4141, Part A, Title IV, NCLB)

The applicant assures that it has in effect a policy requiring the expulsion from school for a period of not less than one year of any student who is determined to have brought a weapon to school under the jurisdiction of the agency except such policy may allow the chief administering officer of the agency to modify such expulsion requirements for student on a case-by-case basis. (The term "weapon" means a firearm as such term is defined in Section 92` of Title 18, United States Code.)

The district has adopted, or is in the process of adopting, a policy requiring referral to the criminal or juvenile justice system of any student who brings a firearm or weapon to a school served by the agency.

AUDIT REQUIREMENTS

All grant recipients who spend $500,000 or more in federal funds from one or more sources are required to have an audit performed in compliance with the Single Audit Act (effective July 1, 2003).

Further, the applicant hereby assures that it will direct its auditors to provide the Michigan Department of Education access to their audit work papers to upon the request of the Michigan Department of Education.

IN ADDITION:

This project/program will not supplant nor duplicate an existing School Improvement Plan.

SPECIFIC PROGRAM ASSURANCES

The following provisions are understood by the recipients of the grants should it be awarded:

1. Grant award is approved and is not assignable to a third party without specific approval.
2. Funds shall be expended in conformity with the budget. Line item changes and other deviations from the budget as attached to this grant agreement must have prior approval from the Office of Education Innovation and Improvement unit of the Michigan Department of Education.
3. The Michigan Department of Education is not liable for any costs incurred by the grantee prior to the issuance of the grant award.
4. Payments made under the provision of this grant are subject to audit by the grantor.
5. This grant is to be used to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements.
6. The recipient must establish annual goals for student achievement on the State’s assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds.
7.If the recipient implements a restart model in a Tier I or Tier II school, it must include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements.
8. The recipient must report to the SEA the school-level data required under section III of the final requirements.

SIGNATURE OF SUPERINTENDENT OR AUTHORIZED OFFICIAL

Date

SIGNATURE OF LEA BOARD PRESIDENT

Date

1. ASSURANCES: An LEA must include the following assurances in its application for a School Improvement Grant.

See the Assurances and Certifications section of the LEA Application for a complete list of assurances. LEA leadership signatures, including superintendent or director and board president, assure that the LEA will comply with all School Improvement Grant final requirements.

2. WAIVERS: The MDE has requested all of the following waivers of requirements applicable to the LEA's School Improvement Grant. Please indicate which of the waivers the LEA intends to implement.

The LEA must check each waiver that the LEA will implement. If the LEA does not intend to implement the waiver with respect to each applicable school, the LEA must indicate for which schools it will implement the waiver.

- ❑ Extending the period of availability of school improvement funds.

  Note: If an SEA has requested and received a waiver of the period of availability of school improvement funds, that waiver automatically applies to all LEAs in the State.

- ❑ "Starting over" in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model.

- ❑ Implementing a schoolwide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold.

Baseline Data Requirements

Provide the most current data (below) for each school to be served with the School Improvement Grant. These data elements will be collected annually for School Improvement Grant recipients.

METRIC		
School Data		
Which intervention was selected (turnaround, restart, closure or transformation)?	Transformation	
Number of minutes in the school year?	1041.3	
Student Data		
Dropout rate	9.1%	
Student attendance rate		
For high schools: Number and percentage of students completing advanced coursework for each category below	Number	Percent
Advanced Placement	4	1%
International Baccalaureate	0	0%
Early college/college credit	0	0%
Dual enrollment	0	0%
Number and percentage enrolled in college from most recent graduating class	24	35%
Student Connection/School Climate		
Number of disciplinary incidents	73	
Number of students involved in disciplinary incidents	44	
Number of truant students	2	
Teacher Data		
Number of teachers at each performance level category below	Number	Percent
Highly effective		
Effective (Satisfactory)	100%	
Moderately effective		
Ineffective (Unsatisfactory)		
Teacher attendance rate	20	94%

BLOOMINGDALE PUBLIC SCHOOLS

LEA APPLICATION

PART II

SCHOOL APPLICATION/ANALYSIS OF SCHOOL NEEDS
SCHOOL IMPROVEMENT GRANT – 1003(g)
FY 2010 – 2011

The LEA must provide evidence of a comprehensive needs assessment, such as the process in this model, for each school it will be including in its grant application

School Name and Code: BLOOMINGDALE HIGH SCHOOL

District Name and Code: Bloomington Public Schools

Model for change to be implemented: Transformation

School Mailing Address:
311 E Willow Street
Bloomingdale, MI 49026

Contact for the School Improvement Grant:

Name: Rick Rio

Position: Curriculum Director

Contact's Mailing Address: 311 E Willow Street
Telephone: 269-330-4369
Fax: 269-521-915
Email address: riro@bdalecards.org

Principal (Printed Name): Dr. Patrick Creagan **Telephone:**

Signature of Principal: **Date: November 15, 2010**

X_

The School, through its authorized representatives, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the District/School receives through this application.

Section I: PROJECT NEED

SECTION I: NEED

The school must provide evidence of need by focusing on improvement status; reading and math achievement results, as measured by the MEAP, Mi-Access or the MME; poverty level; and the school's ability to leverage the resources currently available to the district. Refer to the school's Comprehensive Needs Assessment (CNA) School Data and Process Profile Summary report.

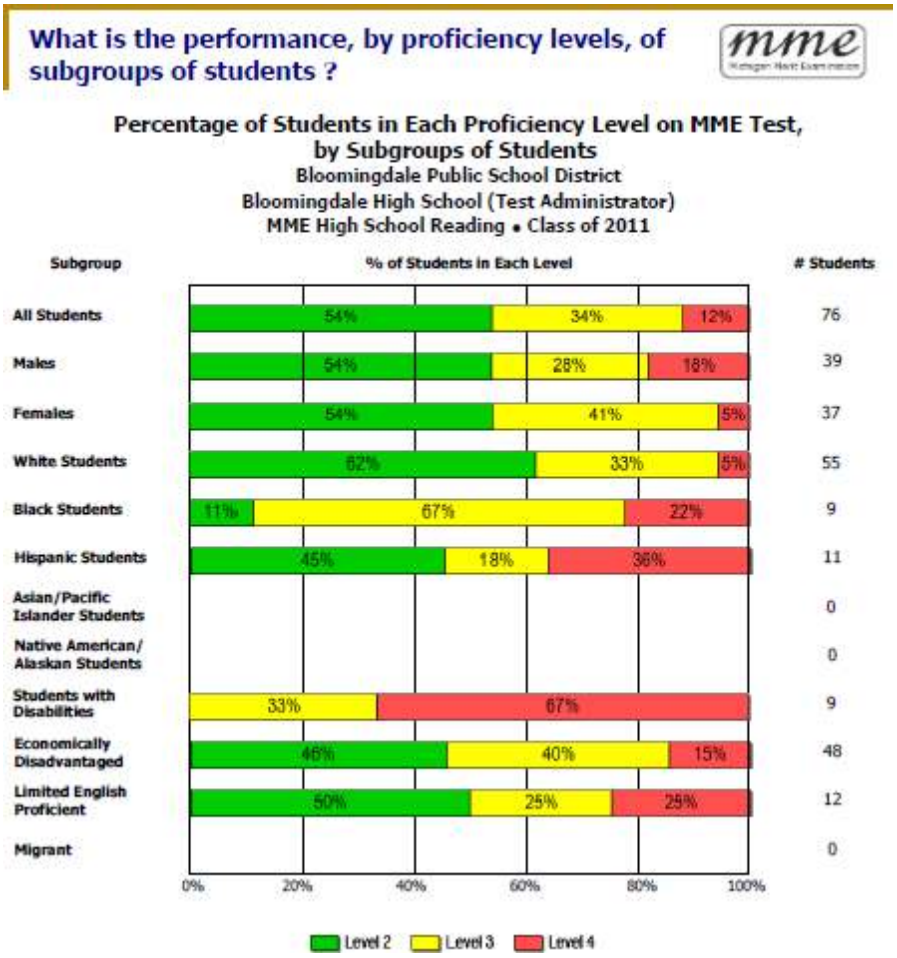
1. Explain how subgroups within the school are performing and possible areas to target for improvement. (The following charts contain information available in the school Data Profile and Analysis).

READING SUBGROUPS

What is the performance, by proficiency levels, of subgroups of students?

As required by federal law, we track the results of subgroups. In Michigan, a subgroup is counted for Adequate Yearly Progress (AYP) when thirty (30) or more students are in a group. For example, in the graph below, there are 9 (nine) black students who took this Reading test. This is not enough students to be counted as a group for AYP purposes, so the school would not have an AYP target for this subgroup of students. When looking at the students by ethnicity, only one group had well over the 30 needed to make a group. The school met the AYP target for this subgroup, white Students.

The core subgroups for which we are held accountable include All Students, White Students, and Economically Disadvantaged students.



SOURCE: SMART DATA - QFC:ME-PLSUB

The AYP target for 2010 is 61%. Using the above graph, we can quickly see which subgroups hit the target. This AYP target increases in the 2010-2011 school year to 71% and again in the 2011-2012 school year to 82%.

The next largest subgroup of students to be counted as a group for AYP purposes are economically disadvantaged. Forty-six percent (46%) of these students were proficient on the MME reading test. This is a gap of 15 percentage points from the 2010 AYP target of 61%.

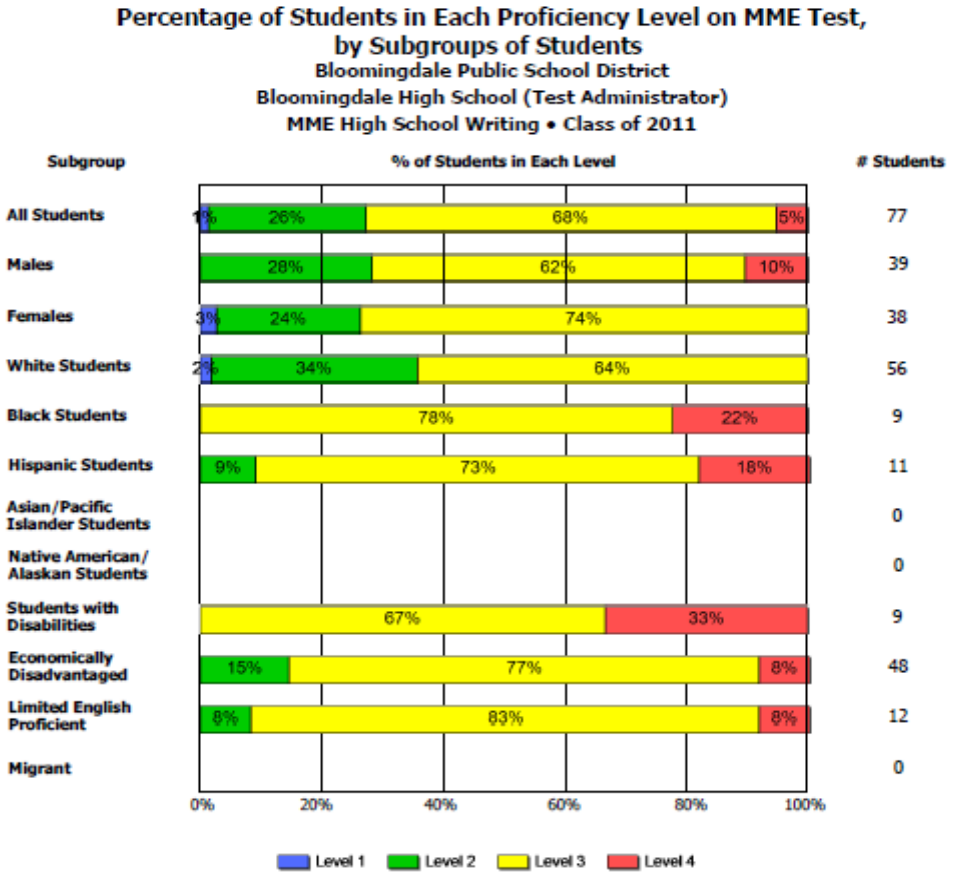
Evidences of Need

62% of White students scored proficient on the MME Reading test.
46% of economically disadvantaged students scored proficient on the MME Reading test.
One subgroup hit the AYP target of 61% for 2009-2010 (Class of 2011).

WRITING SUBGROUPS

What is the performance, by proficiency levels, of subgroups of students?

As required by federal law, we track the results of subgroups. In Michigan, a subgroup is counted for Adequate Yearly Progress (AYP) when thirty (30) or more students are in a group. For example, in the graph below, there are 9 (nine) students with disabilities who took this Writing test. This is not enough students to be counted as a group for AYP purposes, so the school would not have an AYP target for this subgroup of students. But, when looking at Economically Disadvantaged Students, there are 48 – well over the 30 needed to make a group. Thus the school will have to meet the AYP target for the subgroup, Economically Disadvantaged Students.



The AYP target for 2010 is 55%. Using the above graph, we can quickly see which subgroups hit the target. This AYP target increases in the 2010-2011 school year to 67% and again in the 2011-2012 school year to 78%.

The percentage of students scoring proficient from different subgroups of students include 36% of white students scored proficient, while 9% of Hispanic students did. This is a gap of 27

percentage points. Fifteen percent (15%) of the economically disadvantaged students scored proficient. None of these subgroups hit the 2009-2010 target of 55%.

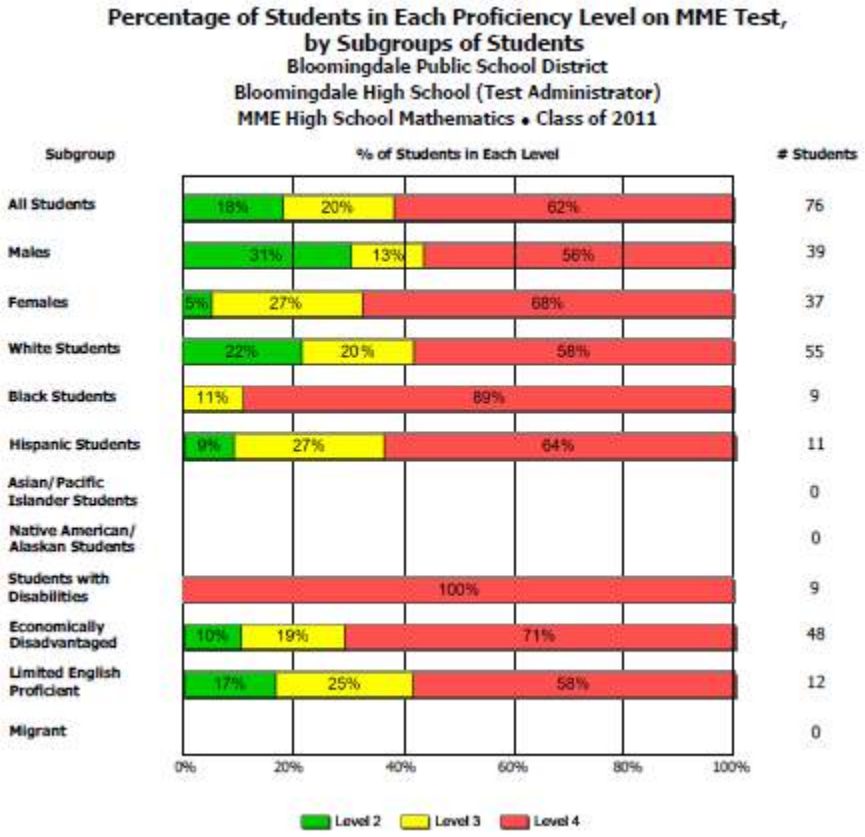
Evidences of Need

36% of White students scored proficient on the MME Writing test.
9% of Hispanic students scored proficient on the MME Writing test.
15% of economically disadvantaged students scored proficient on the MME Writing test.
0% of the subgroups hit the AYP target of 55% for 2009-2010 (Class of 2011).

MATHEMATICS SUBGROUPS

What is the performance, by proficiency levels, of subgroups of students?

As required by federal law, we track the results of subgroups. In Michigan, a subgroup is counted for Adequate Yearly Progress (AYP) when thirty (30) or more students are in a group. For example, in the graph below, there are 9 (nine) students with disabilities who took this mathematics test. This is not enough students to be counted as a group for AYP purposes, so the school would not have an AYP target for this subgroup of students. But, when looking at Economically Disadvantaged students, there are 48 – well over the 30 needed to make a group. Thus the school will have to meet the AYP target for the subgroup, Economically Disadvantaged Students.



The AYP target for 2010 is 55%. Using the above graph, we can quickly see which subgroups hit the target. This AYP target increases in the 2010-2011 school year to 67% and again in the 2011-2012 school year to 78%.

The percentage of students scoring proficient from different subgroups of students include 22% of white students scored proficient, while 9% of Hispanic students did. This is a gap of 13 percentage points. Ten percent (10%) of the economically disadvantaged students scored proficient. None of these subgroups hit the 2009-2010 target of 55%.

Evidences of Need

22% of White students scored proficient on the MME Mathematics test.
9% of Hispanic students scored proficient on the MME Mathematics test.
10% of economically disadvantaged students scored proficient on the MME Mathematics test.
0% of the subgroups hit the AYP target of 55% for 2009-2010 (Class of 2011).

Based on the data in this chart we have a number of data points that we will monitor.

Reasons for the Gaps

We studied our process data and determined a number of factors that likely lead to our gaps in achievement. These include:

1. Misalignment between the High School Content Expectations and ACT's College and Career Readiness Standards.
2. High poverty rate which requires adults in the school to provide strategies that help build background knowledge and experiences that are critical to learning.
3. Low reading levels, as measured by the Scholastic Achievement Test.
4. A lack of identified core content and vocabulary for each grade level and subject area.

2. Identify the resources provided to the school (in particular, other state and federal funds) to support the implementation of the selected model.

The school is being provided approximately $500,000 additional funds per year in support of the transformation model and redesign. The budget was approved by the BOE during the November 15, 2010. The Director of Finance will re-allocate funds and identify the specific sources when the redesign plan is approved.

School Resource Profile

The following table lists the major grant related resources the State of Michigan manages and that schools may have as a resource to support their school improvement goals. As you develop your School Improvement Grant, consider how these resources (if available to your school) can be used to support allowable strategies/actions within the School Improvement Grant. A full listing of all grants contained in No Child Left Behind (NCLB) is available at: www.mi.gov/schoolimprovement.

☒ **General Funds** ☐**Title I Part A** ☐**Title I Schoolwide** ☐**Title I Part C** ☐**Title I Part D**	☐**Title I School Improvement (ISI)**	☐**Title II Part A** ☒**Title II Part D** ☐**USAC - Technology**	☒**Title III**
☐**Title IV Part A** ☐**Title V Parts A-C**	☒**Section 31 a** ☐**Section 32 e** ☐**Section 41**	☐ **Head Start** ☐ **Even Start** ☐ **Early Reading First**	☒ **Special Education**
Other: (Examples include: Smaller Learning Communities, Magnet Schools. A complete listing of all grants that are a part of NCLB is available at www.michigan.gov/schoolimprovement.			

SECTION II: COMMITMENT

1. Staff Support of the School Improvement Application and Their Support of the Proposed Efforts to Effect Change in the School

Bloomingdale High School staff fully supports the school improvement application and the proposed efforts to change the school. We provide the following evidence:

Survey completed in lieu of signed letter of support. Forty of forty staff members completed an online survey which focused on the transformation model and support of the proposed changes. A total of 100% of the staff participated and 100% of the respondents supported the SIG application/Redesign plan 100% of the respondents agreed they are committed to making the necessary changes. A copy of the survey is provided in the Appendix A.

Staff support of school improvement process upon notification. Upon notification of SIG eligibility, all staff members participated in collaborative efforts to determine the possibilities for improving student achievement. Item 8 to the application provides a detailed discussion and time line of staff related actions – including meetings, workshop, and community forums.

Two-Day Data Analysis and School Improvement Workshop Completed. In addition to the activities addressed above, the Superintendent with the support of the High School Principal and key staff members scheduled and completed a comprehensive two day school improvement workshop conducted by Successline's Dr. Deb Wahlstrom (MDE Keynote for November 2008 School Improvement Conference). Over the course of the two days 100% of the high school staff participated in the heavy use of achievement and climate data to craft a comprehensive school improvement plan. A copy of the agenda for the two days of training and activities associated with the development of the school improvement plan is provided in the Appendix C.

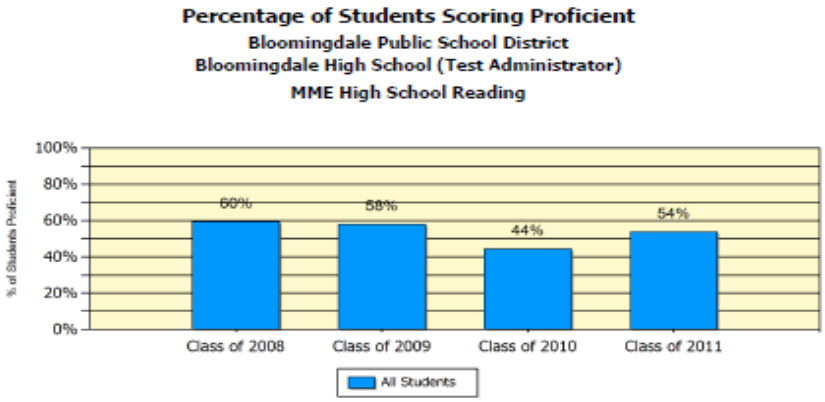
Staff support of Plan at Board of Education meeting. The Board of Education conducted a meeting on October 11, 2010. The BOE listened to a two-hour presentation of the SIG and the plan. A total of fifteen staff members were present to provide their support of plan.

2. Explanation of School's Ability to Support Systemic Change Required by the Model Selected, in Our Case, the Transformation Model

Paragraph one to this section outlines the staff's commitment to the SIG/Redesign Plan and all of the actions completed by the staff to produce this application. The staff has the motivation, drive, commitment and dedication to support the systemic change that is necessary. The have a supportive BOE, Superintendent, and colleagues across the district providing encouragement and support.

3. Three-Year Trend of Academic Achievement in Reading, Writing, and Mathematics.
The following graphs show the results of our key state assessments in the areas of reading, writing, and mathematics.

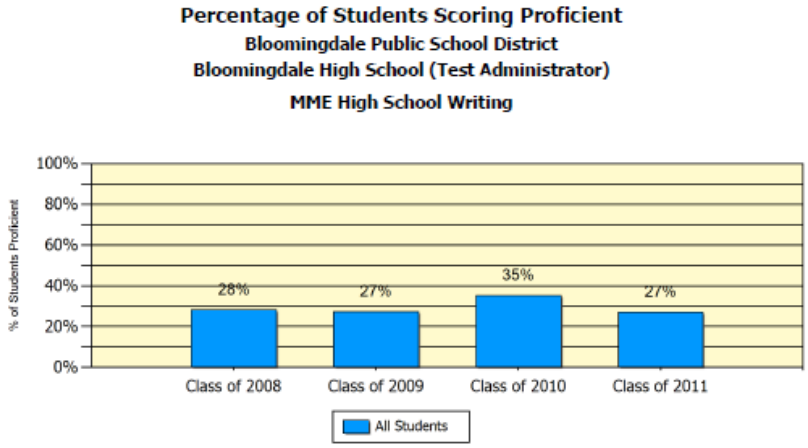
What has been our trend in performance on the MME test?



Breakdown of Students		Class of 2008	Class of 2009	Class of 2010	Class of 2011
All Students	Not Proficient	34	31	45	35
	Proficient	50	43	36	41
	Total in Group	84	74	81	76
Total Number of Students		84	74	81	76

Data Source: **Smart Data**, Percentage of Scoring Proficient (Achievement Filter) Report QFC:ME-PLPB

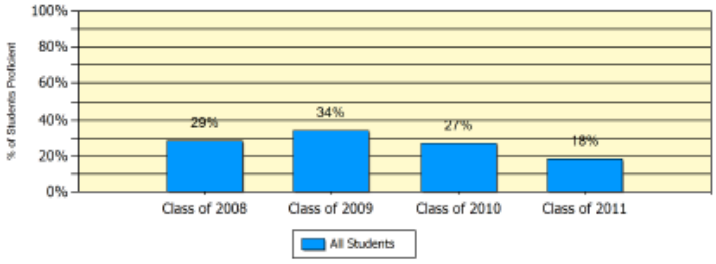
When looking at results over time and by graduating class, the proficiency rates for the Reading test has fluctuated with 50% of the students proficient for the class of 2008, 43% proficient for the class of 2009, and 36% proficient for the class of 2010, and 41% proficient for the class of 2011 – an overall decrease of 7 (7) percentage points each year.



Breakdown of Students		Class of 2008	Class of 2009	Class of 2010	Class of 2011
All Students	Not Proficient	61	53	53	56
	Proficient	24	20	29	21
	Total in Group	85	73	82	77
Total Number of Students		85	73	82	77

Data Source: **Smart Data**, Percentage of Scoring Proficient (Achievement Filter) Report QFC:ME-PLPB

When looking at results over time and by graduating class, the proficiency rates for the Writing test was steady for the class of 2008 and 2009. The class of 2010 shows an increase of 8 percentage points over the class of 2008 and 2009. Only 27% were proficient for the class of 2011 – a decrease of eight (8) percentage points.



Breakdown of Students		Class of 2008	Class of 2009	Class of 2010	Class of 2011
All Students	Not Proficient	60	48	59	62
	Proficient	24	25	22	14
	Total in Group	84	73	81	76
Total Number of Students		84	73	81	76

Data Source: **Smart Data**, Percentage of Scoring Proficient (Achievement Filter) Report QFC:ME-PLPB

When looking at results over time and by graduating class, the proficiency rates for the mathematics test has fluctuated with 29% of the students proficient for the class of 2008, 34% proficient for the class of 2009, 27% proficient for the class of 2010, and 18% proficient for the class of 2011 – an overall decrease of eleven (11) percentage points.

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4. Describe the commitment of the school to using data and scientifically based research to guide tiered instruction for all students to learn.

The staff has demonstrated its commitment to use data and researched based strategies in the following ways:

Two Day Data Analysis and School Improvement Workshop Completed. In addition to the activities addressed above, the Superintendent, with the support of the High School Principal, and key staff members scheduled and completed a comprehensive two day school improvement workshop conducted by Successline's Dr. Deb Wahlstrom (MDE Keynote for November 2008 School Improvement Conference). Over the course of the two days 100% of the high school staff participated in the heavy use of achievement and climate data to craft a comprehensive school improvement plan. The process required the use of School Strategy Cards which contain research based questions that team members must use data to answer. The cards are divided into curriculum, instruction and assessment. One outcome is participants must identify researched based strategies with large effect sizes. Therefore, the staff has already begun to make the transition in the use of data and research-based strategies. A copy of the agenda for the two days of training and activities associated with the development of the school improvement plan is provided in the Appendix D.

SIG Application reflects a higher use of data and research-based strategies. The heavy use of data in the first portion of this application is the testament to the staff making the transition to data based decision-making. Our Comprehensive Needs Assessment reflects the staff efforts to use data and research based strategies. Additionally, the back section to the CNA provides a comprehensive data-based school improvement plan by content area as evidence of the staff's commitment in these areas.

Commitment to using a variety of data tools. There are a number of data tools available to support our work with data. We have embraced the use Pinnacle to help us with our data collection needs. During the 2010-2011 school year, we will begin the work of using data at the classroom level. We are also using the **Smart Data System**, which analyzes and provides data in the format of high-quality reports with corresponding analysis questions. This system supports us when looking at data required for accreditation and accountability purposes, but also

includes comprehensive data for helping us tighten alignment between curriculum, instruction, and assessment.

As we work to implement Response to Interventions, we have many additional data tools to support our work. For example, when designing our universal screening we identified data tools and systems that we could triangulate to get the best information we can for placing students at the beginning of the school year. Much of the data from our universal screenings will be collected during the remainder of the 2010-2011 school year.

5. Providing Time for Collaboration and Development of a Schedule That Promotes Collaboration

The AB Block schedule we are adopting affords a 30 minute common planning period to promote collaboration. Additionally, the Addendum to the Master Contract allows for up to 50 minutes of daily planning time plus affords the principal to call special meetings to support among other things – collaboration.

During our October 7th work session, a review of the data and teacher discussion revealed the need to look at the following issues in the school.

- Inconsistent expectations
- Lack of technology
- Size of classes – very large
- Lack of transportation for after-school tutoring

6. Describe the school's collaborative efforts, including the involvement of parents, the community, and outside experts.

Section III Question 1 Requirement #2 under Increased Learning Time and Mechanisms for Community Oriented Schools provides a detailed discussion on how we will collaborate efforts to involve external stakeholders. To help ensure good working relationships among all of our stakeholders, we have begun to outline roles and responsibilities for the adults who set the conditions for the school's success.

In our work, we have five core groups of adults who will work together collaboratively to set the conditions for success for all students. These groups include the Board of Education, Central Office Leadership, Bloomingdale High School staff, Berrien RESA staff and the community through town hall meetings as well as our network of social service providers.

The following chart shows the roles and responsibilities for these transformation relationships.

Board of Education	Central Office	BLOOMINGDALE HIGH SCHOOL Staff	Berrien RESA
• **Directs** new & revised policy • **Reviews and approves** changes to transformation plan • **Provides** guidance based on transformation progress • **Hold**s stakeholders accountable for success of transformation plan • **Directs** the allocation of transformation resources • **Assists** in obtaining additional resources to support transformation • **Approves** new hires to support transformation • **Approves** dismissal of instructional staff when appropriate • **Acts** on any matter for the good of the district as the BOE sees fit	• **Proposes** policy changes to support transformation • **Implements** policy changes directed by Board of Education • **Provides** guidance to Successline on External Source Provider matters • **Monitors** and guides High School leadership on key matters for transformation • **Keeps** the Board of Education advised of status of transformation • **Supports** procurement of resources both inside & outside of grant • **Supports** community relations – parent involvement matters • **Assists** with course design when required • **Guides** good news stories to press on transformation	• **Owns** the transformation and lives it each day • **Leads** from the front to execute transformation plan and holds the staff accountable • **Directs** changes based on transformation progress • **Directs** the allocation of transformation resources • **Teams** with External Source Provider in plan execution and keeps Central Office Leadership and BOE apprised of progress • **Monitors, evaluates and provides** feedback to instructional staff regularly through the transformation period • **Nominates** instructional staff for dismissal when appropriate	• **Serves** as the External Provider • **Drives** the master plan • **Serves** as a clearing house for services • **Keeps** all stakeholders advised of status • **Guides and mentors** critical areas – student support team, discipline, attendance, community involvement • **Provides** specialist support • **Provides** professional development support in areas of most need by our project. • **Provides comprehensive data support** including helping teachers use data to identify appropriate interventions at the classroom level • **Prepares and supports** monitor visits • **Designs and executes** embedded professional development for Instructional Staff (curriculum, instruction, and assessment).

While these groups have the responsibility for setting the stage for success, the role of parents and community members and stakeholders will help fuel the achievement engine.

Section III
Proposed Activities

SECTION III: PROPOSED ACTIVITIES

1. Describe the proposed activities that address the required US Department of Education (USED) school intervention that the school will use as a focus for its School Improvement Grant.

Click here to link directly to this section.

2. Explain how the school will use data to inform instruction, guide decision-making, and design professional development related to the proposed activities.

i. Discuss how the school will use data to develop and refine its improvement plan and goals based on sub groups in need.

ii. Describe how the school will collect, analyze and share data with internal and external stakeholders. Include how the school will ensure that all administrators and teachers are able to access and monitor each student's progress and analyze the results.

iii. Describe how the school plans to adjust instruction based on progress monitoring and data results collected.

Describe and name any local or national assessments used to measure student progress at each grade level.

iv. Discuss how the school has a clearly defined procedure in place for writing a professional development plan that aligns to the National Staff Development Council (NSDC) Standards for Staff Development (http://www.nsdc.org/standards/index.cfm) that focuses on context standards, process standards and content standards. If the school or LEA does not have a professional development plan in place, describe the process and timeline for completing a professional development plan.

3. List the individuals and job titles of the central office and school personnel who will oversee the school receiving School Improvement Grant – Section 1003(g) funds. Include the percentage of time dedicated to oversight of the school.

4. Explain specific school improvement technical assistance and evaluation responsibilities needed. Include personnel responsible for coordinating such services.

SECTION III – Part 1

The United States Department of Education has identified required activities for the transformation model. Listed below is an overview of the required parts of the transformation model and our proposed activities/ interventions for meeting each of the requirements.

DEVELOPING AND INCREASING TEACHER AND LEADER EFFECTIVENESS

Requirement 1

Replace the principal.

On October 29, 2010 the Board of Education replaced the Bloomingdale High School Principal with Dr. Patrick Creagan now assuming duties as the principal of Bloomingdale High School. This action serves to demonstrate the commitment the Board, district leadership, and the community to the transformation model.

Dr. Creagan is onboard for making the significant changes that are needed to transform the school into a learning machine. Additionally, Dr. Creagan will work to align individual efforts toward common goals, building the capacity to work more effectively and efficiently, and encouraging program ownership and leadership among all stakeholders. He is working to ensure a clear focus on student achievement, building a school culture around collaboration, and inspiring energy for other school leadership roles by individual efforts.

Patrick will be a key player in choosing and gaining support for the new teacher evaluation system, which began in Fall 2010. He has already begun the work on instituting comprehensive instructional reform and figured out how to make sure we begin to provide expanded learning time for all students and not just struggling students. He also is key to ensuring that the reform efforts span all content areas and teachers – again, reform for all students, not just those who are struggling.

Requirement 2

Use of an evaluation system that uses student growth data as a significant factor in the evaluation of leaders and teachers

On November 15, 2010 the Board of Education and the Bloomingdale Education Association signed an addendum for the Master Contract in place. A copy has been provided in Appendix B of this plan. Paragraph 6a specifically states that student growth data will be used as a significant factor in teacher evaluations. Additionally, on November 15, 2010 the BOE passed a resolution requiring the use of student growth data as a significant factor in the evaluation of administrators. Additionally, the resolution also requires the use of other relevant student data (e.g., attendance, discipline) in the evaluation process when appropriate. The plan for measure student growth is addressed in detail under Requirement #4.

Monitoring Student growth

One part of the transformation model is that of looking at student growth. Thus we will have two ways to monitor and measure "growth" as we implement the components of our plan. Student growth means the change in achievement for an individual student between two or more points in time. When looking at growth, we must use the state's assessments as one indicator but can also include other measures that are rigorous and comparable across classrooms, such as assessments included with our curriculum.

Measure growth *toward a standard*

Some of the standards that students learn are naturals for monitoring growth. For example, we can determine how well students write at the beginning of the year and determine their growth at the end of the year. The same is true for things like math problem solving, scientific investigation, interpreting visual information, reading levels, and more.

Measure growth *of moving from one grade level to the next*

Another measurement of growth would be that of students who move from one grade level to the next – or from one course to the next by mastering the standards for the grade level or course.

1. We will collect data toward all of our goals and objectives.
2. We will use proven protocols to analyze our data. This includes the protocols for analyzing data and looking at student work.
3. We will share our data with each other and our community members to keep everyone informed of our progress along the way. We will be setting up an enterprise Wiki to share our progress with one another. Additionally, we will report to the School Board on a quarterly basis with a progress report of program implementation and corresponding results. To ensure that our community members realize the positive changes that are occurring, we will also provide information to them through the district's website.
4. We will monitor each student's progress during the school year. During the 2010-2011 school year, we will begin to review the progress of students in a more comprehensive and substantial way. First of all, we will do beginning-of-year assessments for all students. These assessments, in reading, writing, and mathematics, will provide critical data for ensuring that we begin to meet the needs of our individual learners. We want a student who is struggling to get the help that he or she needs. We will focus our assessments on the priority areas we identified in our data – again working to accomplish more significant work at a higher level than trying to assess everything. We will regularly communicate to our parents how their children are achieving toward the standards.
5. We will use data tools such as Smart Data to help us analyze our data.

REQUIREMENT 3

Evaluation System designed with teacher and principal involvement

The current evaluation system was developed by district administrators including all principals and a team of teachers back in 2000. A copy of the Master Contract which addresses the evaluation process is provided in Appendix B. The existing evaluation process is compliant with all redesign mandatory requirements, however, the BOE and the BEA both realized it was time to review the evaluation process. Paragraph 6A to the November 15, 2010 addendum to the Master Contract requires the establishment of a six person team (three teachers and three administrators) to develop and recommend a modified Danielson evaluation process no later than July 2011 for use at the beginning of the next school year. The BHS principal will be part of that team as well as teachers from BHS.

REQUIREMENT 4

Identify and reward school leaders, teachers and other staff who have increased student achievement and remove leaders and staff who have had multiple opportunities to improve professional practices and have not increased student achievement

Award plan for teachers and other staff. Paragraph 8a to the November 15, 2010 addendum to the Master Contract authorizes the payment of a $100 bonus for teachers who earn a satisfactory evaluation. Paragraph 6a requires the use of student growth data as a significant factor for the evaluation process and is tied directly to a satisfactory or unsatisfactory performance evaluation. Paragraph 8c authorizes the payment of a $400 bonus to teams for core courses that increase student growth by 5% on the average on test scores. Test scores to be used included but are not limited to, MME results, ACT-PLAN, ACT-EXPLORE, end-of-course assessments, other local assessments and standards-based assessments. The plan is to convene a one administrator and three teacher team, upon plan approval to provide detailed recommendations for the use of student growth data other than ACT, ACT-EXPLORE, and the ACT. The team will provide its recommendations no later than June 15, 2010 for adoption by BHS. This is necessary to ensure our testing system on local assessments and other related instruments are aligned to support the measurement of student growth over time.

The current plan for the use of local assessment data in order to determine student growth is to administer pre, mid and post tests. An example of this is the scheduling of four ACT writing prompts across the 2011-2012 school year (September 15, January 13, and May 18). The results will be used to identify student growth. The team will assist in determining the specifics to the process for measuring growth.

The ACT test series scoring system are synchronized and therefore, the sole purpose is to measure student growth toward college readiness. The following provides an example of our plan to use data to determine student growth via ACT-PLAN, ACT-EXPLORE and the ACT. These assessments have been administered routinely and student data is readily available to serve as a baseline for student growth. It should be noted that ACT-EXPLORE is administered in both grades 8 and 9. The grade 8 data serves as the baseline for students entering the 9th grade and grade 9 ACT-EXPLORE data will be used to calculate growth. Grade 9 ACT-EXPLORE data serves as the baseline for students entering grade 10 and grade 10 ACT-PLAN data will be used to calculate growth. Grade 10 ACT-PLAN data serves as the baseline for students entering Grade 11 and grade 11 MME/ACT data will be used to calculate growth. Grade 11 MME/ACT data serves as the baseline for students entering grade 12. Grade 12 ACT data for students retaking the ACT will be used to calculate growth. In the absence of grade 12 ACT data, local course assessments will serve as the foundation for measuring growth.

These assessments are administered in the Spring and results are typically available in early June for the purposes of calculating those eligible for above bonus. The plan is to organize a three teacher team paired with an administrator to compile to results and make award recommendations. This will keep the process transparent. The goal is to have the process completed and awards made to the staff by June 30th of each year.

After the end of year one, a team of teachers and administrators will convene to evaluate how well the growth calculations and process works. The goal of the team is to make recommendations to refine the process. Recommended changes will be made to both teachers and administrators for adoption.

Award Plan for Administrators. On November 15, the BOE passed a resolution which establishes the policy for awarding administrators for increased student achievement. Simply stated, the resolution calls for the awarding of a bonus to administrators who contribute to increased student achievement based on a 5% average growth per student. The process to determine award eligibility is the same as for teachers with a team determining eligibility in a transparent manner. The Superintendent will make a recommendation to the BOE on the appropriate level of award. The award level recommendation can range from .25% to 5% of the administrator's base salary. The BOE will make the final determination of the award level. The award timeline calls for completion by June 30th of each year like the staff.

Plan for Removal of teachers/staff that do not increase student achievement.

Beginning on page 54 of the Master Contract in effect between the BOE and BEA outlines the steps, documentation and timelines required to remove both tenured and probationary teachers. A copy of the agreement has been included as Appendix B to the plan. Page 56 provides specific steps and guidance for dealing with unsatisfactory performing teachers. Pages 57-59 address the process for removing probationary teachers. Paragraphs 5A to the November 15, 2010 addendum to the Master Contract authorizes involuntary transfers of teachers to and from BHS. Paragraph 5B acknowledges the administration's right to remove teachers who do not increase student achievement. Paragraph's 5A and B provide the principal with the necessary flexibility to immediately remove teachers who do not increase student achievement without significant documentation. A copy of the addendum has been included in Appendix B. The Master Contract provides the formal vehicle permanently removing teachers who do not increase student achievement.

The plan centers around executing the evaluation process which requires periodic formal and informal classroom observations in the classroom by administrators. The BHS principal's goal is to spend 50% of the school day directly observing teachers and students and providing feedback. Additionally, paragraph 6a to the November 15, 2010 addendum requires teachers to keep an ongoing portfolio of student work to document student growth and achievement. The principal will review the portfolios on a quarterly basis. Additionally, the principal will review student

achievement data on a monthly basis during the early release time to measure student growth. Teachers will be identified through these actions as increasing student achievement or not increasing student achievement. Those teachers identified as not increasing student achievement will have an Individualized Development Plan initiated as provided for in the Master Contract. The principal will meet periodically with the teacher in question and provide feedback and update the plan as appropriate. If the teacher fails to show signs of improvement after two meetings, the principal in coordination with the administration will remove the teacher from the building and initiate proceedings in accordance with the Master Contract for permanent removal or re-assignment as appropriate.

Plan for Removal of administrators that do not increase student achievement. All administrators serve at the pleasure of the BOE and are under a one-year contract renewable for the following school year. In the November 15, 2010 Redesign Plan Resolution, the BOE established the procedures and requirement to remove administrators who do not increase student achievement. Simply stated, the BOE requires the Superintent to participate in the periodic review of student achievement data during early release days and other opportunities that present themselves. In the event student achievement is not increasing, the Superintendent will initiate an Individual Development Plan for the administrator. The Superintendent will meet periodically to determine what directed corrective action is being followed and the review appropriate to determine if student achievement is increasing. If student achievement is not increasing the Superintendent will modify the plan as necessary. If after two meetings and inadequate progress is being made to correct identified deficiencies, the Superintendent can direct the immediate re-assignment of the administrator out of BHS and follow-up with the BOE for final disposition through termination for cause or permanent reassignment of duties to a different location. Future administrator contracts will be modified to include similar provisions outlined above to be consistent with Redesign Plan requirements.

Requirement 5

Provide staff with ongoing, high-quality, job-embedded professional development (subject specific pedagogy, differentiated instruction or a deeper understanding of the community served.) Professional development is aligned and designed to insure that staff can facilitate effective teaching and learning and have the capacity of successfully implementing school reform strategies.

Staff as an integral part of designing the professional development

As with all parts of our redesign plan, our professional development needs and actions were determined with input from the entire staff during the October 6-7, 2010 Data Workshop. Staff reviewed district and school data and also used the Smart Data School Strategy Cards to uncover specific areas within curriculum, instruction, and assessment that require additional attention and professional development. BHS staff members used voting dots to prioritize the most important professional development needs on a poster containing various options.

Additionally, we have built time into our summer calendar to bring teachers together to finalize the year-long schedule for implementing specific instructional strategies in their classrooms. A workshop will be conducted on June 16, 2010 to review the Spring 2011 test results for the MME, ACT-PLAN and ACT-EXPLORE. Based on the most current assessment results the final plan will be developed. For example, we know that our teachers will work with Close and Critical Reading strategies as a part of our reading-to-learn/literacy initiative. During the summer, teachers will put the specific strategy to the calendar including what day it will be taught to teachers to what days teachers are expected to use the strategy in their classrooms.

A structure for providing job-embedded professional development

Part of providing job-embedded professional development is that of reworking the school schedule to support it. In the *Addendum to Master Agreement between the Bloomingdale Public Schools Board of Education and the Van Buren County Education Association/Bloomingdale Education Association, MEA/NEA*, agreement has been made on the following:

- Thirty additional minutes of planning time per day
- Five annual professional development days (designated on the school calendar for all teachers)
- Forty to sixty hours of embedded professional development per year at times designated by Administration. This added professional development time may be scheduled before or after the school day, or during weekend hours (with two weeks advanced notice for weekend sessions).

- Part-time teachers will be responsible for attendance at all staff meetings and professional development meetings.

Professional Development Content

It is important to recognize what teachers will learn during their professional development opportunities. We are integrating a strong job- embedded professional model that is directly tied to improving student achievement through the actions of teachers and leaders. The professional development has been carefully planned to align to each of our improvement components.

Additionally, this plan is deeply embedded and is based on our data and the needs of our students and teachers. Most of our professional development will be done onsite where student and teacher interactions actually occur.

Our professional development program is tightly aligned with the needs of our school. We are approaching professional development with a two-pronged approach: one prong applies to *professional development for all teachers* and the second prong applies to the *specific content needs of individual teachers*. For example, one across-the-board need for professional development is that of better classroom assessments. As content area teachers are ready to implement this part of their plans, they'll have just-in-time help and training to do this. An example of professional development for an individual teacher is that of acquiring more information related to world religions, part of the social studies curriculum. We have built in forty to sixty hours of embedded professional development time for each teacher for each year of the plan.

Based on our data and student needs, we are focusing our professional development efforts in the following areas: explicit instruction, vocabulary development, reading and writing in the content area, looking at student work, tying data to interventions, and classroom procedures and protocols. Additionally, we will be working to address the specific content needs of our students as identified by our data. For example, our data shows that our students show a weakness in the area of identifying details in a text and doing such things as making inferences from those details. In our collaborative teams, we will discuss what it means to achieve at a high level in working with details in different texts and then develop tightly-aligned lessons and assessments to help ensure students learn this skill. We will make sure to bring in people who can assist with content area weaknesses in those areas where our data shows a need.

Institute a system for measuring changes in instructional practices that result from professional development.

There are a number of things we will look at in terms of measuring change in instructional practices. One of those things is simply knowing which strategies teachers already regularly use in the classroom. To identify this, we plan to survey teachers at the beginning of our transformation to determine their use of key instructional strategies – especially those strategies used in explicit instruction, vocabulary, and literacy. We would expect that by the end of each year of the project, teachers will have an increase in the number and types of research-based instructional strategies that they use in the classroom.

There are a number of things we will do to determine if teachers learn and apply the strategies. Since implementation is key, we will support teachers as they implement our high-impact, research-based strategies. We will develop a calendar for learning the strategies and applying them within their instructional units. For example, one of the literacy strategies is that of close and critical thinking. We'll verify that teachers have integrated the strategy into lessons and look at evidence of the strategy by looking at student work.

We will also use common-sense evidences that document change in practice: looking at student work, surveying teachers again to determine end-of-year (each year of transformation project) knowledge and use of strategies, and more. We are implementing a dynamic classroom monitoring program to insure the fidelity of our staff's instruction. This will include techniques such as walkthroughs to help determine how strategies are being implemented. This will provide us with an early alert that staff members are encountering difficulties with instructional practices and allow us to bring appropriate resources to bear to get back on target. Teachers will work in content-based professional learning teams to talk about the strategies and how – or how not – the strategies have worked for them.

Alignment to state standards

We analyzed our data and determined a number of areas for embedded professional development. These are organized by curriculum, instruction, assessment, and school climate (e.g., attendance, social promotion, discipline, vision/mission, student and staff accountability, and parental involvement). The professional development plan for the remainder of the 2010-2011 school year and beyond will focus on the following:

Curriculum

(a) Aligning Curriculum Documents (e.g., Common Core standards, ACT College and Career Readiness Standards, MME)
(b) Unpacking the Standards
(c) Developing Content Cards
(d) Identifying Core Vocabulary and Writing Descriptions

Instruction

(a) Explicit Instruction
(b) Vocabulary Development
(c) Writing-to-Learn in the Content Areas
(d) Reading-to-Learn in the Content Areas
(e) Close and Critical Reading

Assessment

(a) Developing Aligned Assessments to Unpacked Standards
(b) Using Data From Assessments to Improve Student Learning
(c) Using Quick Formative Assessment Strategies That Check for Understanding
(d) Developing Common Assessments
(e) Creating and Using High-Quality Rubrics
(f) Using Data From ACT Materials to Improve Student Learning

REQUIREMENT 6

Implement Strategies such as financial incentives, 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.

Financial Incentives – Our financial incentive strategies include:

- Paragraph 8 to the November 15, 2010 addendum to the Master Contract provides a detailed schedule of financial incentives available to teachers including performance bonuses, compensation for extended school hours, and compensation for participation in supporting student learning activities after school, on weekends and over the summer. The BOE Redesign Plan Resolution of November 15, 2010 authorizes bonuses to administrators that increase student achievement.

- Paragraph 7 of the addendum allows the administration to recruit and hire highly qualified employees by using with financial incentives. These incentives include a signing bonus and the ability to start new employees at a higher pay step then entry level.

Flexible Work Conditions – Our flexible work condition strategies include:

- Paragraph 3f of the addendum to the Master Contract authorizes flexible working hours for staff in recognition of their differentiated work load in order to support the transformation. Staff can be excused from non-student days or hours in order to compensate them for increased workloads to support the transformation.

COMPREHENSIVE INSTRUCTIONAL REFORM ACTIVITIES

Requirement 1
Use data to identify and implement an instructional program that is researched based and aligned from one grade to the next as well as with state standards.

Data to determine the instructional program
Our job is to provide a guaranteed and viable curriculum for our students (Marzano, 2003). To meet this end of the instructional program, there are several components critical to study and use. These include Michigan's High School Content Expectations, The ACT College and Career Readiness Standards (curriculum that is tested on the MME), and the Common Core Standards (approved by Michigan's State Board of Education in 2010).

Using data to develop the instructional program requires data beyond what the MME results provide. The purpose of the MME is to get a quick pulse on whether or not students are achieving toward a standard; it is a test for accountability purposes. Thus, we are using different types of data (i.e., outcome, demographic, process/and perception) from different sources to determine our strengths and weaknesses in our overall instructional program. As suggested by Michigan's School Improvement Rubrics, we also looked closely at the alignment between curriculum, instruction, and assessment.

State of the Standards
When reviewing the data for Michigan's High School Content Expectations, we found the following to be true:

1. The High School Content Expectations for English Language Arts are "muddled" and recently received a D from the Fordham Institute. This has impact on curriculum at the school level where teachers are expected to use the standards to plan instruction.
2. The High School Content Expectations have not been unpacked at the state level. This needs to be addressed at the school level to ensure tight alignment and a guaranteed and viable curriculum.
3. Approaches available from select ISDs do not support tight alignment at the classroom level. For example, at the high school level, English units produced by ISDs promote the teaching of specific books, rather than specific skills – but our students are tested on skills and not specific books.
4. Data from the state and district has shown for years gaps in curriculum, including the need to address details and examples in the language arts program. This has not been

addressed by the state in revisions of its curriculum, nor in companion documents. Thus the problem persists and needs to be solved at our high school in order to provide a guaranteed and viable curriculum for our students.

5. The ACT Reading Test, the ACT Writing Test, nor the WorkKeys test are tightly aligned to the High School Content Expectations.
6. The College and Career Readiness Standards are not tightly aligned to the High School Content Expectations.
7. The Michigan State Board of Education has adopted the Common Core Standards, thus Michigan educators will be moving toward these, beginning as early as Fall 2011, indicating an upcoming change in the state's standards.

Vertical alignment

When studying vertical alignment of the curriculum, we wanted to determine if the curriculum is organized in a coherent way from one grade level to the next. We should see students applying skills in more complex scenarios as they move from one grade to the next and one course to the next. The analysis of our data indicated loose alignment of the standards in reading, writing, and mathematics – as measured by the MME. (We used Smart Data alignment reports to determine this.)

When looking at our data from the ACT College and Career Readiness Standards and the Common Core Standards, we found the following to be true:

1. There *is* vertical alignment of the ACT College and Career Readiness Standards.
2. There *is* vertical alignment of the Common Core Standards.
3. The Common Core Standards are more vertically aligned than are the High School Content Expectations.
4. The ACT College and Career Readiness Standards and the Common Core Standards are more closely aligned to each other than either is to the High School Content Expectations. (But, the High School Content Expectations will be changing as the Common Core standards are introduced and implemented in Michigan.)

Based on this data, we will use a number of ACT materials in our core instructional program.

We will implement the ACT Quality Core Curriculum in English and mathematics as these two curricula are designed around College and Career Readiness Standards and are tightly aligned to the ACT assessment. Additionally, since this curriculum is also aligned to the Common Core Standards, the transition toward moving to those standards will be more efficient. The ACT Quality Core Curriculum also includes end-of-course assessments which is a requirement of our high school program. Included in the Quality Core are tools for formative assessments and aligned strategies for students to learn a rigorous curriculum.

The Quality Core is a research-driven solution for raising the quality and intensity of high school core courses so all students are prepared for college and careers. Currently, there are twelve available courses: English 9, 10, 11, 12, Algebra I, Geometry, Algebra II, Precalculus, Biology, Chemistry, Physics, and U.S. History.

ACT has developed standards for each course. The ACT Course Standards were empirically derived from an intensive study of high-performing high schools with significant minority and low-income enrollments. The study, *On Course for Success: A Close Look at Selected High School Courses That Prepare All Students for College*, was conducted jointly by ACT and The Education Trust. Each set of Course Standards, reviewed and cross-validated by a selection of classroom teachers in high-performing schools across the country, covers the important knowledge and skills of the discipline – the essential ideas that students must master if they are to have a firm grasp of the field.

Additionally, the ACT course standards introduce knowledge and skills in an appropriate sequence, show an increasing intellectual sophistication with each subsequent course, and represent what is manageable in terms of instruction.

We will also integrate the WorkKeys standards into our curriculum, beginning with middle school. Students are coming into the high school without basic skills in applied mathematics and reading for information and comprehension. The WorkKeys test is also part of the MME, thus it is essential that we weave the WorkKeys curriculum into our middle school curriculum and the first year or so of our high school curriculum, especially for students who are struggling. While we desire to provide this curriculum via lively and engaging classes, ACT does have an online curriculum that we will use to support classroom instruction.

Requirement 2

Promote the continuous use of individual student data (formative, interim, and summative) to inform and differentiate instruction to meet individual student needs.

In terms of comprehensive reform in instruction, we must look at data related to curriculum, instruction, and assessment as well as the continuous use of individual student data to inform and differentiate instruction to meet individual student needs.

Staff from Successline will work closely with us to guide our data use throughout the school year. We'll work with a simple and powerful model to review our instructional data. Questions in this model, supported by the professional learning literature include: what do we want our students to know? How do we know they know it? What will we do when they don't know it?

Data Sources

In our reform efforts, we will study our instructional data by content area – as that is how we will implement our improvement efforts and how we are judged in terms of state accountability. The following chart, *Overview of Assessments for the Core Content Areas of Reading, Writing, and Mathematics*, shows our key sources of data. The chart lists all of the assessments required by the MME as well as assessments that will allow us to measure student growth and learning toward standards.

BLOOMINGDALE HIGH SCHOOL
Overview of Assessments for the
Core Content Areas Reading, Writing, and Mathematics
Grades 9-12

		Grade Level When Tested			
Content Area	**Type of Assessments**	**9**	**10**	**11**	**12**
Reading	ACT EXPLORE – Reading Beginning of Year/End of Year Pre/Post	X			
	ACT PLAN – Reading Spring/Growth from Explore		X		
	ACT – Reading Spring/Growth from PLAN			X	
	ACT Quality Core EOC English	X	X	X	X
	WORKKEYS – Reading for Information			X	
	Scholastic Reading Inventory Beginning of Year/End of Yard/Growth-Lexiles	X	X	X	X
	Achievement Toward Priority Standards	X	X	X	X
Writing	ACT EXPLORE – English Beginning of Year/End of Year Pre/Post	X			
	ACT PLAN – English Spring/Growth from Explore		X		
	ACT – English Spring/Growth from PLAN			X	
	ACT WRITING			X	
	School Writing Assessment Fall,Winter,Spring/Growth	X	X	X	X
	Achievement Toward Priority Standards	X	X	X	X
Math	ACT EXPOLORE – Mathematics Beginning of Year/End of Year Pre/Post	X			
	WORKKEYS – Applied Mathematics			X	
	ACT PLAN – Mathematics Spring/Growth from Explore		X		
	ACT Mathematics Spring/Growth from PLAN			X	
	ACT Quality Core – Algebra I	X			
	ACT Quality Core - Geometry		X		
	ACT Quality Core – Algebra II			X	
	ACT Quality Core – PreCalculus				X
	Achievement Toward Priority Standards	X	X	X	X

As indicated in the above chart, there are several assessments we will use to measure student growth. These include ACT-Explore, ACT-Plan, ACT, and the school's writing assessment. In addition to these, we will use other assessments to determine achievement toward priority standards including WorkKeys, Quality Core Assessments, and local assessments. To support our work with local assessments, the Quality Core Curriculum has an item bank for each of its courses and we'll also pull from the ExamView item bank.

In all cases, we will use the data from these assessments to determine appropriate interventions for students. One of the important pieces of our embedded professional development is that of looking at student work as well as tying data to interventions. This is critical to ensure that students get the interventions they need to perform at a higher level.

For each of our priority standards we will use the following process to determine student learning toward the standard and improvement over time. (1) Identify the priority standard based on data. (2) Unpack the priority standard into learning objectives. (3) Determine how to assess the priority standard and the learning objectives. The learning objectives will likely be formative while the overall standard will be summative. (4) Determine how we'll track student achievement toward the priority standard. (5) Determine interventions for students who "get it" and those who need additional support. We will monitor achievement toward the priority standards every two weeks to ensure that we are providing necessary interventions for students toward specific learning targets.

Data for Universal Screenings

We want to ensure we place students appropriately at the beginning of each school year so each year we will look at multiple data measures to accurately place our students. This will tie in to our school-wide response to interventions.

Reading

Scholastic Reading Inventory (Lexile measures)
ACT-EXPLORE (Reading, grades 8 and 9)
ACT-PLAN (Reading, grade 10)
ACT Reading (predictor, grade 11)

Writing

ACT-EXPLORE (English, grades 8 and9)
ACT-PLAN (English, grade 10)
ACT English (predictor, grade 11)
A writing prompt will be given three times per year, with a baseline established at the beginning of the reform period. The first writing prompt is scheduled to be administered in early January. A supporting professional development will be conducted. We have designed an analytic,

instructional rubric aligned to the ACT College and Career Readiness Skills and the Common Core standards. After students respond to the writing prompt we will collaboratively score them (with embedded professional development in how to do so) and then look at the data to determine areas of strengths and weaknesses in student writing. From there we will identify interventions for areas in which our students showed a weakness.

Mathematics
ACT EXPLORE (Mathematics, grades 8 and 9)
ACT PLAN (Mathematics, grade 10)
ACT Mathematics (predictor, grade 11)

In addition to beginning-of-year assessments, which are designed to help place students generally where they should be, we will also be monitoring the progress of students during the school year in each of our courses.

Rather than have a "data team," we embrace helping all teachers learn to use data to improve student learning. This is critical to ensuring that our teachers learn to use data at the classroom level. This will support collaborative efforts toward determining interventions based on the data.

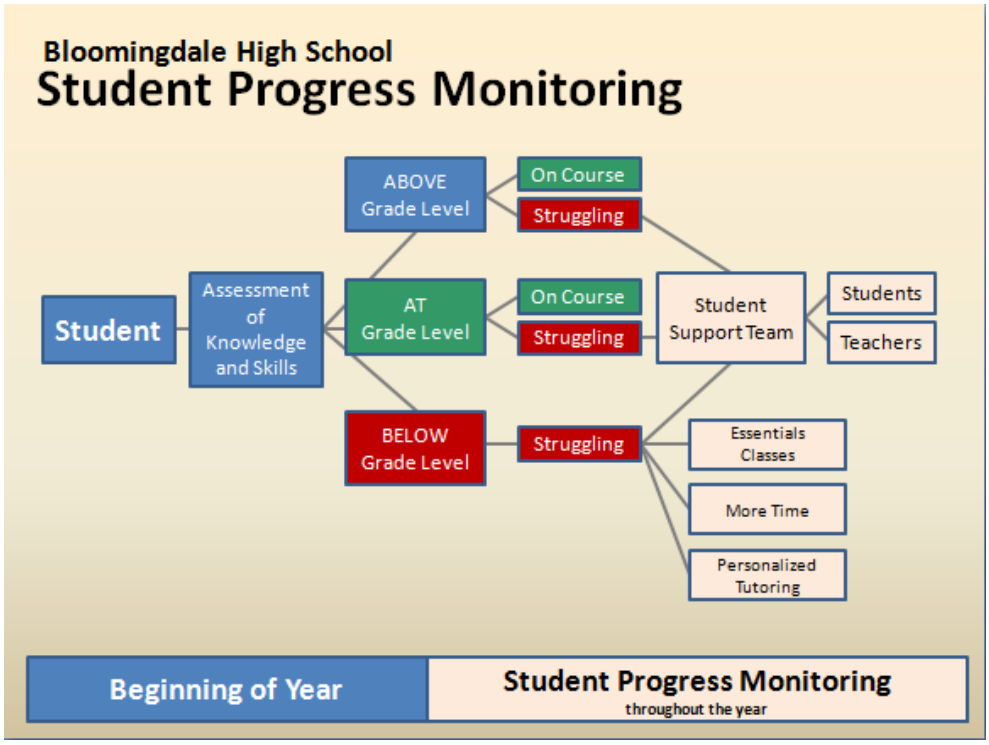
We have a number of data skills that our teachers will learn:

- Interpret data from state, district, school, class, and individual assessments.
- Determine aligned interventions for students based on assessment data.
- Determine how well students are learning standards and objectives through such strategies as Checking for Understanding, formative assessments, quarterly assessments, power quizzes, and more.
- Use secure assessment practices – What's right, What's not?
- Develop and use high-quality assessments (include the choosing and/or development of paper-and-pencil assessments, rubrics, and formative assessments).
- Determine progress of students toward attainment of curricular standards.
- Monitor student achievement data.
- Communicate data to students and parents in an understandable way.
- Provide feedback and guidance to students.
- Identify strategies that help students reach their own learning goals.
- Determine student satisfaction with a curricular unit through methods such as surveying and conducting a class focus group.
- Determine student learning needs.

STUDENT PROGRESS MONITORING

A large part of our project and one that will be new for many teachers, is that of more closely following the progress of our students. This monitoring will be for all students in all courses. There are a couple of prongs to progress monitoring. One is for determining how students are achieving toward priority standards, the other is how students are achieving overall – as we've already indicated.

The following graphic, *Student Progress Monitoring*, shows the conceptual framework for monitoring student achievement in all courses and all grade levels. While we recognize that our most struggling students need additional supports in place for learning, we don't want to forget that even our most advanced students may have challenging learning objectives for which they will need additional support.

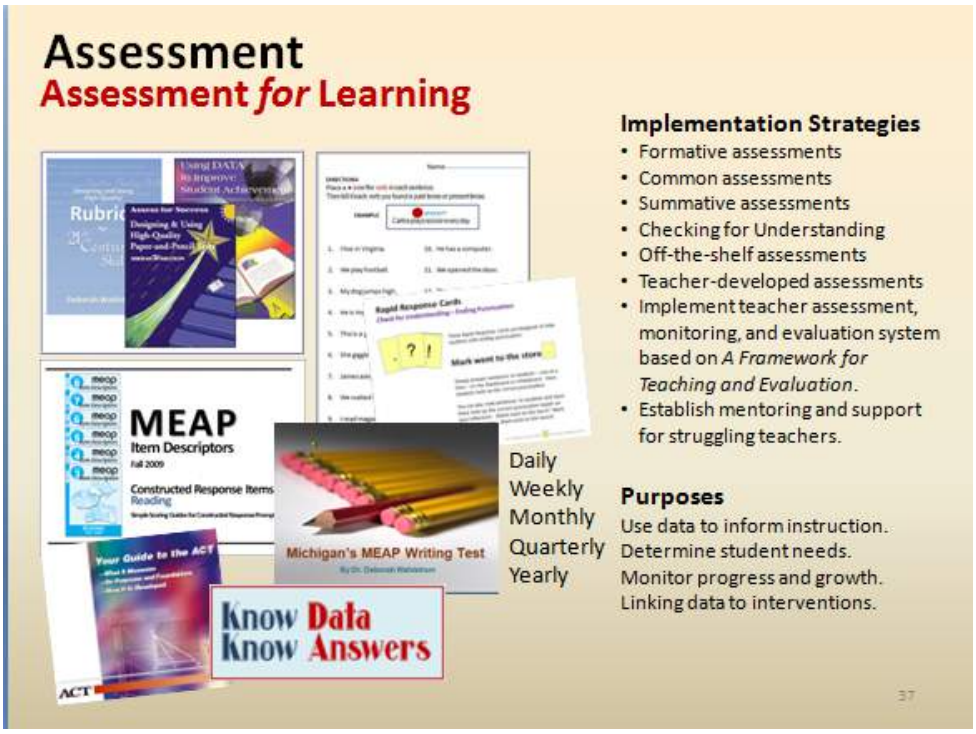


Our continuous use of data will be for all students in all courses.

ASSESSMENT DEVELOPMENT

Student assessment is a critical piece of progress monitoring. Thus we will work to choose and design high-quality assessments that are tightly aligned to the curriculum. The work we will do in year one will lay the foundation for the next three years. As we move into year three of our project, we anticipate having a curriculum based on the common core standards, and tools that help explain that curriculum to teachers, students, and parents. Additionally, we anticipate

knowing how to better communicate achievement toward the standards to our stakeholders, including students.



In the area of assessment, specific tasks include:

1. Review curriculum slippage concepts and ensure that each teacher knows how to choose and/or design aligned assessments.
2. Review all materials already on hand for assessment use. These include end-of-course assessments and other assessments teachers now use for exams. For the materials, determine how they are currently being used and determine any concerns about the assessments.
3. Review all materials for the ACT Core Quality assessments including the those related to the item banks.
4. Review assessments from the NAEP (National Assessment of Educational Progress) to determine those that match our curriculum. Focus on performance-based assessments with the NAEP.
5. Develop the protocols for developing and using assessments. With the school's priority standards, teachers will choose aligned assessments based on the cognitive levels of the standards. After students take the assessments, we'll look at the data and group students into two categories: Those who "have it" and "those who don't." Use power quizzes and checking-for-understanding techniques on a regular basis to ensure we know how

students are progressing. (A power quiz is a quick quiz that has several questions related to one objective. Its purpose is to determine the learning of students toward a specific objective.)

6. Determine interventions for students who still struggle with the concepts.
7. Determine if the interventions worked.
8. Develop protocols for designing and using common assessments. The protocols will include such things as: (a) which courses will have common assessments, (b) how often common assessments will be given, (c) standardization rules for the common assessments so that the tests are standardized from one class to another, (d) how the data from common assessments will be used.
9. Develop a variety of strategies for checking for understanding – a formative assessment technique. Examples include the use of clickers, index cards, popsicle sticks, clothespins, random generator from SmartBoard program, and more.
10. Survey teachers to determine what kinds of materials they already have on hand for assessment, both summative and formative. Use this list to determine additional instructional materials that teachers may need. For example, does the school have scanners? A way to digitize results of writing? A way to conduct online testing?

WRITING ASSESSMENTS

We are also committed to doing a better job of determining how well each of our students write. We will use a writing assessment three times per year to determine student achievement on writing standards as well as student growth toward learning those standards. During the summer professional development (2011), we will finalize the process for the writing prompts and place specific dates on our calendar. Tentative dates have been placed on the calendar.

- Choose examples from other states.
- Grades 8 and 11 – or released Michigan tests
- Teachers trained to score the writing (grades 7-12).
- Choose three prompts (e.g., beginning, end of second quarter, end-of-year).
- Choose examples of writing questions (multiple choice)
- Pre – id student labels
- Enter results into database
- Develop protocols for giving the writing test
- Develop protocols for scoring the writing tests
- Develop rubric that is aligned to the ACT College and Career Readiness Standards, the Common Core Standards, and the ACT Writing Rubric. (The ACT Writing rubric is holistic and we will design an instructional analytic rubric.)
- Writing prompts – booklets paper on which students write
- Time for teachers to score papers (with pay)

- 20-30 teachers per scoring session
- Develop examples of interventions for each part of the rubric.

Conduct reviews to ensure that curriculum is implemented with fidelity and is impacting student achievement.

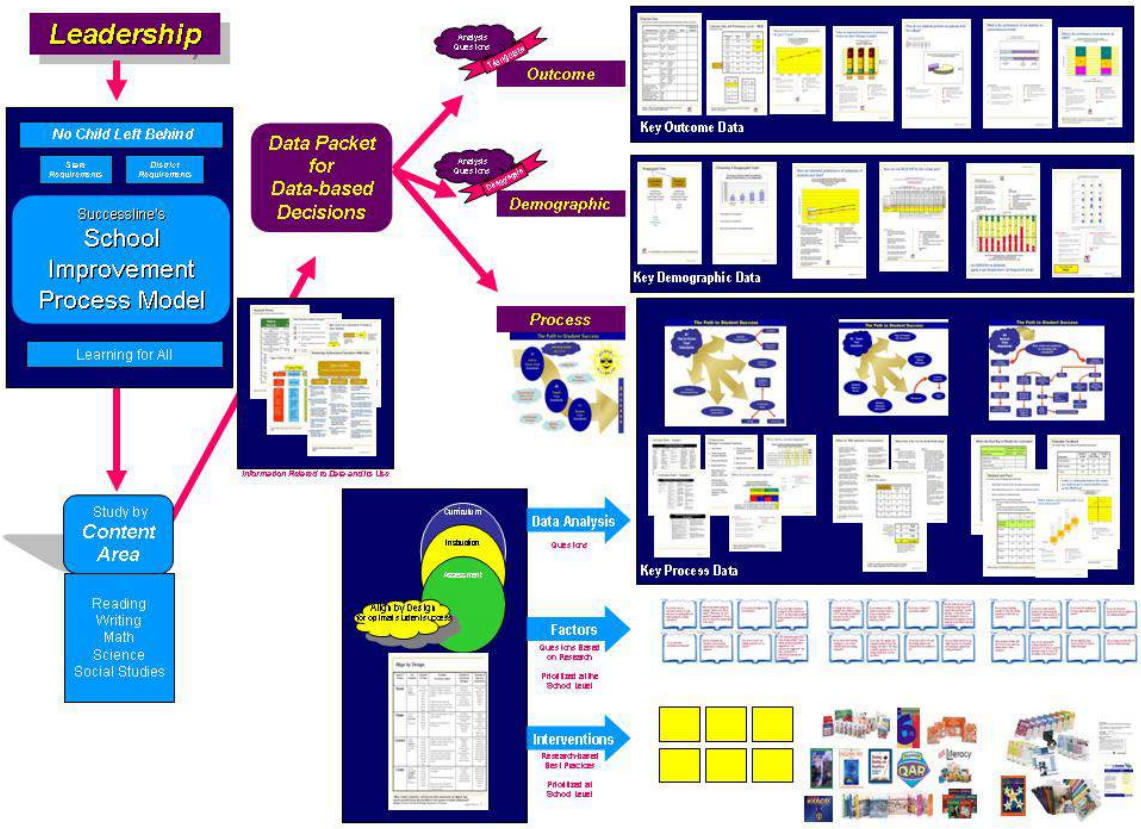
We have actually done a lot of work with this including the identification of the areas in the curriculum where students are not performing well. A part of this project HAS to be ensuring that the right curriculum is offered to students – to help ensure they are learning the right college and career-ready skills. ***To implement a curriculum with fidelity means to first implement the correct curriculum.*** We recognize the work that needs to be done to align the High School Content Expectations with the ACT College and Career Readiness Standards and the Common Core standards.

The monitoring of the curriculum comes after the curriculum is in place and includes such things as teacher feedback related to the implementation of the curriculum in the classroom, teacher observations of implementing the curriculum, and local assessments (including formative assessment strategies) of how the curriculum is being implemented.

We are implementing a number of things to monitor the implementation of the curriculum. This includes curriculum development: (a) choosing power standards based on our data and the Common Core standards, (b) unpacking standards into objectives, (c) developing content cards, and (d) identifying core content vocabulary for each course. We are also working in a collaborative manner with teachers to deliver the curriculum in a way that makes sense for students. Additionally, teachers will provide feedback on the curricular materials, as will the students. We are also developing common assessments to determine if the delivery of the curriculum is consistent from one class to another and if students are learning the curriculum from one class to another.

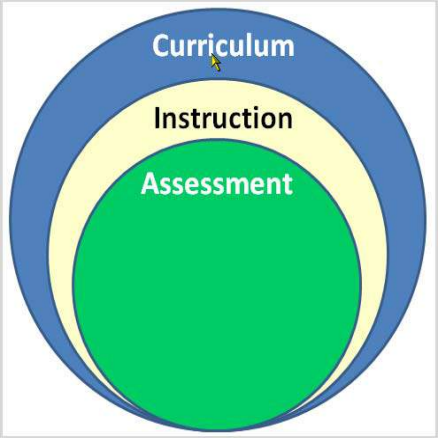
We are also prepared to monitor the implementation of the research-based programs. As we studied the research, we were reminded about how important it is to implement the each of the intervention programs with fidelity. One of our vendors, Successline, has knowledge, experience, and skills in determining how well programs are implemented and will help guide our professional learning teams in learning to monitor their own interventions.

A structured protocol will be used to guide the improvement of student learning through the use of data. This protocol, called, *The Path to Student Success*, was designed to help ensure that the actions and tasks a school or district needs to work on, does. The *Path to Student Success* model is shown below.



In summary, the model serves as a one-page guide for looking at different types of data and tightening alignment at the district, school, and classroom levels.

ALIGN BY DESIGN

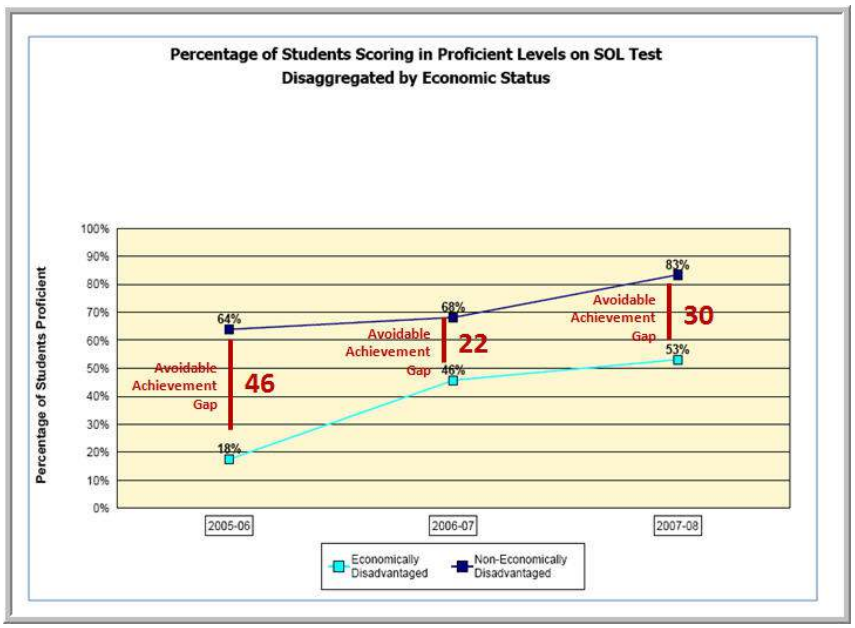


In her book, *Using Data to Improve Student Achievement*, (Successline 2003), Deborah Wahlstrom talks about the critical alignment between curriculum, instruction, and assessment. Alignment is the process of ensuring that curriculum, instruction, and assessment all support one another. Alignment is key to having a guaranteed and viable curriculum. Alignment is not a random act.

Educators participating in studies related to data use, with a few exceptions, do not appear to be using input, process, or satisfaction data as frequently or as systematically as they use outcome data" (Marsh, Pane, & Hamilton, 2006). Why is this important? There is a relationship between tight curriculum alignment and high student achievement. When two groups perform dissimilarly, there is good chance that the difference in achievement is due to misalignment. The difference in achievement is called a gap. The

National Center for Educational Accountability describes this as the **avoidable gap** in student achievement. (FWISD Workshop, April 2006).

The Center indicates that *without alignment*, 75-89% of variance in student achievement is explained by the education of the parents, community type (rich/poor), and the state poverty rate. The Center also indicates that "*with alignment, 75-95% of variance is explained by School System Factors that are avoidable*." Failure to ensure that all students reach proficiency is a function of school system practices – not clientele. Thus, an important concept – and corresponding skills for teachers and administrators is that of knowing how to "do" alignment. The graph is one of our signature reports and presents the **avoidable achievement gap** for Grade 6 mathematics.



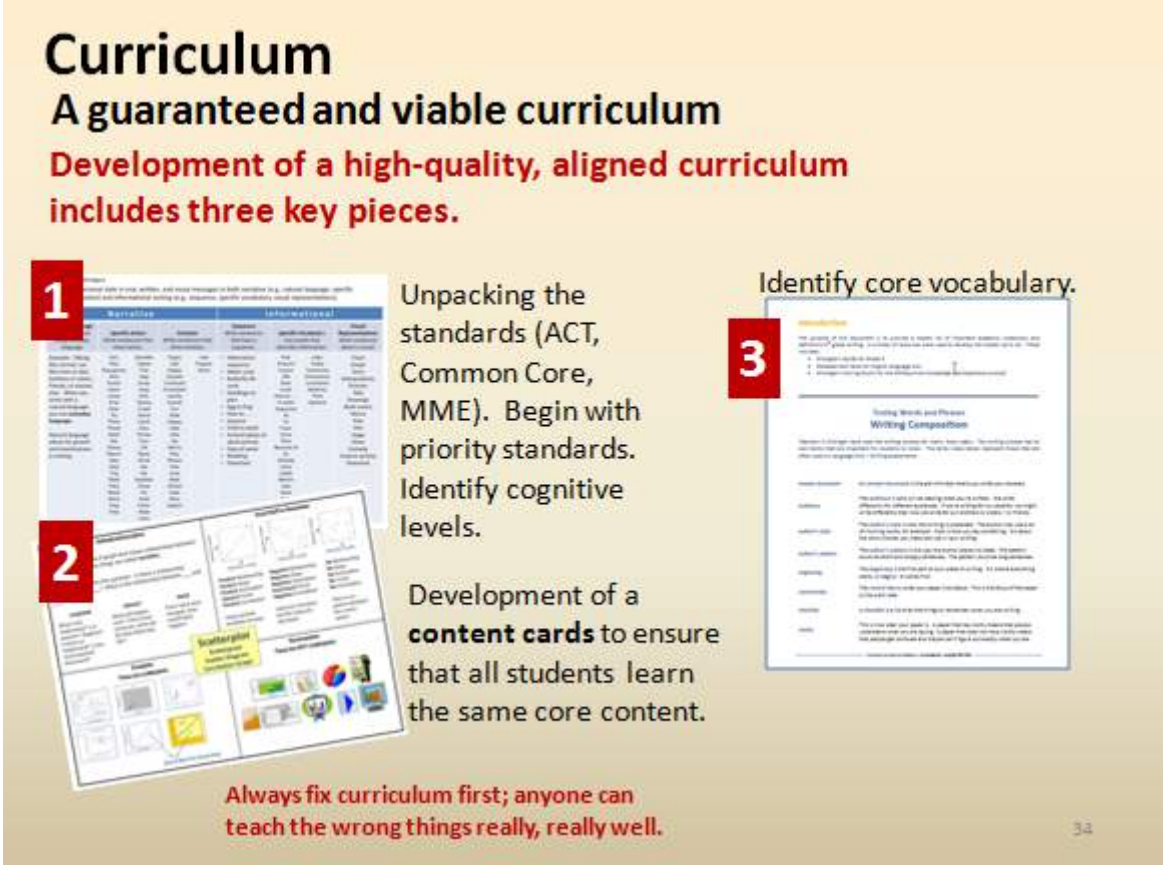
In **Strand I** (Teaching for Learning) of Michigan's School Improvement Framework, there is a push for alignment. "The school holds high expectations for all students, identifies essential curricular content, makes certain it is sequenced appropriately and is taught effectively in the available instructional times. Assessments are aligned to curricular content and are used to guide instructional decisions and monitor student learning.

"When content, instruction, and local and state assessments are aligned, they become powerful forces that contribute to the success of student achievement."

Michigan Curriculum Framework, Michigan Department of Education

Curriculum Development

In order to have high student achievement, it is critical that a guaranteed and viable curriculum be in place. Thus a key part of this project is ensuring a career and college-ready curriculum for students served by Bloomingdale High School. The graphic below provides a quick overview of actions that need to occur at our school in relation to curriculum development.



Specific actions related to curriculum development include:

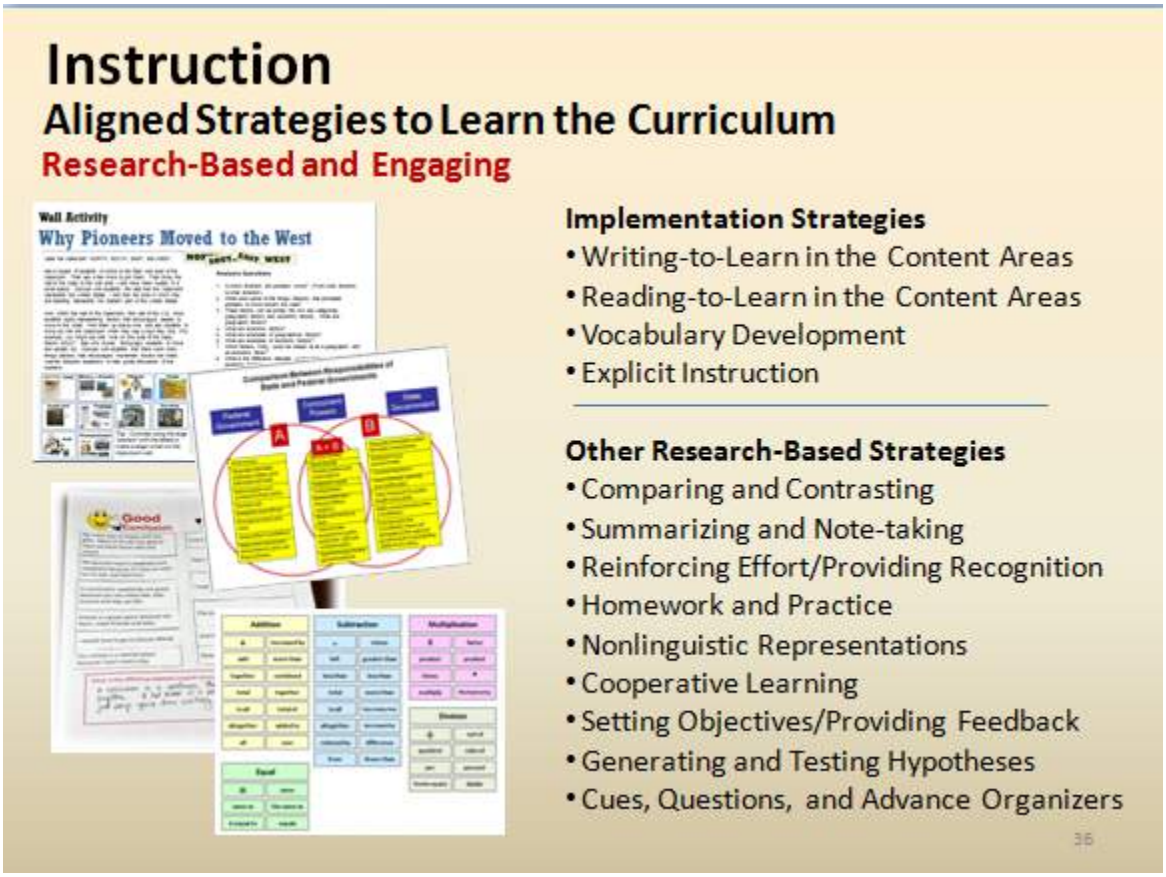
1. Determine the best format (e.g., web, paper, database) for delivering the curriculum so the format can be used during curriculum development work.
2. Determine the priority standards in each core content area. To do this, we will: (a) review the lists of power standards developed by various ISD's in the state, (b) determine the standards that school data showed to be an issue for students, (c) determine which courses

are taught in high school and which power standards match those courses, (d) align the power standards to the ACT College and Career Readiness Skills and the Common Core standards. Additionally, since the ACT is a key assessment for the MME, we will crosswalk the ACT to the Common Core standards and the High School Content Expectations.

3. Unpack the priority standards. A priority standard is one that teachers identified as part of their data analysis and school strategy card process. Each subject area has at least five or so priority standards. Tools for unpacking the priority standards will include, but not necessarily limited to: MME data, ACT-PLAN data, ACT-EXPLORE data, past released test items or samples of test items, Common Core standards, and ACT's College and Career Readiness standards.
4. Create concept cards for each priority standard. Based on research related to the importance of teachers knowing the expectations for what they are to teach, the concept cards serve as a reminder of the core concepts, content, and skills that are associated with a standard. They are one-page graphic organizers of the core information students should learn.
5. Identify the cognitive levels of thinking for each priority standard. Use this to ensure that teachers have a way to accurately match the unpacked standards to classroom activities and assessments.
6. Develop content-area vocabulary lists and descriptions for each content area. When developing content-area vocabulary we will use the Reading First model for classifying words which includes these levels: basic, academic, and content. Basic words are those that students have to know in order to communicate with others. These are usually the words they learn in early elementary school. Academic words are words that students need to know that apply to any class they are in. Examples of academic words are classify, organize, discuss, mentor, analyze, and distinguish. Content word examples include photosynthesis, respiration, persuasive essay, array, and revolution. This framework is a natural fit for secondary schools as it helps to divide the responsibility for the teaching of the vocabulary. All teachers can help teach the academic words, but content area teachers are responsible for directly teaching the content words.
7. Develop feedback loop for teachers to respond to the curriculum during its iterative development.
8. Prepare a rollout of the standards based on the timeframe for implementation in the curriculum – where it is naturally taught.

INSTRUCTION – RESEARCH-BASED AND ENGAGING

As a part of the School Strategy Cards alignment process, teachers determined a number of areas that need to be addressed in the area of instruction. The model below shows an overview of the core implementation strategies including explicit instruction, writing-to-learn in the content area, reading-to-learn in the content area, and vocabulary development.



As a natural part of the teaching and learning process, we'll also call on many other research-based strategies where appropriate to the curriculum and help teachers make connections. For example a compare and contrast strategy is also a writing-to-learn strategy that helps students when they are asked to, well, compare and contrast two or more things. Summarizing is also a reading-to-learn and a writing-to-learn strategy.

Research shows that explicit instruction helps students learn at higher levels and thus will be one of our most important protocols for ensuring high student achievement, especially in our school which has many struggling learners.

1. Ensure that each teacher has an overview of explicit instruction.
2. Determine and agree on a model for explicit instruction so we all are using the same one.
3. Complete lesson plans in "the" format. There is a relationship between student achievement and the thoroughness of teacher planning.
4. Talk about student work after using explicit instruction. How does the protocol work for teachers? For students? Does the protocol help us help more students be successful?
5. Talk about the implementation of the explicit instruction model to ensure strong implementation by each teacher.

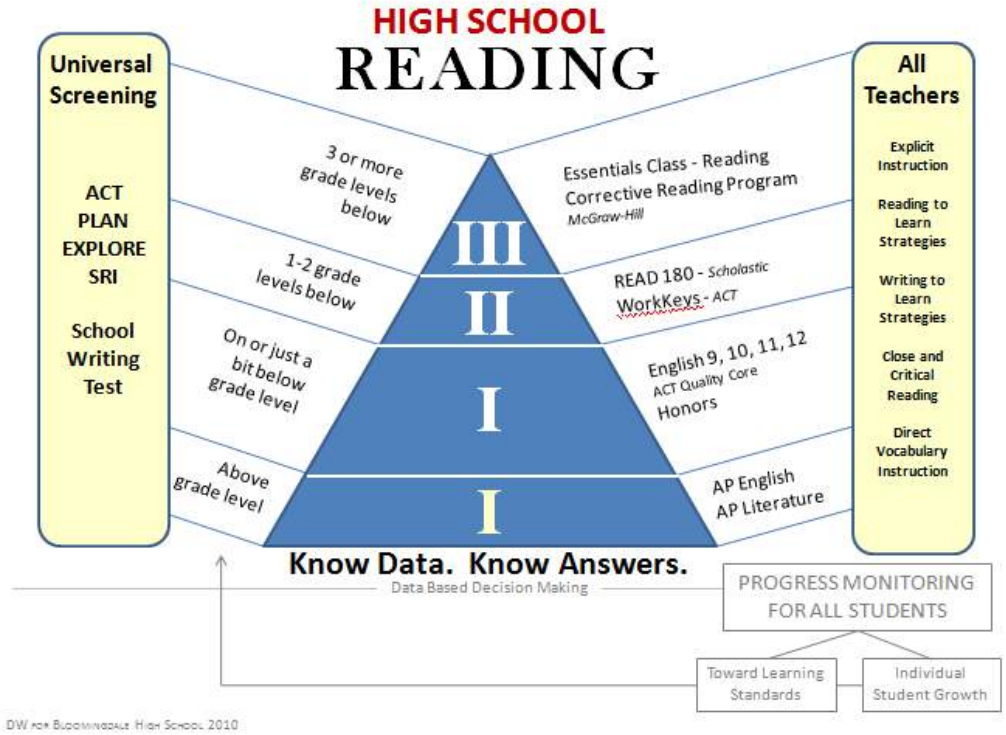
6. Determine resources to provide direct and individual support to teachers: (a) links to examples of lessons using explicit instruction, (b) links to You Tube/Teacher Tube videos using explicit instruction, (c) Book – Explicit Instruction, (d) flip cameras to capture explicit instruction lessons by Bloomingdale teachers.

In the area of instruction, we also recognize the importance of using research-based strategies. We will survey teachers to determine the kinds of strategies with which they are already comfortable, and build on strategies from there. Some of the research-based strategies and techniques we will use include reading-in-the-content areas, writing-in-the-content areas and tying data to interventions.

Implement a school-wide Response to Intervention model.

Our early-warning system complements the RTI concept, and we will continue to increase the staff's awareness via embedded professional development.

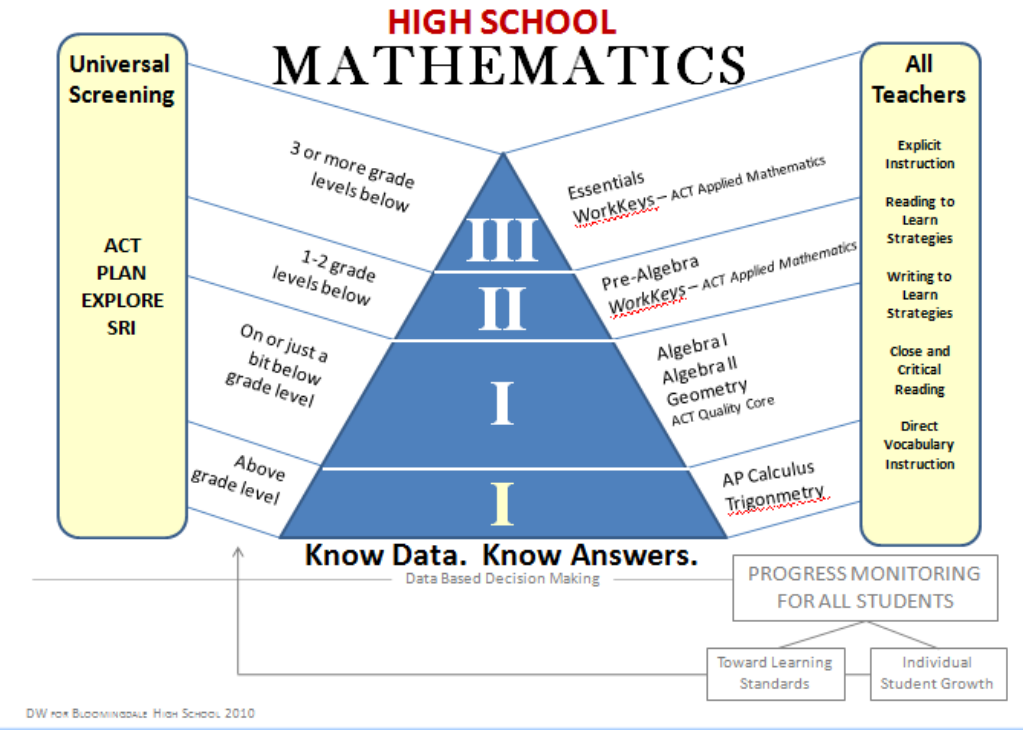
The visual below lays out the basics of our reform in the area of reading. We are transforming how we assign students to classes and how students spend their time in school. We also recognize that students cannot be college and career ready without being a reader – and our data showed that we have many students who cannot read. Thus, all students will participate in a universal screening, and from there will be placed on one of four tiers. To help ensure success of all students no matter what class they take, we will focus on explicit and direct instruction, reading-to-learn strategies, writing-to-learn strategies, close-and-critical reading (reading comprehension) and direct vocabulary instruction. The visual below provides an overview of what this looks like for our high school students.



Again, we will look at data for each student, grades 9-12, to determine their reading levels. We have three levels for which we will hand-schedule students. Level I has two parts – regular classes and advanced classes. Level II represents students who are one or two years below grade level. Students who are three or more levels below grade level are in Level III. We are providing research-based programmatic interventions for Tier II (*READ 180*) and Tier III (*Corrective Reading Program*, McGraw-Hill). It's not enough to have a program – we must also make sure that the program is implemented with integrity and fidelity. Thus, we are upping our efforts to monitor the implementation of each program as a part of looking at data for continuous improvement.

The visual below lays out the basics of our reform in the area of mathematics. We are transforming how we assign students to classes and how students spend their time in school. We also recognize that students cannot be college and career ready without understanding mathematic fundamentals – and our data showed that we have many students who are struggling in with them. Thus, all students will participate in a universal screening, and from there will be placed on one of four tiers. To help ensure success of all students no matter what class they take, we will focus on explicit and direct instruction, direct vocabulary instruction, Compass Odyssey Learning program, KeyTrain online WorkKeys Math program

and intensive tutoring will serve as our initial strategies.



The below graphic summarizes the major elements to our comprehensive plan to address the critical areas of need. As we collect data, we will adjust our actions and plans. The eight early release periods scheduled in the calendar will serve as the vehicle for analyzing relevant data and implementing changes to our school improvement plan. **We understand the sense of urgency to increase student achievement in a dramatic way**. We have developed a comprehensive plan which will be executed beginning in January 2011.

Curriculum What do we want our students to know and be able to do?	Instruction What are the best ways for students to learn the curriculum? Every teacher teaches on grade-level every day.	Assessment How do we know students are learning what we wanted them to learn?	Attendance Students achieve at higher levels when they come to school.	Discipline Orderly and respectful school climate that supports student learning.
Curriculum Development Ensure tight alignment of standards giving priority to where data shows a weakness. Unpack standards into teaching objectives to ensure a guaranteed and viable curriculum. Develop core vocabulary lists and descriptions for each "weak" standard. Develop content cards for each standard. **Multiple Entry-Level Courses** Reader's Lab for students who are the most at need for learning to read.	**All Teachers** • Explicit Instruction • Vocabulary Development • Reading in the Content Area • Writing in the Content Area • How to Tie Data to Interventions • Classroom Management **Individuals** Instructional Coaches Professional Growth Plan National Certification	**Universal Screenings** **Reading** SRI LEXILE measures ACT-EXPLORE 8 ACT-EXPLORE 9 ACT-PLAN **Writing** Local Writing Prompt (4x/year) ACT-EXPLORE, English ACT-PLAN, English **Math** MME/ACT ACT EXPLORE 8 ACT EXPLORE 9 ACT PLAN **Student Progress Monitoring** • Toward standards • Toward improvement and growth	• School attendance system • Reward system for good attendance • Follow-up for students not in school • Track reasons for absences. **Adults** • Attendance expectations • Automated call system • Attendance officer • Rapid responses, immediate notification, and follow-up Attendance Officer	• Beginning-of-year assembly (student discipline expectations, discipline handbook, discipline policy, school expectations, culture of respect, etc.) **Teachers** • Classroom expectations aligned and enforced with school expectations • First day of school protocols
			• School social worker • Accountability officer	

INCREASED LEARNING TIME AND MECHANISMS FOR COMMUNITY-ORIENTED SCHOOLS

Requirement 1

Establish Schedules and Strategies that provide increased time to learn core academic content by expanding the school day, week or year. Provide increased instructional time for core subjects during the school day.

Schedules – BHS's current schedule is 8:05am to 3pm with 176 school days in this year. This represents approximately 1041.3 hours of student learning time after deducting 30 minutes a day for transition time and 30 minutes for lunch. The current schedule includes seven 51 minute periods a day. Paragraph 3b to the November 15, 2010 addendum to the Master Contract establishes the new schedule for 2011- 2012 school year as 8am to 3:15pm with 177 school days. After removing 32 hours for 8 scheduled early release days to support monthly student data analysis, 30 minutes for lunch and 10 minutes for transition, this represents approximately 1162.75 hours of student learning time. BHS will transition to AB Block scheduling (for 97 minute instructional blocks and one 30 minute common planning block for teachers) which eliminates 20 minutes of transition time which coupled with the 20 minute increase of the school day adds a net of 40 additional minutes available for student learning time.

Transitioning to AB block scheduling provides increased instructional time for our core priority subjects – language arts and mathematics. Struggling students will have language arts and math classes daily while the remaining students would be taught those subjects every other day. The net effect results in a 46 minute daily increase instructional time for students struggling in language arts and mathematics over the current schedule.

Establishment of a breakfast and lunch period study program – BHS will establish a breakfast and lunch study program for students struggling in language arts and mathematics. The program is open to all students however, the targeted audience remains

struggling students. A certified language arts and mathematics teacher will be assigned on a rotating basis from cafeteria opening in the morning until five minutes before first bell. Additionally, a certified language arts and mathematics teacher will be available from the commencement of the lunch period until 5 minute before the first bell. The parents of struggling students will be contacted and requested to support the program by making sure their student is present. Data will be collected on a quarterly basis to determine the effectiveness of the program. The school improvement team will be meet on a periodic basis to discuss possible improvements to the program to increase it's effectiveness.

Establishment of an After School Tutoring Program – BHS will establish an after school tutoring program for students struggling in language arts and mathematics. The program is available to all students. The program will be staffed by a certified language arts and mathematics teacher on a rotating basis. The program will run from Monday through Thursday and operating hours will be 3:20pm to 4:30pm. The parents of struggling students will be contacted and requested to support the program by making sure their student is present. Data will be collected on a quarterly basis to determine the effectiveness of the program. The school improvement team will be meet on a periodic basis to discuss possible improvements to the program to increase program effectiveness.

Establishment of a Computer-aided Study Program – BHS will establish an after school online study program that permits all students to complete content tutorials before/after school and at home. The program will be managed by a staff member. A computer lab will be designated and available for student use at cafeteria opening in the morning until 5 minutes before first bell five days a week. The lab will be available during the lunch hour and after school until 4:30pm (except Friday afternoon). The Compass Odyssey Learning program is the web-based software that will be used to supports all content areas. Additionally, we will purchase an ACT Online Prep Course site license to allow students to develop ACT test taking skills. Since both programs are web-based students can have access outside of normal school hours and weekends. This study program is designed work hand in glove with the after school tutoring program discussed in the previous section. It will also support our credit recovery program since Compass Odyssey Learning

program is on the approved list of credit recovery. Management of this program will be via a paid staff member who will be response for managing the software, training, labs and other matters required to produce success. The program will run from Monday through Thursday and operating hours will be 3:20pm to 4:30pm. The parents of struggling students will be contacted and requested to support the program by making sure their student is present. Data will be collected on a quarterly basis and presented to the school improvement team in order to determine the effectiveness of the program and recommend changes to program..

Establishment of a One Hour After School Study Table for All Athletes – BHS Athletic Department will establish an athlete study table one hour before practices that all athletes must attend. The program will be supervised by coaches on a rotating schedule of coaches. When appropriate, athletes are that are struggling in language arts or mathematics will be required to attend after school tutoring program one hour before practice. Additionally, they may be required to attend the breakfast or lunch study program when appropriate. The Director of Athletics will be required to collect data on this program and present it quarterly to the school improvement team in order to discuss program effectiveness and make necessary changes to improve the program.

Establishment of a Summer Program for Struggling Students in Language Arts and Mathematics – BHS will establish a six week long summer program for students struggling in language arts and mathematics. The program is open to all students regardless of whether they are struggling or not. The program will begin the Tuesday, July 5, 2010 and operate from 8am to 12pm Monday through Thursday. ACT-PLAN, ACT-EXPLORE and ACT results we be used to identify struggling students. Any student below benchmark on the reading, English or mathematics portion of these assessments will be automatically identified as struggling student. Supplemental screening may also take place this spring to identify struggling readers. Student with failing course will also be screened to participate in the credit recovery program. On June 16, 2010, the principal and departmental chairs will meet to confirm the final list of students who should participate in the program. Parents will be contacted and be requested to enroll their student in the program. Parents declining to enroll students will be followed up with further contact by a senior administrator to make sure the parent

understands the importance and urgency of the program. Furthermore, they will be advised that are placing the school at risk of being taken over by the state school reform office because their student did not participate in a critical program designed to increase student achievement. As a minimum, the program will include one certified language arts and mathematics teachers, one reading recovery specialist, and one mathematics recovery specialist. Depending on enrollment, we will adjust student to teacher ratio to an acceptable level. In addition to classroom instruction the program will use the Compass Odyssey Online tutoring program to assist students overcoming problem areas. This program is web-based so students can continue work outside the four hour daily program window and will be encouraged to do so. Pre and post testing will be part of the program to measure student growth and achievement. Other data will be collected to determine the program effectiveness. Stakeholders will meet after the program completion and identify recommended changes for next year's program. More importantly the participating staff will make follow-up recommendations or actions for participating students in order to ensure by the start of the school year they have been placed in the appropriate classes.

Requirement 2

Provide ongoing mechanisms for family and community engagement. Our plan and strategies are data-based stemming from a November 10, 2010 parent and community survey on the proposed redesign plan. Appendix A contains the results of the survey.

Our strategies for ongoing mechanisms for families and community engagement include:

-- Hold a community town hall meeting quarterly to hear community concerns – BHS in conjunction with BOE will conduct quarterly town hall meetings to allow the community to voice concerns regarding educational issues. Ninety-seven percent of the responses to the community survey were in favor of town hall meetings. Meetings are schedule to take place on the following dates:

2011: January 24, April 25. August 22, October 24,

2012: January 23, April 23

Appropriate data will be collected during the meeting for the purpose of improving the effectiveness and efficiency of such meetings. Additionally, an online community survey will be conducted in October and November of 2011 to allow the community to provide direct recommendations on meeting format and other related procedures. The BOE and BHS will use the data in order to make the necessary changes.

-- Establish a coordinator to work with the network of agencies that provide grief counseling, clothing and housing needs and temporary foster care – Question #12 of the community survey addresses greater coordination in this area. Ninety-six percent of all responses supported the need for greater coordination of such services. The Dean of Students will be responsible for coordinating the network of these services at BHS. We intend on establishing ties with the Southwestern Michigan Community Action Agency which services Van Buren County and two others in the region. It has an office in our county in the town of Paw Paw. The chart below show the services of the agencies:

Program	***Service Offered***	***Population Served/Eligibility***		***Service Area***
CSFP Supplemental Food Program	Supplemental food for new mothers, children under 6, and seniors. Monthly distribution.	185% of poverty for mothers and children, 160% of poverty for seniors	Verification of income. Application on file	Berrien Cass Van Buren
Earned Income Tax Credit	Free tax assistance from January to April 15th	EITC Eligible households	Walk-ins and appointments	Berrien Cass Van Buren
Emergency Programs	Emergency help with rent, mortgage or utilities	125% of poverty or per grant	Verification of emergency situation, verification of income	Berrien Cass Van Buren
Food Pantries	Emergency food needs	Low income	Referrals only	Berrien Cass Van Buren

Foreclosure Mitigation Counseling	Mitigation between client and bank to prevent foreclosure if possible	80% AMI	Call for appointment	Berrien Cass Van Buren
Homeless Shelter	Temporary shelter and assistance	Families with children, single females, single men in Cass only	Homeless	Berrien Cass Van Buren
Homeowner Rehabilitation	Renovation of owner-occupied houses in Berrien, Cass and Van Buren Counties	80% AMI	Application	Berrien Cass Van Buren
Housing Assistance Resource Program (HARP)	Rental assistance with HCV	Homeless & disabled, working with homeless provider	Application to be placed on waiting list, Case management	Cass Van Buren
Individual Development Accts	Matched savings for down-payment	200% of poverty	Application/Call for appointment	Berrien
Information and Referral	Information on other agencies and the services provided	All	None	Berrien Cass Van Buren
LIHEAP (Energy Assistance Program)	Home repairs necessary to enhance weatherization measures	Same as weatherization	Weatherization eligible	Berrien Cass Van Buren
Links to Homeownership	Pre-homeownership counseling, financial management, credit repair, home maintenance	80% AMI	Call for appointment	Berrien Cass Van Buren
Michigan Enrolls	Enrollment with doctor of choice	Medicaid eligible	FIA determines eligibility	Berrien Cass Van Buren Kalamazoo St Joseph
Michigan Prisoner Reentry Initiative (MPRI) Housing	Housing for offenders with referral from Agents	Offenders designated MPRI by Parole board	Contact Parole Agent	Berrien Cass Van Buren
Migrant Services	Meet emergency needs of migrant and seasonal workers	Migrant or seasonal worker; 125% of poverty	Verification of migrant status, income verification	Berrien Cass Van Buren

Peer Support Champion Program	Assist people in economic need & enable them to achieve and sustain self-sufficiency.	Individuals who are at risk and that are trying to become self-sufficient.	Contact Peer Support Coordinator @ (269) 925-9077 ext 20	Cass Van Buren
Rural Homeless Initiative (RHI)	Temporary shelter and assistance in a rural stand-alone shelter	Homeless families and individuals from Cass County	Contact Housing Resource Spec. @ (269) 621-2835	Cass
Supportive Housing	Assistance with rent for disabled homeless individuals & families	Homeless & disabled	Contact Housing Resource Specialist @ (269) 621-2835	Cass Van Buren
TANF	Emergency services	200% poverty & TANF household	Referral	Berrien Cass Van Buren
TEFAP Food Assistance Program	Supplemental food. Quarterly distribution	Under age 60 = 130% of poverty; over 60 = 160% of poverty	Verification of income. Application on file	Berrien Cass Van Buren
Transitional Housing	Subsidy for housing for families referred from homeless shelters for 6 months to 2 years	Coming from shelter	Contact Housing Resource Specialist @ (269) 621-2835	Cass
Weatherization	Measures to make a home (rental or owned) more energy efficient	Low income 150% of poverty level	Income eligible must provide verification	Berrien Cass Van Buren

Our plan is to bring these services to families in need in a rapid manner. The designated coordinator will expedite the ability to get the right services to our students and families in need. He is also responsible for getting the word out to the community to increase awareness of these services and points of contact. Data will be collected on the number of students and services provided on a quarterly basis. Recommendations will be made on program changes to increase effectiveness by the BHS staff.

-- **Establishment of a Social Emotional and Community Team (SELCT) –** Question #9 to the community survey addresses the support to establish a SELCT. Ninety-Five percent of all responses supported the establishment of a SELCT. BHS will work with the

Van Buren County Government and Van Buren ISD to establish a SELCT which will be operational at the beginning of the new school year. The purpose of the SELCT is to collaboratively study and address the social and emotional needs of students at BHS. The mission of the SELCT is to:

- To ensure that disabled students receive services guaranteed under state and federal law for a Free and Appropriate Public Education.
- To advocate for the services provided by employees of the local school district.
- To advocate for open communication with families and teachers concerning all services needed by students.
- To develop collaborative relationships with professional organizations and education stake holder groups.
- To inform our respective families of legislative actions which will affect the educational rights of all students.

A three person team lead by the Dean of Students will be convened in the spring of 2010 to determine the final composition and roles of its members not later than August 15, 2010. Additionally, the Dean of Students will complete the Crisis Prevention Institute (CPI) Instructor Certification Workshop scheduled on August 2, 2010 at Berrien RESA. The Dean of Students will lead the SELC team. A partial list of members and their roles includes:

The Learning Disabilities Teacher-Consultant (LDT-C) functions in the school environment as an educational diagnostician, and instructional programmer. The LDT-C is required to be dually certified as a teacher. The requirement of classroom teaching experience offers a multi-dimensional relevance to the assessment and implementation processes. Learning Disability Teacher-Consultants use their understanding of classroom functioning, effective teaching and adaptive instruction to help students maximize their learning potential and provide practical assistance to their teachers. Services provided include teacher/student consultation, preventative pre-referral intervention, assessment, coordination of services, and program development. The LDT-C must also effectively communicate with parents, teachers and administrators. An educational assessment shall be the responsibility of a learning

disabilities teacher-consultant employed by the district board of education. The assessment should include both standardized and functional assessments, review of the student's work samples and the student's records, classroom observations, interviews of teacher and other relevant parties, evaluation and analysis of the student's academic performance and learning characteristics.

School Psychologist is the specialist with training and expertise in psychology as it is applied to education. They use their training and skills to collaborate with parents, educators, and other professionals to ensure that every child learns in a safe and supportive environment. School Psychologists use their understanding of school organization and effective learning to help students realize their academic and social potentials. They tailor their services to the particular needs of each child and each situation. School Psychologists are trained to assess and counsel students with behavioral, emotional, and educational concerns through consultation, prevention, intervention, crisis management, evaluation, and program development. A psychological assessment shall be the responsibility of a School Psychologist employed by the district Board of Education. The psychological assessment should include standardized and functional appraisals of a student's current cognitive, intellectual, adaptive, social, emotional and behavioral status in the context of his/her environments. The assessment should include consultation with parents, educators, and relevant professionals; a student interview; and observation of the student in other than a testing situation.

School Social Worker provides unique services to students and their families, helping the students attain maximum benefits from their educational programs. The School Social Worker's knowledge of social, emotional, cultural and economic differences among children and families enable them to be the link between school, family and community. As a member of the educational team, School Social Workers promote and support students' academic and social/emotional well-being. Through sound school social work practice, the School Social Worker is able to enhance the full educational and individual potential of all students and eliminate barriers to learning by being pro-active within the academic community and providing early intervention, prevention, consultation, counseling, crisis management, and support services. A social assessment shall be the responsibility of a school social worker employed by the district

board of education. The social assessment shall include observation of the student and communication with the student's parent(s)/guardian(s). It shall also include an evaluation of the student's adaptive social functioning and emotional development and of the family, social, and cultural factors which influence the student's learning and behavior in the educational setting.

Speech-Language Specialists are experts in all areas of communication who make assessments, analyses and classifications of students' communication competencies and characteristics. As a member of the educational team, the Speech Language Specialist participates in the planning of educational programs for children with communication disorders. Speech Language Specialists plan, prepare and deliver treatment programs for children with speech and language deficiencies. They also serve as resource persons in the area of speech and language development and disorders to classroom teachers, parents, administrators and the child study team. A speech and language assessment shall be the responsibility of a Speech Correctionist or Speech-Language Specialist employed by the district Board of Education. The assessment shall include observations of the student in other than a testing session, consultation with the classroom teacher, communication with the parent(s)/guardian(s), and an evaluation and analysis of speech and language development.

The three person team will also be responsible for recommending frequency of meetings as well as who should be in attendance. Data will be collected quarterly and provided to the BHS School Improvement Team. Recommendations for increasing the team's effectiveness will be considered and implemented as appropriate.

-- Establish a workspace to meet with troubled and homeless students – BHS will establish a workspace for social workers, clergy and others who work with students in need. The space will be set up such that privacy of conversations etc are maintained while assisting the student. The Dean of Students is responsible for setting up and maintaining the space for access to service providers. Data will be collected quarterly and provided to the BHS School Improvement Team. Recommendations for increased effectiveness and

efficiency will be considered and implemented as appropriate. Ninety-six percent of all responses to the community survey support the establishment of such a work space.

PROVIDING OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT

Requirement 1

Provide operational flexibility (staffing, calendars/time/budgeting) to implement comprehensive approach to substantially increase student achievement and increase graduation rates.

-- Completed November 15, 2010 Addendum to the Master Contract which promotes operational flexibility – Appendix B is a copy of the completed addendum. The following examples from the addendum provide BHS with operational flexibility:

Paragraph 3a through c – provides for extending school hours to support redesign and adds additional planning time for teachers
Paragraph 3d – provides for 5 mandatory participation community outreach meetings a year
Paragraph 3e – provides for the principal to call impromptu staff meetings which can last a maximum of 2 hours
Paragraph 3f – provides for compensation time for teachers based on their differentiated work schedules

-- Early Release Days for support of student data analysis – BHS's 2011 – 2012 schedule incorporates monthly early release days to support the analysis of student data. A four hour block has been scheduled on the following days:
2011 – September 28, October 26, November 16, December 14
2012 – January 31, February 29, March 27, April 30, May 23
A complete school calendar has been included in the Appendix E.

-- **Administration has flexibility remove teachers who do not increase student achievement and to interview and select staff without regard to tenure** – Paragraph 5a to the November 15, 2010 Addendum to the Master Contract permits the administration to transfer any staff member from BHS or to BHS. Paragraph 7a to the addendum allows the administration to hire new employees without regard to tenure and offer financial incentives such higher step level entries and signing bonuses.

Requirement 2

Ensure that school receives ongoing, intensive Technical Assistance and related support from LEA, SEA, or designated external leader partner or organization.

After a detailed and rigorous review of possible authorized external providers, Berrien RESA has been selected. Key decision points include:

- Ability to work together and collaborative projects – Van Buren ISD schools and Berrien RESA have historically worked on collaborative projects. The region data initiative is the most recent example of this type of collaboration. This natural synergy and experience has allowed to see we can work together as a team
- Range of Services/Affordability – Berrien RESA offers the range of services we need and are affordable.
- Ability to Deliver Services – Berrien RESA is in close proximity to BHS and therefore makes it relative easy to have frequent or short notice visits.

Other professional development providers and companies providing training, materials, supplies, and equipment will become approved vendors/providers prior to receiving funding for programs and services used to support the School Improvement Grant.

The following chart outlines the responsibilities of the adults participating in this project. In the chart, we have outlined the role of the Bloomingdale Board of Education, Central Office, Bloomingdale High School, Staff, Berrien ISD, and others.

The following chart shows the roles and responsibilities for these transformation relationships:

Board of Education	Central Office	BLOOMINGDALE HIGH SCHOOL Staff	SSRRO	Berrien RESA
• **Directs** new & revised policy • **Reviews and approves** changes to transformation plan • **Provides** guidance based on transformation progress • **Hold**s stakeholders accountable for success of transformation plan • **Directs** the allocation of transformation resources • **Assists** in obtaining	• **Proposes** policy changes to support transformation • **Implements** policy changes directed by Board of Education • **Provides** guidance to external providers • **Monitors** and guides High School leadership on key matters for transformation • **Keeps** the Board of Education advised of status of transformation	• **Owns** the transformation and lives it each day • **Leads** from the front to execute transformation plan and holds the staff accountable • **Directs** changes based on transformation progress • **Directs** the allocation of transformation resources • **Teams** with External Source Provider in plan execution and keeps Central Office Leadership and BOE apprised of progress • **Monitors, evaluates and provides** feedback to instructional staff regularly through the transformation period • **Nominates** instructional staff for	• **Approves** Redesign Plan • **Assigns** a monitor to ensure the plan is executed and significant gains are made • **Schedules and provides** technical assistance	• **Serves** in a support role • **Provides** professional development support in areas of most need by our project • **Assists** with developing the coaching schedule • **Provides** coaching services as requested by the school • **Provides** content expertise as needed by the school

additional resources to support transformation • **Approves** new hires to support transformation • **Approves** dismissal of instructional staff when appropriate • **Acts** on any matter for the good of the district as the BOE sees fit	• **Supports** procurement of resources both inside and outside of grant • **Supports** community relations – parent involvement matters • **Assists** with course design when required • **Guides** good news stories to press on transformation	dismissal when appropriate		

Section III – Question 2
Explain how the school will use data to inform instruction, guide decision-making, and design professional development related to the proposed activities.

I. Discuss how the school will use data to develop and refine its improvement plan and goals based on subgroups in need.

A detailed discussion is provided in part 1 of this section as well as in an Appendix C which contains the CNA.

II. Describe how the school will collect, analyze and share data with internal and external stakeholders. Include how the school will ensure that all administrators and teachers are able to access and monitor each student's progress and analyze results.

A detailed discussion is provided in part 1 of this section. A detailed calendar was provided in an earlier section which identifies early release days used to support student data analysis. Release of relevant data to external stakeholders will be accomplished via appropriate forums such as town hall meetings and other meetings which will be scheduled in support of analyzing data. We also will develop a comprehensive data collection plan which specific what data will be collected and match it to a timeline.

III. Describe how the school plans to adjust instruction based on progress monitoring and data results collected. Describe and name any local or national assessments used to measure student progress at each grade level.

A comprehensive decision of our proposed process on progress monitoring and data collection was provided under part 1 of this section. Additionally, an assessment plan was provided which identified which assessments and which grade levels were being assessed.

IV. Discuss how the school has a clearly defined procedure in place for writing a professional development plan that aligns to the National Staff Development Council (NSDC) Standards for Staff Development that focuses on context standards, process standards, and content standards. If the school or LEA does not have a professional development plan in place, describe the process and timeline for completing a professional development plan.

Our Professional Development Plan Aligns to the National Staff Development Council Standards for Staff Development

Our professional development plan is embedded in our school improvement plan to ensure that what we do truly supports the direction of the school. All professional development has been selected based on whether or not it helps us achieve our goals of improving student achievement.

The following chart shows how Bloomingdale High School meets the NSDC professional development standards:

National Staff Development Standards	BLOOMINGDALE HIGH SCHOOL Evidence of Meeting Standards
CONTEXT STANDARDS Staff development that improves the learning of all students.	
Organizes adults into learning communities whose goals are aligned with those of the school and district. (Learning Communities)	• Teachers from the entire district, K-12, came together to thoroughly analyze data, complete the School Strategy Card alignment process, and identity climate issues that need to be addressed. This resulted in actions for each school and the district as a whole. Teachers worked by content area for this. During the school year, teachers will also work in teams to provide academic support for students. Our teachers will have opportunities to work with one another as they develop and deliver explicit/direct lessons. They will also work together as they figure out next steps for students who need additional help.
Requires skillful school and district leaders who guide continuous instructional improvement. (Leadership)	• Our administrative staff is being trained in a modified version of Charlotte Danielson's method of evaluating teachers. • Administrators are participating in embedded professional development which includes guiding and evaluating instructional improvement. • School leaders will attend all professional development activities held at the school and when possible, those held outside the school.

Requires resources to support adult learning and collaboration. (Resources)	• The resources vary from one professional development opportunity to the next. We have built in opportunities for teachers to learn more about the practices of other teachers and also recognize the need for teachers to become better at their craft through outside professional development, such as that offered by the Berrien RESD. • We have built in 8 early release days for the 2011-2012 school year to be used for professional development toward transformation.
PROCESS STANDARDS Standards that improve the learning of all students.	
Uses disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement. (Data-Driven)	• We use a number of data points to determine the priorities for our professional development. One of these data points is that of looking at the ACT strand data to determine which specific areas, as measure by the ACT, are issues for our students.
Prepares educators to apply research to decision making. (Research-Based)	• We have identified research-based strategies in our plan for improvement. These include writing-to-learn strategies, reading-to-learn strategies, and explicit/direct instruction.
Uses learning strategies appropriate to the intended goal. (Design)	• Our key goals are to improve reading, writing, and mathematics – and we will be prioritizing the standards for these goals in the first year. As we work throughout the year, we will use learning strategies toward the priority standards – ensuring that everything we do is immediately applicable.
Applies knowledge about human learning and change. (Learning)	• We are focusing on what we need to do to help ensure that teachers have a chance to integrate their new learning into their classroom practices.
Provides educators with the knowledge and skills to collaborate. (Collaboration)	• We have numerous protocols in place that support collaboration amongst faculty members. We will be embedding much of what we do as a part of our natural work –

	we'll learn to look at student work by looking at student work toward the priority standards.
CONTENT STANDARDS Standards that improve the learning of all students.	
Prepares educators to understand and appreciate all students, create safe, orderly and supportive learning environments, and hold high expectations for their academic achievement. (Equity)	• In our plan this year, we have included the use of structured protocols and routines that lead to a safe and orderly school environment. • Our use of explicit and direct instruction is a valid and important technique to ensure that we give every student the opportunity to learn at high levels.
Deepens educators' content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments appropriately. (Quality Teaching)	• We have determined the areas where students are struggling as one indicator of the need for support of content knowledge. • As we plan lessons and interventions, we will be working with teachers to help them match the right strategy or assessment to the right objective at the right cognitive level.
Provides educators with knowledge and skills to involve families and other stakeholders appropriately. (Family Involvement)	• We have identified a number of initiatives to increase family involvement including town hall meetings, open houses, establishment of a SELC Team, and identified a coordinator for networking with social agencies to assist our students.

We want our teachers to be independent learners; thus teachers will have a great deal of flexibility in *how* they meet their own professional development goals; they can learn in professional learning communities, take classes or workshops, conduct a short action research project, and participate in building-level professional development. A teacher's professional development goals will come from looking at our data and identifying areas of weakness in our overall system of educating students and be tied to the district's new evaluation plan.

Since teachers improve their craft through frequent feedback, coaching, and collaborative support, our goal is to help develop collaborative and personalized professional development. The best way for teachers to learn a new skill is to just get in there and begin to use it. This model of professional development supports teaches as they work in a culture of professional inquiry.

We will develop and use an online progression chart for teachers to "watch" their growth as they integrate new ideas and skills into the "toolkits" they already use. We'll look at teacher data from the beginning of the year to the end in at least quarterly intervals.

1. Develop a teacher checklist or continuum for implementing agreed-upon strategies.
2. Develop a way for teachers to track their own development and learning.
3. Have teachers write one article for our learning blog to answer questions such as: What have you tried? How is it working for you? How is it working for students? What are your evidences that it is working?
4. Support teachers in obtaining national certification.

Our professional development flows directly from the needs of our school, as indicated by our data. We have already studied our achievement data and disaggregated it by subgroups. We now know what specific curriculum issues we have. We understand our needs in instruction and assessment.

Professional Development

Topic	Activity	Presenter	Audience	Research
ACT Writing (January 2011)	ACT Writing Prompt Construction, Administration and Scoring	Deborah Wahlstrom	All teachers	ACT-Writing Test Technical Notes *Designing and Using High-Quality Rubrics for 21st Century Skills* (2009)
Close and Critical Reading (January 2011)	ACT Reading in the Core Content Areas	Deborah Wahlstrom	All teachers Follow-up at school by these content area teachers.	David Kurland
Data Analysis (June 2011)	Using Data to Improve Student Achievement	Deborah Wahlstrom	All staff	Deborah Wahlstrom *Using Data to Improve Student Achievement* (2001), *Designing and Using High-Quality Paper-and-Pencil Tests* (2003), *Designing and Using High-Quality Rubrics for 21st Century Skills* (2009)
Curriculum Alignment (June 2011)	Unpacking standards	Deborah Wahlstrom	All Staff Follow-up with 11 days of curriculum refinement by content area teachers	Deborah Wahlstrom *Using Data to Improve Student Achievement* (2001), *Designing and Using High-Quality Paper-and-Pencil Tests* (2003), *Designing and Using High-Quality Rubrics*

				for 21st Century Skills (2009)
Assessment Design (June 2011)	Designing High Quality Paper Pencil Tests and Rubrics	Deborah Wahlstrom	All Teachers Follow-up for assessment and rubric development by content area teachers	*Designing and Using High-Quality Paper-and-Pencil Tests* (2003), *Designing and Using High-Quality Rubrics for 21st Century Skills* (2009)
Research-based Instructional Strategies (June 2011)	Instruction on Large Effect-Size Instructional Strategies that Work	Deborah Wahlstrom	All Teachers Follow-up for instructional strategies implementation and effectiveness	Robert Marzano *Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement* (2001)

This schedule is designed to support the next eight months. After our June 16, 2011 Data Review Workshop of the Spring 2011 MME, ACT-PLAN and ACT-EXPLORE test results a comprehensive plan will be developed and published based on staff data analysis and recommendations.

5. List the individuals and job titles of the central office and school personnel who will oversee the school receiving School Improvement Grant – Section 1003(g) funds. Include the percentage of time dedicated to oversight of the school.

The following staff will oversee the implementation of the school improvement grant.

Responsible Individual	Job Title	Percentage of Time Dedicated to Oversight of the School

Deborah Paquette	Superintendent	20%
Dr. Patrick Creagan	Principal	80%
Tandy Larson	Director of Finance	20%
Rick Reo	Secondary Curriculum Director	60%
Bill Knapp	Dean of Students	65%

6. Explain specific school improvement technical assistance and evaluation responsibilities needed. Include personnel responsible for coordinating such services.

We will need technical assistance during this three-year grant period. Below is a summary of our initial technical assistance needs:

Collecting, organizing, and analyzing data.

Curriculum development including unpacking the common core, developing core vocabulary, identifying cognitive levels of thinking for each objective, determining assessments to measure learning toward the objectives, and aligned resources.

Using research-based instructional strategies.

Tying data to interventions.

Development of common assessments.

Monitoring student progress toward standards.

The secondary curriculum director will be responsible for coordinating BHS's technical assistance needs.

Section IV: Fiscal Information

Individual grant awards will range from not less than $50,000 to not more than $2,000,000 per school, with grants averaging around $500,000.

The MDE has asked for a waiver of section 421(b) of GEPA to extend the period of availability of the SIG funds, that waiver automatically applies to every LEA in the State seeking SIG funds. Accordingly, if an SEA is granted this waiver, an LEA must create a budget for the full period of availability of the funds, including the period granted by the waiver.

An SEA that requests a waiver of section 421(b) of GEPA to extend the period of availability of SIG funds may seek to make the funds available for up to two years beyond the regular period of availability. For example, without a waiver, FY 2009 SIG funds will be available until September 30, 2011. Through a waiver, those funds could be made available for up to two additional years – until September 30, 13.

USES OF FUNDS

School Improvement Grant – Section 1003(g) funds must be used to supplement the level of funds that, in the absence of the Title I monies, would be made available from non-federal sources for the education of children participating in Title I programs. Therefore, **funds cannot supplant non-federal funds or be used to replace existing services.**

Improvement funds must be tracked separately from the Title I Basic Grant and the Section 1003(a) School Improvement Grant. Local fiscal agents are to place improvement funds in a Title I account assigned for school improvement. (This funding number must not be the same number as is used for the Title I Basic Grant award or Section 1003(a) School Improvement Grant.)

Intensive monitoring of grant implementation and evaluation will be required.

Since these are school improvement funds, districts may not combine funds into one account, and the amount awarded to each school must be spent on implementing one of the four turnaround models at the school.

The CFDA (Code of Federal Domestic Assistance) Number for this grant is #84.377A; 84.388A.

For a listing of allowable uses of funds, go to the guidance document listed on the USED website. http://www2.ed.gov/programs/sif/applicant.html

BLOOMINGDALE HIGH SCHOOL
Redesign Plan Budget Overview

Activity	Description	Cost Estimate	Provider
Developing and Increasing Teacher Leader Effectiveness			
Requirement 1 - Replace the principal	Position (1.0)	$120,000	LEA
Requirement 3 – Migrate evaluation system to modified Danielson model	Study Team PD – Implementation & materials	$2,500 $6,000	LEA Vendor
Requirement 4 – Reward school leaders & teachers who increase student achievement	Teacher Bonus Leaders	$7,000 $2,000	LEA LEA
Requirement 5 – Professional Development (40-60 hours)	Teacher Compensation Presenter/trainer/coach fee	$57,000 $120,000	LEA External Provider/Vendor
Requirement 6 – Financial Incentives	Signing bonus highly qualified new teachers	$3,000	LEA

Comprehensive Instructional Reform Activities			
Requirement 1 – Use Data and implement instructional program which is research-based	Purchase ACT Quality Core Curriculum & Assessments	$35,000	LEA
	Smart Data Subscription	$2,000	LEA
	Summer curriculum and strategy development project Teacher Compensation (12 days)	$15,750	LEA
	Facilitator Fee	$8,000	LEA
	Read 180 Materials and training	$6,000	LEA
	Corrective Reading Program (McGraw-Hill)	$20,000	LEA
Requirement 2 – Promote continuous use of individual student data	8 Early Release Days Teacher Compensation	$10,000	LEA
	Weekly Staff Meetings Teacher Compensation (beyond normal day)	$5,000	LEA

Increased Learning time and mechanisms for Community Oriented Schools			
Requirement 1 – Establish schedules and strategies that provide increased time to learn	Increase learning day teacher compensation	$80,000	LEA
	Breakfast & lunch study program teacher compensation	$11,500	LEA
	After school tutoring program teacher compensation	$23,000	LEA

	Computer-aided Study Program Teacher compensation	$13,000	LEA
	Program Manager compensation	$6,000	LEA
	Compass Odyssey Learning software site license	$8,500	LEA
	ACT-Online Prep Course site license	$1,000	LEA

	ACT Keytrain Online Prep Course site license (WorkKeys)	$1,000	LEA
	Examview testing software subscription	$1,800	LEA
	After school bus transportation expense to support after school tutoring programs	$26,400	LEA
	Summer Program for Struggling Students teacher compensation	$18,000	LEA
	Summer Program transportation expense	$7,260	LEA
Requirement 2 – Provide ongoing mechanism for family and community engagement	Teacher compensation for event participation in 5 community events annually	$6,800	LEA
Other Expense	SIG Application/Redesign Plan Development	$20,000	Successline Inc

BLOOMINGDALE PUBLIC SCHOOLS

Appendix A – Survey Results

High School Staff Survey

Bloomingdale High School School Improvement Grant Staff Survey

zoomerang

Results Overview

Date: 11/15/2010 12:37 PM PST
Responses: Completes
Filter: No filter applied

1. I support Bloomingdale High School's School Improvement Grant application and redesign plan.

Yes		40	100%
No		0	0%
	Total	40	100%

2. I support the selection of the transformation reform model for the high school.

Yes		40	100%
No		0	0%
	Total	40	100%

3. I support the extension of the learning school day for staff and students by approximately 20 minutes per day.

Yes		34	85%
No		6	15%
	Total	40	100%

4. I support expanded embedded professional development to produce highly effective and qualified leaders and teachers.

Yes		40	100%
No		0	0%
	Total	40	100%

5. I support making student growth a major factor in teacher performance evaluations.

Yes		24	60%
No		16	40%
	Total	40	100%

6. I support the removal of leaders and staff that do not increase student achievement based on the district's

performance evaluation system.

Yes		23	58%
No		17	42%
	Total	40	100%

7. I support the use of student data to evaluate leaders and staff including attendance data for the attendance officer and discipline data for the Dean of Students and Security Staff (if implemented). I also support the use of this data for the principal's evaluation.

Yes		30	75%
No		10	25%
	Total	40	100%

8. I support the use of data to inform and differentiate instruction. I also support the continuous update of student data that is jointly analyzed and reviewed during teacher's common planning periods and use the data to drive classroom instruction with reseach-based strategies.

Yes		40	100%
No		0	0%
	Total	40	100%

9. I support periodic staff meetings to analyze student data.

Yes		40	100%
No		0	0%
	Total	40	100%

10. I support pay incentives for teachers and staff who increase student achievement.

Yes		28	70%
No		12	30%
	Total	40	100%

11. I support creating opportunities for learning before, after school and weekends if necessary.

Yes		39	98%
No		1	2%
	Total	40	100%

I support the creation of programs such as daily breakfast and lunch period study programs for students struggling in English and Math, the creation of an after school tutorial program supported by a certified

12. teacher, one hour study table for athletes prior to practice supported by the coaching staff, and the continued use of online tutorial courses in a computer lab.

Yes		40	100%
No		0	0%
	Total	40	100%

13. I support the more effective use of school time by implementing innovative scheduling strategies, minimize teacher wasted time by beginning and ending lessons on time and closely monitoring student learning, reduce transition times between student movements, collaboratively work with the principal to create strategies for reducing teacher absenteeism and support the principal in reducing time consuming activities that deduct from teacher instructional time.

Yes		40	100%
No		0	0%
	Total	40	100%

14. I support the creation of a Social-Emotional and Community (SELC) Team to collaboratively study and address the social and emotional needs of students.

Yes		38	95%
No		2	5%
	Total	40	100%

15. I support the continued conduct of townhalls meetings each term to hear community concerns regarding educational issues.

Yes		39	98%
No		1	2%
	Total	40	100%

16. I support the establishment of a workspace for qualified staff to meet with troubled and homeless students.

Yes		40	100%
No		0	0%
	Total	40	100%

17. I support the greater coordination of network agencies that provide critical social services to our students.

Yes		40	100%
No		0	0%
	Total	40	100%

18. I support giving the high school the sufficient operational flexibility monetary incentives, flexbile hours, promotions to recruit and retain staff. I also support the principal's right to interview and select staff without regard to tenure preferences.

Yes		28	70%
No		12	30%
	Total	40	100%

High School Community Survey

Bloomingdale High School School Improvement Grant Community Survey

zoomerang

Results Overview

Date: 11/13/2010 1:06 PM PST
Responses: Completes
Filter: No filter applied

Welcome to the BHS School Improvement Grant/Redesign survey. The purpose of the survey is to determine the level of community support for the grant and the redesign of BHS. It should only take a few minutes to complete and your responses will remain confidential. Thank you in advance.

1. I support Bloomingdale High School's School Improvement Grant application and redesign plan in order to increase student achievement.

Yes	182	97%
No	5	3%
Total	187	100%

2. I support the selection of the transformation reform model for the high school.

Yes	182	97%
No	5	3%
Total	187	100%

3. I support the extension of the learning school day for staff and students by approximately 20 minutes per day.

Yes	177	95%
No	10	5%
Total	187	100%

4. I support expanded embedded professional development to produce highly effective and qualified leaders and teachers.

Yes	184	98%
No	3	2%
Total	187	100%

5. I support pay incentives for teachers and staff who increase student achievement.

Yes	176	94%

No		11	6%
	Total	187	100%

6. I support creating opportunities for learning before, after school and weekends if necessary.

Yes		181	97%
No		6	3%
	Total	187	100%

7. I support the creation of programs such as daily breakfast and lunch period study programs for students struggling in English and Math, the creation of an after school tutorial program supported by a certified teacher, one hour study table for athletes prior to practice supported by the coaching staff, and the continued use of online tutorial courses in a computer lab.

Yes		183	98%
No		4	2%
	Total	187	100%

8. I support the more effective use of school time by implementing innovative scheduling strategies, minimize teacher wasted time by beginning and ending lessons on time and closely monitoring student learning, reduce transition times between student movements, collaboratively work with the principal to create strategies for reducing teacher absenteeism and support the principal in reducing time consuming activities that deduct from teacher instructional time.

Yes		179	96%
No		8	4%
	Total	187	100%

9. I support the creation of a Social-Emotional and Community (SELC) Team to collaboratively study and address the social and emotional needs of students.

Yes		177	95%
No		10	5%
	Total	187	100%

10. I support the continued conduct of townhalls meetings each term to hear community concerns regarding educational issues.

Yes		183	98%
No		4	2%
	Total	187	100%

I support the establishment of a workspace for qualified staff to meet with troubled and homeless

11. students.

Yes	181	97%
No	6	3%
Total	187	100%

12. I support the greater coordination of network agencies that provide critical social services to our students.

Yes	180	96%
No	7	4%
Total	187	100%

[Question Title]

13. I would consider volunteering my time to assisting BHS in the transformation process.

Yes	172	92%
No	15	8%
Total	187	100%

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BLOOMINGDALE PUBLIC SCHOOLS

Appendix B –Agreements and Resolution

Bloomingdale Board of Education

Resolution No. _____ Subject: Bloomingdale High School SIG/Re-design Plan

RESOLUTION

This resolution is made to support the Bloomingdale High School SIG/Re-design Plan. The following applies:

1. The SIG/Re-design Plan is accepted and will be submitted to the State School Reform/Re-design Officer no later than the close of business on November 16, 2010.

2. Through recent community forums and school board meetings, Bloomingdale Education Association's affirmative vote on an Addendum to the Master Contract to support the BHS Re-design Plan, and the overwhelming positive responses from teachers and the community in formal surveys, all stakeholders are in support of the SIG/Re-design Plan and the selection of the transformation model.

3. The administrator evaluation process requires student growth data to be a significant factor in the evaluation. Furthermore, other relevant data such achievement, attendance, and discipline will also be included in the evaluation.

4. The BOE establishes the policy and process for rewarding administrators for increased student achievement. Bonuses to administrators who contribute to BHS increased student achievement will be based on a 5% average growth per student. The process to be used to determine reward eligibility will be via the establishment of a team consisting of one administrator and three teachers. The team will use practices to determine eligibility in a transparent manner. The administrator must not be assigned to BHS and at least one teacher on the team may not be assigned to BHS. The Superintendent will make a recommendation to the BOE on the appropriate level of award for each eligible administrator. The award level recommendation can range from .1% to 5% of the administrator's base salary. The BOE makes the final determination of the award level. The award timeline calls for completion by June 30th of each year.

5. The BOE established the procedures and requirement to remove BHS administrators who do not increase student achievement. Simply stated, the BOE requires the Superintendent to participate in the periodic review of student achievement data during early release days and other opportunities that present themselves. In the event student achievement is not increasing, the Superintendent will initiate an Individual Development Plan for the administrator. Both the Superintendent and the administrator will sign and date the plan. The Superintendent will meet periodically with said administrator to determine whether the directed corrective action is being followed and review appropriate data to determine if student achievement is increasing. If student achievement is not increasing the Superintendent will modify the plan as necessary and both parties will sign and date the amended plan. If after two meetings, inadequate progress is being made to the corrected identified deficiencies, the Superintendent can direct the immediate re-assignment of the administrator out of BHS and follow-up with the BOE for final disposition through termination for cause or permanent reassignment of duties to a different location. Future administrator contracts will be modified to include similar provisions outlined above to be consistent with Redesign Plan requirements.

Agreed and approved:

Tim Remington, President
Board of Education
Bloomingdale Public Schools

11-15-10
Date

Deb Paquette, Superintendent
Bloomingdale Public Schools

11/15/10
Date

Doug Bale, Secretary
Board of Education
Bloomingdale Public Schools

11/15/10
Date

ADDENDUM TO MASTER AGREEMENT

between the

BLOOMINGDALE PUBLIC SCHOOLS
BOARD OF EDUCATION

and the

VAN BUREN COUNTY EDUCATION ASSOCIATION/
BLOOMINGDALE EDUCATION ASSOCIATION, MEA/NEA

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 Bloomingdale Public Schools' Board of Education (the "Board") to submit to the State School Reform/Redesign Officer a redesign plan for Bloomingdale 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., Bloomingdale Middle and High School) that is the subject of the redesign plan.

After receiving input from the Van Buren County Education Association/Bloomingdale Education Association (the "Association") bargaining unit as well as the District's Superintendent, the Board has determined to adopt the "transformation" intervention 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 school improvement grant and to identify those duties and activities which will be required beyond the regular school day and regular work year for Middle and High School staff and the remuneration to support those additional responsibilities. The terms of this Addendum become effective upon implementation of the transformation intervention 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 Bloomingdale Middle and 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 with the 2010-2011 school year there will be a redesign plan in effect at Bloomingdale Middle and High School, based upon the transformation intervention 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 Bloomingdale Middle and High School

bargaining unit members shall not apply at Bloomingdale Middle and High School for the duration of the approved redesign plan and school improvement grant, but only to the extent that such system would be inconsistent with or impede implementation of the approved redesign plan and school improvement grant.

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 or school improvement grant as approved by the State School Reform/Redesign Officer shall not apply at Bloomingdale Middle and 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 waived or deviated from by the Board to implement the transformation redesign model. These sections of the collective bargaining agreement include, but are not limited to, those specified in this Addendum. If it becomes necessary for the Board to waive or deviate from additional collective bargaining agreement provisions not listed herein in order to implement the redesign model, the Board will consult with the Association and the Middle and High School staff.

3. **Additional Instructional and Professional Responsibilities**.

A. Provisions of the Master Agreement pertaining to start and end times will not apply at the Middle and High School during the existence of the approved redesign plan and school improvement grant.

B. The provisions of the Master Agreement pertaining to student daily class times at the Middle and High School shall not apply during the existence of the approved redesign plan and school improvement grant during which the length of the student day at the Middle and High School will not exceed the hours from 8:00 a.m. to 3:15 p.m. Teachers must still arrive at least five minutes before the student day begins, and remain at least fifteen minutes after the student day ends.

C. The provisions of the Master Agreement pertaining to the hours of teacher duty shall be modified for middle and high school bargaining unit members to add up to a total of (not to exceed) 20 additional minutes of duty and 30 additional minutes of planning time per day (50 minutes total)

for Bloomingdale Middle and High School teachers during the existence of the approved redesign model.

D. During the existence of the approved redesign plan at Bloomingdale Middle and High School, there will be a maximum of five (5) mandatory open house, P.T.O., walk-through and similar community outreach meetings during the school year. Teachers may be required by the Principal to attend a maximum of 90 minutes per event.

E. Impromptu staff meetings at Bloomingdale Middle and High School may be initiated by Administration when needed, including during instructional periods, but such meetings are not to last more than two (2) hours after the student day ends. In addition to faculty, grade level, school improvement and department meetings allowed by the master agreement, administration may call an additional before or after-school meeting each month, but shall provide 48 hour notice.

F. Teacher work hours, planning periods, after school meetings and other similar matters pertaining to work scheduling will necessarily deviate from the provisions of the Master Agreement in order to effectuate and implement the school redesign model which will take effect at Bloomingdale Middle and High School beginning in the 2011-2012 school year. To the extent compatible with successful achievement of the redesign model, Middle and High School teachers may be excused from other teacher work days or hours (i.e., non pupil instruction days or hours) designated on the school calendar, in recognition of their differentiated work load required under the school redesign model. Such flexible scheduling is subject to prior administrative approval.

4. **Professional Development**.

A. Teachers assigned to Bloomingdale Middle and High School will attend the five (5) annual professional development days (designated on the school calendar for all teachers) during the existence of the approved redesign plan. They shall also attend 40-60 additional hours of imbedded professional development per year at times designated by Administration. This added professional development time may be scheduled before or after the student school day, or during weekend hours (with two (2) weeks advanced notice for weekend sessions).

B. Part-time teachers assigned to Bloomingdale Middle and High School during the existence of the approved redesign plan shall be responsible for attendance at all staff meetings and professional development meetings, unless excused by their building administrator.

5. **Transfers**.

A. During the existence of the approved redesign model at Bloomingdale Middle and High School, involuntary transfers of staff to and from Bloomingdale Middle and High School shall be discretionary with

administration, assuming they are certified and appropriately qualified, including "Highly Qualified" status.

B. The Association acknowledges the right of the Administration to implement a detailed plan (per evaluation tool) for identifying and removing any teacher from an assignment where he/she is not reasonably increasing student achievement and student outcome during the existence of the approved redesign model.

6. **Assessment**.

A. The evaluation procedures used for performance assessment of bargaining unit members assigned to Bloomingdale Middle and High School shall be as set forth in the Master Agreement and will utilize evaluation instruments that have been designed and developed with the involvement of teachers and administrators.

With respect to teachers at Bloomingdale Middle and High School, all evaluations shall take into account data on student growth as a significant factor and will also utilize other criteria such as multiple observation-based assessments of performance as well as review of ongoing collections or portfolios of a teacher's professional performance which are reflective of student achievement.

Further, the partics agree to meet as a team (3 teachers and 3 administrators) to develop and recommend an enhanced Danielson model evaluation process. The parties shall reach consensus on this process by July 1, 2011, for implementation during the 2011-12 school year.

7. **Hiring**.

A. The Administration shall have the flexibility to hire new, highly qualified employees for Middle and High School positions at salary steps higher than the entry level step. The Administration shall also have authority to offer signing bonuses to new hires.

8. **Additional Compensation**.

Bargaining unit members who qualify shall receive the following compensation in addition to that provided for in the Master Agreement:

A. Middle and High School teachers shall receive a "bonus" for satisfactory final evaluation: $100.

B. After school professional development:
   (i) Professional development in addition to that identified in Master Agreement: $12.12/hr.
   (ii) Friday evening professional development: $17.12/hr.
   (iii) Saturday professional development: $17.12/hr.

C. Increased student test scores: Team bonus ($400/member) for increase in all core areas (writing, math, reading, science and social studies) if 5% or more growth on average. To qualify, no core area may experience a decrease in performance.

D. Extended learning time:
   (i) $1,000 bonus on December 1
   (ii) $1,000 bonus on June 1

E. Additional planning time: If additional to the work day - $12.12/hr. Premium rate of $17.12/hr paid if additional to work day and administratively structured planning or administratively approved additional planning.

F. ACT Prep and grading: $17.12/hr.

G. Attend 5 mandatory community outreach program events: $25.68 per event.

H. After school tutoring rate: $26.22/hr.

I. Credit Recovery position rate: $26.22/hr.

J. Saturday School teacher rate: $26.22/hr.

K. Summer School rate: $26.22/hr.

For the above positions (exclusively F. and H.-K.), the position shall first be posted for all bargaining unit members. The District has discretion to select the most qualified individual. If no bargaining unit members apply or are qualified, the District then may select a non-bargaining unit member for the position.

It is recognized and acknowledged that the above provisions have application to only the Bloomingdale Middle and High School during the term of the approved transformation redesign plan and school improvement grant which is to become effective at the commencement of the 2011-2012 school year. These provisions and modifications shall remain in effect for the duration of that plan.

BOARD OF EDUCATION BLOOMINGDALE PUBLIC SCHOOLS

By: Timothy R. Remington
Its: President
Date: 11-15-10

VAN BUREN EDUCATION ASSOCIATION/BLOOMINGDALE EDUCATION ASSOCIATION, MEA/NEA

By: Melanie A Nautz
Its: SD UniServ
Date: 11/15/2010

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INTRODUCTORY CLAUSE

This Agreement is entered into this 26th day of April, 2010, by and between the Board of Education of the Bloomingdale Public School District #16 of Allegan and Van Buren Counties, Michigan, hereinafter called the "Board" and the VBCEA/Bloomingdale Education Association, MEA-NEA, hereinafter called the "Association".

WITNESSETH

Whereas, the Board and the Association recognize and declare that providing a quality education for the children of Bloomingdale is their mutual aim and that the character of such education depends predominantly upon the quality and morale and performance of the teaching service, and

Whereas, the Board has a statutory obligation, pursuant to the Public Employment Relations Act, Act 379 of the Michigan Public Acts of 1965, to bargain with the Association as the representative of its teaching personnel with respect to hours, wages, terms, and conditions of employment, and

Whereas, the parties have reached certain understanding which they desire to confirm in this Agreement,

In consideration of the following mutual covenants, it is hereby agreed as follows:

ARTICLE I

RECOGNITION

A. The Board hereby recognizes the Association as the sole and exclusive bargaining representative for all persons holding positions which comprise the bargaining unit as hereinafter defined.

B. The bargaining unit is defined to mean full-time and regularly employed part-time certified classroom teachers including guidance counselors, department chairperson, head teachers, librarians, but excluding therefrom supervisory personnel, such as but not necessarily limited to, the superintendent, assistant superintendent, administrative assistant, principals, assistant principals, and athletic director, as well as paraprofessionals, substitute teachers, and all others. Certified teachers, for the purpose of this agreement shall be defined to include non-certificated, non-endorsed classroom teaching personnel as defined in section 1233b of The Revised School Code.

C. The Board agrees not to negotiate with any teachers' organization other than the Association for the duration of this Agreement.

ARTICLE II

RIGHTS OF THE BOARD

A. The Board, on its own behalf and on behalf of the electors of the district, hereby retains and reserves unto itself all powers, rights, authority, duties and responsibilities conferred upon and vested in it by the laws and the Constitutions of the State of Michigan, and of the United States, including, and without limiting the generality of the foregoing, the right;

(1) To the executive management and administrative control of the school system and its properties and facilities, and the activities of its employees;

(2) To hire all employees and subject to the provisions of law, to determine their qualifications and the conditions for their continued employment, or their dismissal or demotion; and to promote, and transfer all such employees;

(3) To establish grades and courses of instruction, including special programs, and to provide for athletic, recreational and social events for students, all as deemed necessary or advisable by the Board;

(4) To decide upon the means and methods of instruction, the selection of textbooks and other teaching materials, and the use of teaching aides of every kind and nature;

(5) To determine class schedules, the hours of instruction, and the duties, responsibilities, and assignments of teachers and other employees with respect to administrative and non-teaching activities, and the terms and conditions of employment;

(6) To establish, modify, or change any work or business or school hours or days;

(7) To determine the services, supplies, and equipment necessary to continue its operations and to determine all methods and means of distributing, disseminating, and/or selling its services, methods, schedules, and standards of operation, the means, methods, and processes of carrying on the work including automation or contracting thereof or changes therein; the institution of new and/or improved methods or changes therein;

(8) To determine the number and location or relocation of its facilities, including the establishment or relocation of new schools, buildings, departments, divisions or subdivisions thereof and the relocation or closing of offices, departments, divisions or subdivisions, buildings or other facilities;

(9) To adopt rules and regulations for the operation and management of the schools and the school district.

B. The exercise of the foregoing powers, rights, authority, duties and responsibilities by the Board, the adoption of policies, rules and regulations and practices in furtherance thereof, and the use of judgment and discretion in connection therewith shall be limited only by the specific and express terms of this Agreement and then only to the extent such specific and express terms hereof are in conformance with the Constitution and laws of the State of Michigan and the Constitution and laws of the United States.

ARTICLE III
ASSOCIATION AND TEACHER RIGHTS

A. Pursuant to the Michigan Public Employment Relations Act, the Board hereby agrees that every employee of the Board shall have the right freely to organize, join and support the Association for the purpose of engaging in collective bargaining or negotiation and other legal activities for mutual aid and protection. As a duly elected body exercising governmental power under color of law of the State of Michigan, the Board undertakes and agrees that it will not directly or indirectly discourage or deprive or coerce any teacher in the enjoyment of any rights conferred by the Act or other laws of Michigan or the Constitutions of the State of Michigan and the United States.

B. Use of school building facilities before or after regular class hours and during lunchtime for Association meetings must have prior approval of the board. The Board hereby designates as its representative for such purpose the Superintendent of Schools or his designated representative. The Board retains the right of room assignment. The use of school phones, equipment, and supplies for Association business must have the prior approval of the Superintendent or his designated representative. The Association will reimburse the Board in full for any costs or charges incurred through such use.

C. Space on a bulletin board in each building shall be reserved for the use of the Association for the purpose of posting material dealing with the Association business. The Association shall have use of teacher school mailboxes for the purpose of distributing Association materials. No mail shall be placed in teachers' school mailboxes that deals with participation in, or information about any strike, work stoppage, or slowdown. No teacher shall be prevented from wearing insignia, pins, or other identification of membership in the Association.

D. Duly authorized representatives of the Association shall be permitted to transact official Association business on school property at reasonable times, provided that this shall not interfere with or interrupt normal school operations.

E. The Board agrees to furnish to the Association in response to reasonable requests all available information concerning the financial resources of the district, including but not limited to: Annual financial reports and audits; register of certificated personnel; tentative budgetary requirements and allocations (including allocations by the county board); agendas and minutes of all Board meetings including bill payments; census and membership data; names and available addresses of all teachers; salary step and college or university degrees; and such other information as will assist the Association in developing intelligent, accurate, informed, and constructive programs on behalf of the teachers and their students, together with information which may be necessary for the Association to process any grievance or complaint. The Association must specify the information desired in a written request addressed to the Board and signed by

the President of the Association. Original records are to be examined only at the school office in the presence of the administrator or his designated representative charged with their safe keeping. The Board is under no obligation to undertake special studies, or to call in outside consultants in order to secure and give to the Association such information which is not readily available. The Association shall reimburse the Board for any expense directly incurred as a result of the request for such information or making records available.

F. The Board shall notify the Association of any new or modified construction program or major revisions of the educational policy which are proposed or under consideration and the Association shall be given opportunity to advise the Board with respect to said matters prior to their adoption and/or general publication.

G. No religious, political activities or enjoyment of full rights citizenship or the lack thereof, unrelated to work responsibilities and outside the school day, shall be grounds for any discipline or discrimination with respect to the professional employment of such teacher.

H. The provisions of this Agreement and the wages, hours, terms, and considerations of employment shall be applied without regard to race, creed, religion, color, national origin, sex, age, or marital status.

I. The parties agree that all aspects of the school calendar are negotiable including length of the school year, and further agree that the school calendar shall be set forth in Schedule D. Any deviation shall be by mutual written consent.

J. The Superintendent shall place on the agenda of each regular Board meeting any matters brought to his attention by the Association so long as those matters are made known at the Superintendent's office one (1) week prior to said regular meeting.

ARTICLE IV
PAYROLL DEDUCTIONS

A. Any teacher who is a member of the Association, or who has applied for membership, may sign and deliver to the Board an assignment authorizing deduction of dues in the Association which shall be established by the Association. Such authorization shall continue in effect from year to year unless revoked in writing between June 1 and September 1 of any year. The deduction of membership dues and/or fees shall be made from each regular paycheck for 1, 6, 19, or 24 pay periods beginning with the third pay period of each year.

A teacher employed after the start of the school year shall pay dues or fees for each month or portion thereof on the basis of ten percent (10%) of total yearly dues or fees per month of employment in which he is actively employed.

B. (1) Any teacher who is not a member of the Association in good standing or who does not make application for membership within thirty (30) days from the date of commencement of teaching duties, shall, as a condition of employment, pay a representation fee to the Association in an amount determined by the Association, provided, however, that the teacher may authorize payroll deductions for such fee directly to the Association as provided in the preceding section. In the event that a teacher shall not pay such representation fee directly to the Association or authorize payment through payroll deductions as provided in the preceding section, the Board, upon written notification by the Association shall deduct that amount from the bargaining unit member's wages as authorized under MCLA 408.477 and remit same to the Association.

(2) The Association agrees to assume the legal defense of any suit or action brought against the Board regarding this article of the collective agreement. The Association further agrees to indemnify the Board and/or each individual Board member for any costs or damages which may be assessed against the Board and/or each individual Board member as the result of said action, subject, however, to the following conditions:

(a) The damages have not resulted from the negligence, misfeasance, or malfeasance of the Board and/or each individual Board member or its agents.

(b) The Association has the right to choose the legal counsel to defend any said suit or action.

(c) The Association shall have the right to compromise or settle any claim made against the Board and/or each individual Board member under this section.

C. Upon appropriate written authorization from the teacher, the Board shall deduct from the salary of any teacher and make appropriate remittance for approved annuities and/or Educational Community Credit Union.

ARTICLE V

TEACHING HOURS AND CLASS LOADS

A. Teachers shall report no later than 8:00 a.m. and be at their classroom or workstation no later than 8:05 a.m. Elementary teachers must be at their work stations in a sufficient amount of time before 8:05 a.m. to ensure there is enough time for students to be in their classrooms by 8:05 a.m. All teachers shall be free to leave the building at 3:15 p.m., if the busses have cleared. In any event, all teachers shall be free to leave no later than 3:20 p.m. All teachers shall have a duty free lunch period of thirty (30) continuous minutes.

The student starting and ending times are:

Elementary	8:05 a.m. - 3:10 p.m.
Secondary	8:05 a.m. - 3:00 p.m.

The Elementary students' recess will be fifteen (15) minutes with the lunch/recess thirty-five (35) minutes.

It is agreed that when a teacher's hourly rate is calculated the work day shall equal 6.75 hours.

Teachers are encouraged to remain for a sufficient period after the close of the pupils' day to attend to those matters which may properly require attention at that time. When the Superintendent or his designated representative determines that students shall be dismissed because of inclement weather, the teachers' day of those students shall end at the close of the students' day.

B. A maximum teaching load in the middle school and the senior high school will be six (6) teaching periods per school day. If the student periods are not equal in length, the teacher's planning period will be during the longer period. Channel One and homeroom time will not be considered part of a class period when determining the length of the student period. Assignments to a supervised study period or another assignment requiring coordination of programs will not be considered a teaching assignment.

The weekly teaching load in the elementary will not exceed thirty (30) hours of pupil classroom contact per week.

C. Elementary Planning Time - The Board will provide the following guaranteed planning time which will "sunset" at the end of this Agreement:

2009 – 2011.....5 hours and 40 minutes

Time counted as planning time will be as follows:

- The five (5) minutes between lunch and return of students from lunch/recess.
- The time students are on recess.
- The time students are with special teachers.
- The time students are in the library.

The planning times each week are as follows:

2009-2011	
Between lunch and return of students	5 min x 5 = 25 minutes
Special Teacher time	30 min x 6 = 180 minutes
(may be more than 6 periods per week)	
Recess	15 minutes x 5 = 75 minutes
Library and/or Computer	30 minutes x 2 = 60 minutes
	340 minutes = 5 hours 40 minutes

Special Teachers The Board agrees to keep current staffing for special teachers at the elementary level each year of the contract, provided the state foundation grant allowance per pupil is increased each year over the previous school year amount and the blended enrollment count does not fall below 1,400 students. However, nothing in this section shall require the Board to reduce the number of special teachers in any year of the Agreement.

Duty Free Lunch All teachers shall be given an uninterrupted duty-free lunch period of not less than thirty (30) minutes.

Inclement Weather/Recess – In the event of inclement weather, recesses will be supervised by aides in the all-purpose room. Teachers will be assigned if needed on a rotating basis by the building administrator.

Teachers will be paid $10.00 for supervising each 15-miutes recess period. The pay will be prorated if the recess is different than 15 minutes.

The supervised recesses will be scheduled, to the extent possible, in August through December and March through June.

D. The person with the authority to place a student on detention shall have the responsibility of supervision of that student while on detention. The elementary staff and principal will establish a mutually agreeable policy concerning noon detention.

E. If a teacher (high school librarian excepted) agrees to teach more than the normal teaching load as set forth in this Article, he shall receive compensation at one and one half (1-1/2) times his hourly rate for each teaching period in excess of such norms.

F. Elementary and Secondary Teachers Substituting During Their Planning Time. - When regular substitutes are not available, Teachers will be asked to volunteer to substitute during their planning time. If there are insufficient volunteers, a list will be established of the remaining Teachers who will be assigned on a rotating basis, starting with the least seniored. First-year Teachers, during their first semester, will not be on this list.

G. If a Teacher's planning time is lost due to either subbing for another Teacher or cancellation of his/her regularly scheduled Special Teacher, he/she will be paid $20 per hour.

All Teachers will also be paid at the rate of $20 per clock hour, pro-rated to $10 per half hour for each planning period he/she loses due to the cancellation of the Special Teacher working on his/her program or attending a program being held during the Teacher's planning time, or attending IEPC's outside of school hours.

Attendance at any meeting called by the Administration during a teacher's planning period will be voluntary unless required by law or in an emergency situation.

H. A teacher engaged during the school day on behalf of the Association in any formal step of the Grievance Procedure as set forth in Article XXII of this Agreement shall be released from regular duties without loss of salary.

I. (1) Recognizing the need for parent-teacher conferences, the Education Association and the Board agree that at least one (1) day/night per semester may be set aside for such conferences. Plans for such conferences will be worked out by the building administration with their staffs, and attendance shall be required. A subcommittee will be established to work out the details of increasing Fall parent-teacher conferences at the elementary school by 1/2 day. The outcome is subject to approval by the Board and the Association. Secondary staff would receive equivalent time for parent-teacher conferences or department and/or in-service meetings.

(2) All teachers will make arrangements to be available at parents' request throughout the school year, at a mutually agreed upon time within three (3) days of the request.

(3) Teachers are encouraged to attend as many special events as possible. However, all teachers are required to attend Open House which is scheduled once a year.

J. Instructors shall receive written permission from the Administration in advance before altering the regular student instruction day.

K. All in-service sessions with the approval of the Superintendent, shall be scheduled during the regular school day.

L. All teachers shall be required to attend workday sessions pro-rated according to the number of hours in their regular teaching day. This in no way limits the obligation to attend parent-teacher conferences in Section I above.

M. The Board will grant record days as specified in the calendar at which time there will be general staff meetings not to exceed one (1) hour in length. Attendance at these meetings will be mandatory by all staff members. One (1) hour for Association business will be provided during record days.

N. Less than full-time assignments or more than full-time assignments will be avoided whenever reasonably possible.

O. Teachers shall be required to attend all meetings called by the administration. These meetings shall be held when necessary and limited to an average of two (2) per month and an average of one (1) hour in length. The meetings will begin no later than fifteen (15) minutes after students leave (30 minutes if the meeting involves the entire elementary staff).

A joint committee of Association Representatives, Principals, Program Directors, and Superintendent will meet in the fall to determine the meeting schedule. Reasonable effort will be made to limit the number of district-wide meetings to two (2) per semester.

P. In the event the district will fall short of the state requirement for hours of pupil instruction necessary to receive full state funding for any school year throughout the duration of this contract, the parties agree to entirely reopen this Article in order to mutually agree upon a solution that will achieve the state’s minimum requirement.

ARTICLE VI
TEACHING CONDITIONS

A. The Board recognizes the need for the control of class size, but because of the present over-crowded conditions it is further recognized that it may be impractical to adhere strictly to the following maximums. Therefore, all scheduling of classes, teaching loads, and number of preparations shall be done in consultation with a representative committee of the Association. However, whenever possible, both parties shall strive not to exceed the following maximums:

Kindergarten	22
Grades 1-3	25
Grades 4-6	27
English and Languages	25
Mathematics	25
Science	25
Business Subjects	25
Industrial Arts	20
Homemaking	20
Art	25
Physical Education	35
Social Studies	30
Music (except performing groups)	30
Special Education	State maximums

If the enrollment in an individual class exceeds the above stated maximums on or after the second Friday, the affected teacher(s) and Association president or his/her designee shall consult with the building principal and/or Superintendent to consider possible options available for alleviating problems caused by the excessive number of students.

B. Teachers, either individually, or through established committees, shall be given the opportunity to make recommendations concerning educational programs and the purchase of equipment and materials. The Association, however, recognizes the right of the Board to make all final decisions in the adoption of such programs and in determining which materials and equipment shall be purchased.

C. The Board shall provide:

(1) A desk, file cabinet, bookcase and storage cabinet at each teaching station.

(2) Suitable closet space for each teacher to keep coats, overshoes, and personal articles. Some area for the safekeeping of valuables.

(3) Adequate chalkboard space in every classroom.

(4) Copies for teachers' use of all texts in each of the courses he/she is to teach.

(5) At least one dictionary in every room.

(6) Storage space in each classroom for instructional materials.

(7) Adequate attendance books, paper, pencils, pens, chalk, erasers, and other necessities required in daily teaching.

D. The Board shall establish a petty cash fund at each school level to be administered by the Principal or his designated representative.

E. The Board shall, if it determines that facilities and funds permit, make available in every building lunchroom, rest room, and lavatory facilities for staff and one room furnished as a lounge.

F. The Board shall provide telephones for teacher use. Personal toll calls shall be at the teacher's own expense.

G. (1) Adequate off-street parking will be provided for teacher use.

(2) The Board will reimburse the teacher in an amount not to exceed fifty dollars ($50.00) on a claim of damage or loss to the teacher's vehicle while parked in the school parking lot while fulfilling obligations of employment.

This will apply when the damage or loss has not been the result of negligence on the part of the teacher. Articles of personal property shall be included in this obligation provided the loss is the result of a forcible entry of a securely locked vehicle or compartment, and proof of loss can be provided.

This obligation will be payable after any possible insurance claim has been settled, or if the loss is uninsured, upon presentation of a bill for damage or police report of loss.

H. Teachers shall not be required to work under unsafe or hazardous conditions or to perform tasks which pose certain danger to their health and safety.

I. In High School and Middle School no teacher shall have more than three preparations unless he/she agrees individually to teach more. For the purpose of this subsection, supervised study periods will not be considered a preparation.

J. Teachers shall be provided with the necessary release time from student instruction time on a one for one matching time with non-student time to participate in school improvement meetings and to complete any required curriculum tasks approved by the Administration. Teachers will be paid at the School Improvement rate in Schedule B-2 for hours worked beyond the teachers' scheduled work hours. In other words, for those teachers who volunteer, the Administration may require teachers to work on school improvement and curriculum tasks beyond the teachers' scheduled work hours at the indicated hourly rate, provided the teachers are given at least an equal amount of released time from student instruction.

ARTICLE VII
DEPARTMENT CHAIRPERSONS

A. One (1) Department Chairperson to serve the middle and high schools shall be chosen by the Administration by October 1 for each of the following departments: the English-Language Department, the Social Studies Department, the Science Department, the Mathematics Department, the Special Education Department, the Vocational-Arts Department, the Media Department and the Physical Education Department. The Physical Education Department Chairperson will rotate between the elementary and the high school. A Counselor Department Chairperson will be added during the 2000-03 Agreement.

B. In the Elementary, three (3) Grade Level Chairpersons shall be chosen by the Administration by October 1 for grades K through 6. Representation shall be acquired from all three Elementary schools. In the event that no one applies from a specific building, more than one teacher may be appointed from the same building.

C. The duties of the Department Chairperson and the Elementary Curriculum Council Representatives shall be:

(1) To coordinate the final ordering of all supplies, films, and equipment for the department or grade-levels. Orders must be obtained from all members of the department/grade early enough so that they can be coordinated and turned in to building principals on time. This is with the exception of the Vocational-Arts Department, in which case, each member of the Department shall be responsible for the ordering of his/her own supplies for his/her classes.

(2) To advise and guide new teachers in the department or grade-levels.

(3) To review and evaluate all courses and curriculum with the teachers in the department or grade-levels.

(4) To call and chair necessary meetings of the members of the department or grade-levels during the course of the school year. These meetings will be considered part of the number of required staff meetings as described in Article V, N. Chairpersons and Representatives will work in close cooperation with the principals. Purposes of these meetings will include reviewing curriculum and evaluation courses with respect to alignment with core curriculum.

To attend meetings at the other level when problems cannot be solved through other meetings or when problems arise that are of such nature that their presence is needed.

(5) To exercise such coordinating and administrative functions as are required by the administration, such as: relaying information, fulfilling reasonable orders, etc.

(6) The Department Chairperson and Elementary Curriculum Council Representatives shall serve as teacher representative to the Curriculum Committee and will attend all curriculum council meetings.

(7) To coordinate the review of the curriculum and textbooks during the years that department curriculum is up for review.

D. A curriculum committee will be made up of Department Chairpersons, the Librarian, Administration, and/or Board with a procedure provided for input by students and citizens of the district. The Committee is to review present curriculum, explore innovative and experimental programs, and present recommendations to the Board of Education.

E. Costs of said committee will be shared equally by the BEA and the Board of Education, a joint expenditure, not to exceed $250 for each school year of the Agreement.

F. The Department Chairperson and the Grade-Level Chairperson, for the purpose of this Contract, shall receive remuneration according to the Salary Schedule B.

ARTICLE VIII

QUALIFICATIONS AND ASSIGNMENTS

A. Preliminary assignments shall be given by the end of the current school year. Teachers who will be affected by a change in assignment for the coming school year will be consulted and notified prior to July 1 of any necessary changes which are known prior to that period between July 1 and the beginning of the school year. The Board of Education reserves the right to make such changes.

B. No teacher, librarian, or counselor shall be required to leave his assigned duties so as to substitute for another teacher or perform some other function except in an emergency. The Administration shall make every effort to secure a substitute teacher from their list of substitute teachers, before any emergency shall exist.

ARTICLE IX

VACANCIES, TRANSFERS, AND PROMOTIONS

A. In making assignments, the Board shall consider the interests, aspirations and seniority of the teacher. Transfer requests may be made by the teacher in writing to the Superintendent with a copy filed with the Association.

B. Whenever a vacancy in a position in the district shall occur, the Board will advise the Association. A vacancy shall be defined for purposes of this contract as a position presently unfilled or a position currently filled but which will be open in the future. Any teacher may apply for such vacancy. If a certified/endorsed tenured bargaining unit member applies for a vacancy, they will be given an interview. If said member is denied the position, a conference shall be held by the principal to give a verbal explanation of the denial. The decision of the Board as to the filling of such vacancies shall, however, be final.

Vacancies are created by, but not limited to, retirement, resignation, dismissal, layoff, or transfer to another level or building. At the secondary level, a position shall be considered to remain intact and to be posted as per the aforementioned if three-fifths (3/5) or more of the old position remains in the new position.

C. The Board supports the policy of filling all teaching positions from within the teaching staff. The decision of the Board as to the filling of such vacancies shall, however, be final.

D. An involuntary transfer will be made only in the case of emergency and/or to prevent undue disruption of the instructional program. The teacher and Association shall be notified of reasons for such a move.

E. Any teacher who shall be transferred to a supervisory position and shall later return to a teacher status, shall be entitled to retain any tenure and seniority rights as a teacher held prior to such transfer.

ARTICLE X

LEAVES

PAID LEAVES

A. All teachers shall be entitled to twelve (12) days per year paid leave, with accumulation of one hundred thirty-five (135) days. Teachers new to the system shall be credited with the full twelve (12) days for the first year. In the event that the year is not completed, one (1) day per fifteen (15) session days shall be deducted from compensation for that portion of the year remaining. Teachers beginning after the regular beginning of the school year shall be credited with one (1) day per fifteen (15) session days for the remaining portion of the school year.

B. Circumstances under which paid leave may be utilized are as follows:

(1) Personal illness, hospitalization, disability and/or injury of teacher; up to the maximum amount. The teacher may use all or any portion of his/her leave to recover from his/her own illness or disability which shall include, in part, all disabilities caused or contributed to by pregnancy, miscarriage, abortion, childbirth, and recovery.

The Board may require a teacher to obtain a physician's verification of the illness/disability as described above in the following instances:

(a.) Whenever it has reasonable cause to believe that abuse of sick leave may have occurred.
(b.) The employee has an extended illness of five (5) consecutive work days or more.
(c.) There is reasonable cause to believe that the employee is not medically fit to continue to work or return to work.

(2) Illness, hospitalization, disability and/or injury of immediate family defined as: spouse, children, parents of teacher and/or spouse, and relative residing within household of teacher: up to a total of 30 days per school year, except in cases when the family member's doctor provides a statement indicating the family member needs continuous care.

(3) Death of member of immediate family as defined in two (2) above, and brother, sister, grandparents and grandchildren of teacher and/or spouse: as needed up to ten (10) days per occurrence.

(4) Death of other relatives or friends: one (1) day per occurrence.

(5) Teachers absent from work because of illness contracted in the school system due to communicable disease present in the school system at that time shall not be charged paid leave or loss of salary. These diseases are mumps, measles, chicken pox, scarlet fever, and unusually severe flu epidemics.

(6) Personal Business Leave. A teacher may use up to three (3) days per year of his/her accumulated paid leave for this purpose. However, request for such leave must be made at least three (3) days in advance to the Superintendent or his designated representative, unless an emergency develops. Personal business days may be combined to use three (3) days in a row. Personal business days may be used on days preceding or following holiday or vacation with the approval of the Superintendent, but shall be limited to only one (1) day either preceding or following a holiday.

C. The amount to be deducted because of exceeding these limits will be the teacher's yearly salary divided by the number of contract days for each day so exceeded.

D. Teachers must call at a reasonable hour, as established by the administration, or register on-line before school to acquire a substitute. Teachers will give the cause of absence and leave a contact phone number for possible consultation. All teachers will maintain and make available unit plans and a classroom management folder for substitute teachers i.e.: class list, seating charts, reliable students, daily schedule, class rules, and other specific information the substitute needs to carry on the class productively. Failure to comply with these conditions will result in loss of pay for those days in which conditions are not satisfied. No teacher will be charged a paid leave day when school is closed by an act of God or reasons consistent with this contract.

E. At the beginning of each school year (no later than September 30), the administration will notify each teacher of the correct number of paid leave days which he/she has accumulated.

F. Any teacher who is retiring from the teaching profession with ten (10) years in the Bloomingdale School System at age 55 or above, shall be entitled to a sum of the total unused paid leave days accumulated times $20.00. This sum shall be paid at the time of retirement.

G. Any paid or unpaid leave which is used for family and medical leave as defined by the Act will count toward the twelve (12) weeks per twelve (12) months guaranteed in the Act. Unless mutually agreed otherwise by the teacher, the Association, and the Board, any paid leave provided for in the Master Agreement must be exhausted before the employee is eligible for the rest of the FMLA Leave.

UNPAID LEAVES

A. The Board upon the written request of a teacher may grant unpaid leave of absence for the following reasons:

(1) An unpaid leave for up to two (2) years for exchange teaching programs, foreign or military teaching programs, and/or for military induction may be granted upon the request of the teacher. Provided that the teacher states his/her intention to return upon completion of such assignment, the teacher will be restored to his/her former position or to a position of like nature and status and will be placed at the same position on the salary schedule as he/she would have been had he/she taught in the district during such period.

(2) An unpaid leave for up to two (2) years for Peace Corps, Teacher Corps, Job Corps assignments, cultural travel or work programs related to teaching responsibilities may be granted upon the request of the teacher. Provided that the teacher states his/her intention to return upon completion of such assignment, the teacher will be restored to his/her former position or to a position of like nature and status and will be placed at the same position on the salary schedule as when he/she left.

(3) An unpaid leave for up to one (1) year for the purpose of campaigning for or service in public office may be granted upon the request of the teacher. Provided that the teacher states his/her intention to return upon completion of such leave, the teacher will be restored to his/her former position or to a position of like nature and status and will be placed at the same position on the salary schedule as when he/she left.

(4) Teachers who have been employed for seven (7) years may be granted an unpaid sabbatical leave for up to one (1) year. A teacher, upon return from a sabbatical leave, will be restored to his/her former position or to a position of like nature and status and will be placed at the same position on the salary schedule as he/she would have been had he/she taught in the district during such period.

(5) Maternity and/or adoption leave for the purpose of caring for a new-born or adopted infant for the duration of the school year and/or up to one (1) full school year may be granted upon the request of the teacher. Provided that the teacher states his/her intention to return upon completion of such leave, the teacher will be restored to his/her former position or to a position of like nature and status and will be placed at the same position on the salary schedule as when he/she left.

(a) In the event of the death of the object child of the leave, the leave of absence may be terminated upon the request of the teacher to become effective at the beginning of the following semester.

(b) Leave for child care should include seriously ill children and terminally ill children with no limit.

(6) A teacher who is unable to teach because of personal illness, hospitalization, disability and/or injury and who has exhausted all paid leave available shall be granted an unpaid leave of absence for the duration of his/her illness, hospitalization, disability and/or injury or the contract year, whichever occurs first. Provided that the teacher states his/her intention to return upon completion of such leave, the teacher will be restored to his/her former position or to a position of like nature and status and will be placed at the same position on the salary schedule as when he/she left.

(7) An unpaid leave for up to one (1) year for physical or mental disability may be granted upon the request of the teacher, and the Board shall, without request, grant leave of absence without pay because of physical or mental disability for a period not to exceed one (1) year, provided that any teacher so placed on leave of absence shall have the right to a hearing with his/her representative from the Association present, if he/she so desires, on such unrequested leave of absence in accordance with the provisions for a hearing in Article IV, Section 38.104 of the Michigan Teacher Tenure Act, 1967, and provided that no leave of absence shall serve to terminate continuing tenure previously acquired. Provided that the teacher states his/her intention to return upon completion of such leave, the teacher will be restored to his/her former position or to a position of like nature and status and will be placed at the same position on the salary schedule as when he/she left.

(8) At their request, teachers may be granted unpaid leave for up to one (1) year. Teachers upon return from such leave shall be restored to his/her former position or to a position of like nature and status and will be placed at the same position on the salary schedule as when he/she left.

(9) Other unpaid leaves may be granted upon advance application of the teacher at the discretion of the Board.

B. A teacher who is called for Jury Duty or to give testimony before any legal, judicial, or administrative tribunal and providing that it will not apply to any cause in which the teacher is the party to the action, shall be compensated for the difference between their teaching salary and that which they received for performance of such duty.

C. The Board will grant ten (10) Association leave days to be administered by the BEA. The BEA will reimburse the Board for the cost of a qualified substitute. Notification of the days used shall be submitted to the Superintendent.

ARTICLE XI
ACADEMIC FREEDOM

A. Academic freedom shall be guaranteed to a teacher, and no special limitations shall be placed on the study, investigation, and presentation of facts and ideas concerning man, human society, the physical and biological world, and other branches of learning with the exception that all sides of an issue must be presented including basic coverage of the fundamental ideas, concepts, and philosophies presented by the text provided for the course.

B. The Board and the Association recognize that the ability of pupils to progress and mature academically is a combined result of school, home, economic, and social environment and that teachers cannot be held solely accountable for pupil achievement.

ARTICLE XII
TEACHER EVALUATION

A. The Association recognizes the right and responsibility of the Administration to evaluate the performance of Teachers, and to visit the classrooms as deemed appropriate.

B. The issue of whether the evaluation procedures and forms have been properly utilized is subject to the grievance procedure. However, the substance of the evaluation is not subject to the grievance procedures.

C. Complaints from sources other than from the evaluator or evaluate shall not be incorporated into the teacher's evaluation unless the teacher has been previously informed of the complaint in writing.

D. All aspects of a teacher's assignment, including unusual requirements or responsibilities, adequacy of teaching stations and equipment, and students assigned, will be taken into consideration when considering teacher evaluation and expectations.

E. Employees shall not be subject to formal observation in other than the classroom setting except when good cause is shown. Any unsatisfactory behavior observed by the administration outside the classroom setting shall be reduced to writing and discussed with the employee in a personal conference no later than five (5) working days after the observed behavior.

F. Each teacher shall have the right to review his/her personnel file at any reasonable time in the presence of the administrator or his representative. A representative of the Association may, at the teacher's request, accompany the teacher in this review.

G. Teachers are required to develop unit plans (Schedule D). A copy of the plan(s) will be given to the principal upon request. The content development and review of the unit plans will be continued on an annual basis with appropriate release time given.

H. No later than April 15 for Probationary Teachers and May 15 for Tenure Teachers, of each year, a final written evaluation report will be furnished to the Superintendent and a copy given to the teacher. In the event of a probationary teacher is not continued in employment, the Board will advise the teacher, in writing, of the reasons and provide for a hearing where requested.

ARTICLE XIII
PROFESSIONAL BEHAVIOR

A. Teachers will comply with all rules, regulations, and directions adopted from time to time by the Board or its representatives which are not inconsistent with this Agreement.

B. The Association recognizes that abuses and willful deficiencies in professional performance or other violations of discipline by a teacher reflect adversely on the teaching profession and create undesirable conditions in the school system. Alleged breaches of the Code of Ethics of the MEA (Article XIII of the MEA Const. 1968) shall be promptly reported to the Association and the offending teacher. The Association will use its best efforts to correct breaches of professional behavior of any teacher and in appropriate cases institute proceedings against the offending teacher. Nothing in this paragraph shall limit the rights of the Board, under law, to take whatever action it deems necessary against the offending teacher.

C. A teacher at all times shall be entitled to have present a representative of the Association when he/she is being reprimanded, warned, or disciplined for any infraction of discipline or delinquency of performance. When such a request is made, no action concerning the teacher shall be taken until the representative of the Association is present. If such a conference is not called within forty-eight (48) hours, then the teacher must come forward without such representation.

D. The Association and the Board agree that the improvement of instruction and the development and revision of the school program are a joint responsibility of teachers and administrators. Both parties will, therefore, lend their full support to the successful operation of all regularly scheduled professional meetings approved by both parties.

E. The Association recognizes that abuses such as chronic tardiness and absences reflect adversely upon the teaching profession and create an undesirable condition in school buildings. The Association will use their best efforts to correct breaches of professional behavior by any teacher.

F. (1) No teacher shall be disciplined or discharged without just cause. Items not covered under this section include:

(a) The Board's decision to not renew a teacher's contract in an extra duty position at the end of the year or season is not grievable.
(b) The non-renewal of a probationary teacher's contract is not grievable.
(c) Tenure teachers will not have access to the grievance procedure for discharges under the Tenure Act.

(2) All information forming the basis of disciplinary action will be made available to the teacher.

(3) Any such action asserted by the Board or its representative may be subject to the Grievance Procedure.

ARTICLE XIV

PROFESSIONAL IMPROVEMENT

A. The parties support the principle of continuing training of teachers in professional organizations in their area of certification, leaves for work on advanced degrees or special studies and participation in community education projects.

B. The Board upon request of a teacher will provide appropriate expenses of travel, meals, lodging, registration fees for educational conferences, or visitation days if the following conditions are met:

(1) Conferences or visitation in area of teacher assignment.

(2) Arrangements made well in advance.

(3) One such request per teacher per year.

(4) Board retains the right to send the teacher to more than one conference or visitation.

(5) Conference or visitation is local rather than national in nature unless a national conference or visitation falls in local area. Local is defined as being within the Chicago-Detroit mileage area.

(6) Written or oral report must be made to the Building Principal and/or Board.

(7) Permission must be obtained from the Board or Superintendent.

(8) Conferences must begin and end in continuous session of no more than two (2) days, and college credit must not be accepted by the teacher.

ARTICLE XV
MAINTENANCE OF STANDARDS

All continuous and recurring conditions of employment shall be maintained at not less than the minimum standards in effect in the district at the time this Agreement is signed, provided that such conditions shall be improved as required by this Agreement.

ARTICLE XVI

REDUCTIONS OF PERSONNEL: ANNEXATIONS AND CONSOLIDATIONS

A. It is hereby specifically recognized that it is within the sole discretion of the Board to reduce its educational program, curriculum, and staff and that the procedures set forth in this article shall be used in laying off personnel. Sixty (60) days notice shall be given prior to layoff with a copy to the teacher and the Association President. If for any reason the Board anticipates a reduction of staff for the following school year; it shall, prior to taking formal action, consult with the BEA to receive recommendations regarding priorities and procedures to be followed. All teachers subject to layoff for the following school year shall not lose their fringe benefits or salary over the summer months afforded them under this Agreement and individual or supplemental employment contracts. No new teachers shall be employed by the Board while there are teachers of the district who are laid off unless there are no laid off teachers with proper certification and qualifications to fill any vacancy which may arise. The Board shall give written notice of recall from layoff by sending a registered or certified letter to said teacher, at his/her last known address. It shall be the responsibility of each teacher to notify the Board of any change in address. The teacher's address as it appears on the Board's records shall be conclusive when used in connection with layoffs, recall, or other notice to the teacher. A notation will be made in the file of a teacher that is on layoff who would have received tenure had he/she not been laid off.

B. Layoff Procedure - In order to promote an orderly reduction in personnel when the education program, curriculum, and staff is curtailed, the following procedure will be used:

(1) Probationary teachers shall be laid off first. A probationary teacher shall not be laid off unless there is a tenure teacher who is certified, qualified, and available to perform the duties of the position the probationary teacher is vacating, or unless the position that the probationary teacher is vacating is being eliminated altogether.

(2) If the reduction of teaching personnel is still necessary, then tenure teachers in the specific positions being reduced or eliminated shall be laid off on the basis of seniority, except as hereinafter provided.

Layoffs made pursuant to this section shall be made in the inverse order of seniority, i.e. those with the least seniority are to be laid off first. For the purpose of this article, "seniority" is defined to mean the amount of time an individual is continuously employed as a certificated teacher within the school district.

Continuously employed shall include people on leave as specified in the Leave section and Section E. of this article. A teacher shall lose seniority rights if he/she retires, resigns, or is discharged for just cause.

(3) A tenure teacher, who is laid off pursuant to this article, has the right to be placed in a teaching position for which he is certified and qualified to fill and which is occupied by a teacher with less seniority. Tenure teachers who are in part-time positions due to an involuntary reduction, have the right to be placed in a full-time teaching position. Tenure teachers who have voluntarily selected a part-time position may only be placed in part-time positions.

C. Recall Procedure - Recall of tenure teachers shall be in the inverse order of layoff, i.e. those laid off last will be recalled first; provided, however, that a teacher in order to be reassigned shall be certified and qualified as herein set forth to teach the specific course to which he/she is being assigned. Teachers who are teaching in part-time positons due to an involuntarily reduction have the right to be recalled in a full-time teaching position. Teachers who have voluntarily selected a part-time position may only be recalled to part-time positions, unless no other teacher is on the recall list. In no circumstances shall a new teacher be hired while a teacher is on recall that is certified and qualified to fill the vacant position.

If a teacher refuses to accept, more than one time, a recall to a position which is similar to the position he/she taught prior to being laid off, that teacher will be removed from the seniority list.

D. Individual Contract - The individual contract, executed between each teacher and the employer, is subject to the terms and conditions of this Agreement. It is specifically agreed that this article takes precedence over and governs the individual contract, and the individual contract is expressly conditioned upon this article.

E. Seniority - Seniority shall begin to accumulate the day the teacher started working as a teacher in the Bloomingdale School District. Seniority will accrue and be counted during unpaid leaves through the school year, 1981-82. However, at the beginning of the 1982-83 school year, seniority will not accrue during unpaid leaves of thirty (30) or more days occurring in any school year. Further, effective the beginning of the 2010-2011 school year, seniority will be pro-rated for teachers who voluntarily work less than full-time.

In the circumstances of more than one (1) teacher beginning employment on the same date, the seniority date shall be the day the teacher signed the contract, except in cases when the teacher signed his/her contract after they started working in the District. In the circumstance of more than one (1) teacher signing their contract on the same day, all teachers so affected will participate in a drawing to determine position on the seniority list. The Association and teachers so affected will be notified in writing of the date, place and time of the drawing. The drawing shall be conducted openly and at a time and place which will reasonably allow affected teachers and Association Representatives to be in attendance. Effective August 24, 1983, ties in seniority, owing to more than one (1) teacher starting work on the same day, shall be broken by a drawing to be conducted in the presence of representatives of the Employer and the Association.

Teachers who transfer out of the BEA bargaining unit and remain an employee of the District will retain the seniority they accrued as a teacher.

ARTICLE XVII

CONTINUITY OF OPERATIONS

A. Both parties recognize the desirability of continuous and uninterrupted operation of the instructional program during the normal school year and the avoidance of disputes which threaten to interfere with such operation. The Association accordingly agrees that it will not, during the period of this Agreement, directly or indirectly engage in or assist in any strike as defined in Section 1 of the Public Employment Relations Act.

B. The Board agrees that it will not, during the period of this Agreement, directly or indirectly engage in or assist in any unfair labor practice as defined in Section 10 of the Public Employment Relations Act.

C. Nothing in this article shall require the Board to keep school open in the event of severe inclement weather or when otherwise prevented by an act of God, and nothing shall require the teachers to report to work in such circumstances.

ARTICLE XVIII
PROFESSIONAL COMPENSATION

A. The basic salaries of teachers covered by this Agreement are set forth in Schedule A which is attached to and incorporated into this Agreement. Such salary schedule shall remain in effect during the term of this Agreement.

B. All teachers newly employed may, at the discretion of the Superintendent, be given up to full credit on the salary schedule for teaching or related experience outside this school district. It is understood that newly employed teachers will, at a minimum, receive credit for actual experience up to five years but in no case will they receive more than their actual experience.

C. A teacher's hourly rate shall be determined by dividing his/her annual salary by 185 and then dividing the resulting quotient by 6.75.

D. Teachers involved in extra-duty assignments as set forth in Schedule B shall be compensated in accordance with the provisions therein. In the event said extra-duty activities are not administered through completion due to cancellation of the program, the compensation rates as provided in Schedule B shall be pro-rated. It is understood that assignment to Schedule B duties shall be in the sole discretion of the Board of Education, and shall be subject to annual reassignment by the Board of Education. If the Board of Education shall assign a person to a position on Schedule B, the pay shall be specified in Schedule B.

E. Teachers required to drive their personal cars in the course of school affairs shall receive a car allowance equal to the allowed IRS rate. Mileage, from the teacher's assigned building, will be paid for out-of-district events approved by the Board and for mileage when a teacher is assigned to two (2) or more buildings. The Board shall provide liability insurance protection for teachers when their personal cars are used as provided in this section.

F. Teachers will be paid every two (2) weeks. At the beginning of each school year, teachers will specify whether they will take their pay in 21 or 26 pay periods.

G. Transfer from one salary schedule to another, based upon completion of the appropriate credit hours and/or degree, shall be effective the beginning of semester after said credit hours and/or degree was earned. The teacher shall provide the Superintendent of Schools certification of said award prior to being placed on the next schedule. Further provided that the teacher shall never delay past thirty-five (35) calendar days after the beginning of the semester (according to the School calendar) to obtain the appropriate records from the Institution before being placed on the next salary schedule.

H. Each teacher who earns additional hours of Credit beyond the BA scale at a State accredited college or university, shall be reimbursed the sum of one hundred dollars ($100.00) per credit hour for each additional hour earned after the 18 hour professional certification requirement has been met. The total sum to be paid for extra credit hours shall not exceed one thousand five hundred dollars ($1,500.00).

ARTICLE XIX
SPECIAL TEACHING ASSIGNMENTS

A. Any assignments in addition to the normal teaching schedule during the regular year, including adult education, driver education, extra duties enumerated in Schedule B, including homebound instructor, and summer school courses, shall not be obligatory but shall be made with the consent of the teacher. Preference will be given to teachers in the district on regular teaching assignment. Schedule B-1 assignments to non-members of the bargaining unit may be made provided the relationship does not exceed one (1) non-member to each five (5) members. These assignments may be made, provided the qualifications and abilities of non-member applicants exceed those of member applicants. In the event no qualified member of the bargaining unit has applied for a "Schedule B" position, said position may be filled by a non-bargaining unit person without reference to the established pay rates in said schedule. However, the pay for the non-bargaining unit employee shall not exceed the amount specified in the Agreement.

B. It shall be responsibility of the Administration to arrange for substitutes.

C. Supervision by a teacher of a student teacher shall be voluntary and no teacher shall supervise more than one such student teacher simultaneously.

D. A "temporary replacement position" will exist when a position is vacated temporarily or permanently for six (6) weeks or more during the school year. The "temporary replacement" position will exist only for the time the teacher he/she is replacing is absent or until the end of the year, whichever is earlier.

The "temp" will receive the same salary, benefits, etc., as a member of the bargaining unit but will not have any employment rights with the district after his/her "temp" contract expired.

If the "temp" teacher is hired as a regular teacher with no break in service to the district, the teacher's seniority would start at the beginning of his/her "temp" employment.

An "open window" period between the 140th and 150th teaching days will exist during which the Board may dismiss the teacher. This will release the Board from having to hire the teacher, as per state law during the following year if a vacancy existed for which he/she would be qualified.
The "Temp" will be placed on the first step of the salary schedule after 30 consecutive workdays of employment.

E. The homebound teacher and the Administration must mutually agree in writing prior to the time that the work is performed to the acceptable range of hours per week that will be performed, including the amount of preparation and other teacher contact time.

ARTICLE XX

STUDENT DISCIPLINE AND TEACHER PROTECTION

A. The Board recognizes its responsibility to give support and assistance to the teacher with respect to classroom control and discipline. A teacher may use such force as is reasonably necessary to protect him/herself from attack or prevent injury to another student.

B. A teacher bears the primary responsibility for maintaining proper control and discipline in the classroom and understands that all disciplinary actions and methods involved shall be reasonable and just, and in accordance with established Board policy. A teacher may exclude a pupil from one class and send him to the Principal when the grossness of the offense, the persistence of misbehavior, and the disruptive influence of the violation makes the continued presence of the student in the classroom intolerable. It shall be the responsibility of the teacher to report to the Principal the name of any student who in the opinion of the teacher needs particular assistance from skilled personnel. In such cases, the teacher will furnish the Principal full particulars in writing as soon as teaching obligations will allow. Teachers and/or school authorities will endeavor to correct misbehavior through counseling, conferences with student and/or parents.

C. Any case of assault by a teacher shall be promptly reported to the Board and/or its representatives (Principals, Superintendent) and a report form filled out. The Board will take whatever action it deems necessary.

D. Any case of assault on a teacher shall be promptly reported to the Board and/or its representatives. The Board will provide reasonable assistance, including legal counsel when necessary to the teacher in connection with the handling of the incident by law enforcement and judicial authorities.

E. Time lost by a teacher in connection with any incident as mentioned in this article shall not be charged against the teacher providing teacher is free of fault.

F. The Board will reimburse teachers for any loss, damage, or destruction of clothing or personal property of the teacher while involved with school affairs except where teacher is inappropriately dressed for the activity and/or fails to take appropriate safety precautions. The Board will pay up to $100 for damages, loss or destruction provided the teacher has exhausted his/her personal insurance prior to requesting reimbursement.

G. No formal action will be taken on a complaint of a parent of a student directed toward a teacher, nor shall such notice be placed in a teacher's personnel file unless the matter is reported to the teacher concerned within five (5) working days.

ARTICLE XXI

INSURANCE, OPTIONS, TDA & TDP DEDUCTIONS

A. Each employee who enrolls in MESSA PAK A shall pay nine percent (9%) per month toward the cost of the premium. The Board will pay the remainder of each monthly amount.

The employer shall provide a Premium Contribution Plan, which permits a member's contributions toward premiums to be paid with pretax dollars. The employer shall formally adopt a qualified plan document which complies with Section 125 of the Internal Revenue Code. Bargaining unit members electing to use the Premium Contribution Plan shall do so through a Salary Reduction Agreement and payroll deduction.

B. Teachers not electing to take any health insurance may participate in the PAK B Plan and will receive a cash option in lieu of benefits. The cash amount shall be four hundred dollars ($400.00) per month. The employer shall formally adopt a qualified plan document which complies with Section 125 of the Internal Revenue Code. Teachers may use this money for MESSA options upon completion of the appropriate application forms, or a specified amount may be applied through a Salary Reduction Agreement by the bargaining unit member toward MPSERS Tax Deferred Plan (TDP), MEA-FS Tax Deferred Annuities (TDA), or other non-taxable options provided by any Board-approved annuity company. All selections may be payroll deducted.

C. There shall be no duplication of health coverage in the event more than one member of the same family is employed in this system as a teacher.

D. Part-time employees shall receive benefits on a pro-rata basis.

E. MESSA PAK Summary

Plan A :

a. Health: (***until June 30, 2010***) MESSA Choices II (PAK) with $5/$10 prescription coverage and $5 office visit co-pay.

(***beginnining July 1, 2010***) MESSA Choices II (PAK) with $10/$10 prescription coverage, $10 office visit co-pay, and $100/$200 yearly deductible.

b. Long Term Disability: 66 2/3%
$5,000 maximum
90 Calendar Days – Modified Fill
COLA – No
Pre-existing Condition Waiver
Family Social Security Offset
No Survivor Income
Freeze on Offsets
No Educational Supplement
Alcohol/Drug Waiver – 2 year limitation

Mental Nervous Waiver – 2 year limitation
5% Minimum Payout
2 Year Own Occupation

c. Negotiated Life: $20,000 with AD&D

d. Vision: VSP-2 Silver

e. Dental: 100/90/90: $1,000 Annual Maximum
90: $1,500 Class IV Lifetime Maximum
Two Cleanings per Year
Sealants

Plan B (for employees not electing health insurance)

Long Term Disability: Same as above
Negotiated Life: $30,000 with AD&D
Vision: VSP-2 Silver
Dental: Same as above

F. All claims submitted are subject to the terms set forth by the various insurance administrators and underwriters. As such, any claims disputes are, therefore, not subject to the grievance procedure.

Eligible employees as set forth herein are responsible for the completion of all necessary enrollment forms and for fulfilling any requirements established by the insurance administrators or underwriters. The Employer shall provide all necessary forms and an appropriate amount of time to complete the forms.

The Board by payment of the premium payments required to provide the insurance coverage shall be relieved from all liability with respect to the benefits provided by the insurance coverage described. The terms of any contract or policy issued by an insurance company herein shall be controlling as to all matters including but not limited to benefits, eligibility, commencement and termination of coverage.

ARTICLE XXII

PROFESSIONAL GRIEVANCE PROCEDURE

A. A claim by a teacher or the Association that there has been a violation, misinterpretation or misapplication of any provision of this Agreement may be processed as a grievance as hereinafter provided with the express exception of the following items:

(1) Any discipline up to and including the termination of services or failure to re-employ any teacher to a position on the extra-curricular schedule; Discipline shall be confined to the extra-curricular position.

(2) The contents of any teacher evaluation. The utilization of the evaluation procedures and forms is subject to the grievance procedure.

(3) The non-renewal of a probationary teacher's contract.

(4) The discharge of a tenure teacher which is covered under the Tenure Act.

B. The term "days" as used herein shall mean days in which school is in session unless time limits provided in this Article shall cause the processing of a grievance to extend past the last day of school, then, the term "days" shall mean any day except Saturday, Sunday, or legal holiday.

C. The time limits provided in this Article shall be strictly observed, but may be extended by written mutual agreement of the parties involved.

D. Written grievances as required herein shall contain the following:

(1) It shall be signed by the grievant or grievants;
(2) It shall be specific;
(3) It shall contain a synopsis of the facts giving rise to the alleged violation;
(4) It shall cite the section or sub-sections of the contract alleged to have been violated;
(5) It shall contain the date of the alleged violation;
(6) It shall specify the relief requested.

Any written grievance not in accordance with the above requirements may be rejected as improper. Such a rejection shall not extend the limitations hereinafter set forth.

E. In the event that a teacher believes there is a basis for a grievance, the teacher shall first discuss the alleged grievance with his/her building principal either alone or accompanied by his/her Association representative.

If, as a result of the informal discussion with the building principal, it is felt that a grievance still exists, Level One of the formal Grievance Procedure may be invoked as outlined below:

Level One: Within fifteen (15) days of the alleged violation, the grievance must be delivered to the principal or his designated representative. Within five (5) days of receipt of the grievance, the principal shall meet with the grievant and/or the Association in an effort to resolve the grievance. The principal shall indicate his/her disposition of the grievance in writing within five (5) days of such meeting, and shall furnish a copy thereof to the grievant and to the Association. If the grievant and/or the Association is not satisfied with the disposition of the grievance, it shall be so indicated by filing the grievance within five (5) days of the receipt of the principal's disposition with the Superintendent at Level Two.

Level Two: A copy of the written grievance shall be filed with the Superintendent or his designated representative as specified in Level One with the signature of the Association. Within five (5) days of receipt of the grievance, the Superintendent shall meet with the grievant and/or the Association representative in an effort to resolve the grievance. The Superintendent shall indicate his/her disposition of the grievance in writing within five (5) days of such meetings, transmitting a copy of the same to the grievant, the Association Secretary, the Building Principal in whose building the grievance arose, and place a copy of the same in a permanent file in his office. If no decision is rendered within the above designated five (5) days, or if the decision is unsatisfactory to the grievant and/or Association, the grievant and/or the Association may, within ten (10) days of the above meeting with the Superintendent, file the grievance with the Board of Education at Level Three.

Level Three: Upon application as specified in Level Two, the Board or its designated committee shall meet with the teacher and/or the Association representatives prior to the first possible meeting of the Board after the filing of the grievance at Level Three. Within one (1) month from the meeting on the grievance, the Board shall render its decision in writing. The Board or its designated committee may hold future meetings therein or otherwise investigate the grievance provided, however, that in no event except with the express written consent of the Association, shall final determination of the grievance be made by the Board more than one (1) month after the initial hearing. A copy of the written decision of the Board shall be forwarded to the Superintendent for permanent filing, the Building Principal of the building in which the grievance arose, the grievant, and the Association Secretary.

Level Four: Only the Association has the right to process grievances at Level Four:

(1) If the Association is not satisfied with the disposition of the grievance at Level Three, it may, within ten (10) days after the decision of the Board, refer the matter for arbitration to the American Arbitration Association, in writing, and request the appointment of an arbitrator to hear the grievance. If the parties cannot agree upon an arbitrator, he shall be selected in accordance with the rules of the American Arbitration Association, except each party shall have the right to peremptorily strike not more than three (3) from the list of arbitrators.

(2) Neither party may raise a new defense or ground at Level Four not previously raised or disclosed at other written levels.

(3) The decision of the arbitrator shall be final and conclusive and binding upon employees, the Board and the Association. Subject to the right of the Board or the Association to judicial review, any lawful decision of the arbitrator shall be forthwith placed into effect.

(4) Powers of the arbitrator are subject to the following limitations:

(a) He shall have no power to add to, subtract from, disregard, alter or modify any of the terms of this Agreement.

(b) He shall not hear any grievance previously barred from the scope of the Grievance Procedure.

(5) More than one grievance may not be considered by arbitrator at the same time except upon expressed written mutual consent and then only if they are of similar nature.

(6) The cost of arbitration shall be borne equally by the parties except each party shall assume its own cost for representation including any expense of witnesses.

F. All preparation, filing, presentation or consideration of grievances shall be held at times other than when a teacher or a participating Association representative are to be at their assigned duty stations.

G. If any teacher has a complaint which he/she desires to discuss with a supervisor he/she is free to do so without recourse to the Grievance Procedure. However, no adjustment will be made that is inconsistent with the terms of this Agreement.

ARTICLE XXIII
MISCELLANEOUS PROVISIONS

A. Any individual teaching contract between the Board and an individual teacher, heretofore executed shall be subject to and consistent with the terms and conditions of this Agreement and any individual teaching contract hereafter executed shall expressly be made subject to and consistent with the terms of this or subsequent agreements to be executed by the parties. If an individual contract contains any language inconsistent with the agreement, this Agreement, during its duration, shall be controlling.

B. If any provision of the Agreement or any application of the Agreement to any employee or group of employees shall be found contrary to the law, then such provision or application shall not be deemed valid and subsisting except to the extent permitted by law, but all other provisions or applications shall continue in full force and effect. The parties agree to meet no later than March 19, 2004 to begin negotiating any specific aspects of ESEA related to wages, hours, and working conditions. Any agreements reached between the parties will be included in a "Letter of Understanding".

C. The Board and the Association shall share equally the cost of having this Agreement printed in sufficient quantity to provide each teacher with a correct copy and twenty (20) copies to the Association. Every effort will be made to assure that such printing and distribution is accomplished by the end of the first marking period.

D. The parties agree that this Agreement incorporates their full and complete understanding and any prior agreements or practices are superseded by the terms of this Agreement and that no such understandings or practices will be recognized in the future unless committed to writing and signed by the parties as supplements to this Agreement.

E. The parties acknowledge that during the negotiations which resulted in this Agreement each had the unlimited right and opportunity to make demands and proposals with respect to any subject or matter not removed by law from the area of collective bargaining, and that the understandings and agreements arrived at by the parties after the exercise of that right and opportunity are set forth in this Agreement. Therefore, the Board and the Association, for the life of this Agreement each, voluntarily and unqualifiedly, waives the right and each agrees that the other shall not be obligated to bargain collectively with respect to any subject or matter specifically referred to or covered in this Agreement, or with respect to any subject or matter not specifically referred to or covered in this Agreement, even though such subject or matter may not have been within the knowledge or contemplation of either or both of the parties at the time that they negotiated or signed this Agreement.

F. Representatives of the Board and the Association's bargaining committee will meet as needed on the last school day of each month for the purpose of reviewing the administration of the contract and to resolve problems that may arise. These meetings are not intended to by-pass the Grievance Procedure. Each party will submit to the other, on or before the Friday prior to the meeting, an agenda covering what they wish to discuss. Should such a meeting result in a mutually acceptable amendment to the Agreement, then the amendment shall be subject to ratification by the Board and the Association provided that the bargaining committee shall be empowered to effect temporary accommodations to resolve special problems.

Bloomingdale EA

SCHEDULE A

2009-2010 *and* 2010-2011

Step	BA	BA+20	MA	MA+30/Specialist
1	33,570	34,469	37,306	38,013
2	35,103	36,102	39,417	40,121
3	37,021	38,092	41,639	42,286
4	38,766	39,912	43,551	44,252
5	40,297	41,530	45,308	46,015
6	42,189	43,531	47,462	48,162
7	43,955	45,344	49,421	50,125
8	45,493	46,968	51,174	51,880
9	47,025	48,558	53,156	53,860
10	48,743	50,394	54,899	55,602
11	50,281	52,013	56,637	57,339
12	51,815	53,630	58,395	59,155
13-14	52,371	55,238	59,813	60,519
15	53,549	56,895	61,607	61,881
20	54,754	58,602	63,455	63,956
25	55,986	60,360	65,359	65,859

Longevity at Step 15 equals 3.0% of Step 14 on BA + 20 and MA
Longevity at Step 20 equals 3.0% of Step 15 on BA + 20 and MA
Longevity at Step 25 equals 3.0% of Step 20 on BA + 20 and MA

Longevity at Step 15 equals 2.25% of Step 14 on BA and MA + 30
Longevity at Step 20 equals 2.25% of Step 15 on BA and MA + 30
Longevity at Step 25 equals 2.25% of Step 20 on BA and MA + 30

For 2010-2011: The salary schedule shall not be increased (0%), but employees shall receive applicable advancement in steps on the salary schedule and any applicable longevity shall be paid.

Schedule B-1
2009-2011

FOOTBALL	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5
HEAD VARSITY	$4,028	$4,196	$4,364	$4,532	$4,700
ASST VARSITY (2)	$2,853	$3,021	$3,189	$3,357	$3,525
HEAD JV	$2,853	$3,021	$3,189	$3,357	$3,525
ASST JV	$2,182	$2,350	$2,518	$2,686	$2,853
8 GRADE	$2,014	$2,182	$2,350	$2,518	$2,686
7GRADE	$2,014	$2,182	$2,350	$2,518	$2,686

BASKETBALL	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5
HEAD VARSITY	$4,028	$4,196	$4,364	$4,532	$4,700
ASST VARSITY	$2,853	$3,021	$3,189	$3,357	$3,525
HEAD JV	$2,853	$3,021	$3,189	$3,357	$3,525
9 GRADE	$2,350	$2,518	$2,686	$2,853	$3,021
8 GRADE	$2,014	$2,182	$2,350	$2,518	$2,686
7GRADE	$2,014	$2,182	$2,350	$2,518	$2,686

TRACK	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5
BOYS VARSITY	$3,189	$3,357	$3,525	$3,693	$3,861
GIRLS VARSITY	$3,189	$3,357	$3,525	$3,693	$3,861
ASST VARSITY	$2,014	$2,182	$2,350	$2,518	$2,686
BOYS MS	$2,014	$2,182	$2,350	$2,518	$2,686
GIRLS MS	$2,014	$2,182	$2,350	$2,518	$2,686

BASEBALL	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5
HEAD VARSITY	$3,189	$3,357	$3,525	$3,693	$3,861
ASST VARSITY	$2,014	$2,182	$2,350	$2,518	$2,686
HEAD JV	$2,182	$2,350	$2,518	$2,686	$2,853

SOFTBALL	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5
HEAD VARSITY	$3,189	$3,357	$3,525	$3,693	$3,861
ASST VARSITY	$2,014	$2,182	$2,350	$2,518	$2,686
HEAD JV	$2,182	$2,350	$2,518	$2,686	$2,853

GOLF	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5
HEAD VARSITY	$2,182	$2,350	$2,518	$2,686	$2,853

CROSS COUNTRY	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5
HEAD VARSITY	$2,182	$2,350	$2,518	$2,686	$2,853

VOLLEYBALL	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5
HEAD VARSITY	$3,189	$3,357	$3,525	$3,693	$3,861
ASST VARSITY	$2,014	$2,182	$2,350	$2,518	$2,686
HEAD JV	$2,182	$2,350	$2,518	$2,686	$2,853
9 GRADE	$2,014	$2,182	$2,350	$2,518	$2,686
8 GRADE	$1,511	$1,679	$1,846	$2,014	$2,182
7 GRADE	$1,511	$1,679	$1,846	$2,014	$2,182

WRESTLING	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5
HEAD VARSITY	$3,189	$3,357	$3,525	$3,693	$3,861

CHEERLEADING	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5
HEAD VARSITY-FALL	$1,679	$1,846	$2,014	$2,182	$2,350
HEAD VARSITY-WINTER	$1,679	$1,846	$2,014	$2,182	$2,350
HEAD JV-FALL	$1,343	$1,511	$1,679	$1,846	$2,014
HEAD JV-WINTER	$1,343	$1,511	$1,679	$1,846	$2,014
HEAD MS-FALL	$1,007	$1,175	$1,343	$1,511	$1,679
HEAD MS-WINTER	$1,007	$1,175	$1,343	$1,511	$1,679

Schedule B-2

2009-2011

Department	
Jr/Sr. High School Department Chairs:	
English – Language Arts (1)	$630
Social Studies (1)	$630
Science (1)	$630
Math (1)	$630
Voc-Arts: a.) Phys. Ed., b.) Voc Ed., c) Technology, d.) Music, e) Art	$160
District Counselor Department Chairperson	$630
Curriculum Council Chairperson	$315
Curriculum Council Membership (Attendance @ 5-7 Meetings per year)	$12.12/hr
K-3 [One (1) from each building] (2)	$12.12/hr
4-6 (Pullman and Bloomingdale) (2)	$12.12/hr
Jr./Sr. High School Departments (5)	$12.12/hr
Counselor (1)	$12.12/hr
Media Specialist (1)	$12.12/hr
Special Education (1)	$12.12/hr
Physical Education (1)	$12.12/hr
Art (1)	$12.12/hr
Music (1)	$12.12/hr
Curriculum Development Work	
Research/Background Information Phase	$325
Writing	$1,093
Materials Review/Textbook Selection	$325
Elementary Accelerated Reader Program Coordinator (Pullman) (1)	$325
Elementary Accelerated Reader Program Coordinator (Bloomingdale) (1)	$325
Elementary Computer Coordinator (Pullman) (2)	$1,627
Elementary Computer Coordinator (Bloomingdale) (2)	$1,627

Schedule B-2 (continued)

2009-2011

Department			
12th Grade Sponsor (2)	$583		
(With Trip)	$711		
11th Grade Sponsor (2)	$583		
10th Grade Sponsor (1)	$510		
9th Grade Sponsor (1)	$510		
6th - 8th Grade Sponsors (1 per grade level)	$510		
Middle School Accelerated Reader	$319		
Computer Coordinator (1)	$814		
Student Government	$552		
Science Olympiad	$202		
Trash Dash	$202		
Honor Roll Coordinator	$202		
Spelling Bee Coordinator	$202		
Student Council Commission Sponsor – Secondary	$564		
Student Council Commission Sponsor – Elementary	$381		
Summer Environmental Education			
National Honor Society	$692		
Band Director 2009-2010	$3,018	$3,176	$3,335
2010-2011	$3,018	$3,176	$3,335
Summer Band (1 week, 15-17 hours total)	$26.22/hr		
Play Director – High School	$1,148		
Musical Director – High School	$1,536		
Elementary Play Director (1 per school, 1 per semester)	$406		
Forensics	$839	$857	$913
School Improvement**	$12.12/hr		
Driver's Education	$20.52/hr		
Driver's Education Coordinator	$418		
Drug Free Council Rep.** (one per building)	$12.12/hr		

Schedule B-2 (continued)

2009-2011

Department	
Yearbook – Out of Class (Secondary)	$691
District Newspaper (Secondary In Class)	$507
High School Newspaper (Secondary Out of Class)	$1,152
Elementary Newspaper	$507
High School Olympiad	$206
High School Quiz Bowl	$618
Elementary Thinking Cap Quiz Bowl	$206
High School Spring Math	$206
High School Computer Coordinator (1)	$814
Middle School Math Competition	$206
Young Authors	$206
Science Fair	$206
Tutoring	$26.22/hr
Mentoring (Per Semester) (Maximum of 2 assigned)	$160
Committee of Annual Special Events:	
Bloomingdale Elementary	$625/fall $625/spring
Pullman Elementary	$625/fall $625/spring
Homebound Instructor	$21.99/hr + mileage
School Improvement Members	$12.12/hr

Registration and participation by students and staff will be determined by the building principal.
The Superintendent may authorize participation in additional academic competitions.
* with prior Board approval of Band Program (to include 1 week summer band camp)
** work outside school hours

Position will be posted with the final decisions made by the Administration. With the approval of the Administration, one event included under the Special Events may be substituted for another. (No person will serve in a position for two successive years unless there is no other qualified applicant.) Job descriptions and responsibilities are available for each position.

The Board agrees to create a Teacher B-2 Committee at Pullman and Grand Junction. These committees will function similar to the Teacher B-2 Committees in Bloomingdale by determining how the B-2 amounts will be divided.

SCHEDULE C

PROFESSIONAL GRIEVANCE REPORT
Bloomingdale Public School District #16
Allegan and VanBuren Counties, Michigan

School Building: _____ Grievance Number: _____

Date of
Alleged Violation: _____ Date of Grievance: _____

Subject to the provisions of the Master Contract between the Board and the Association, I hereby authorize the representative or representatives of the Association as my collective bargaining representative to process this request or claim arising therefrom in this or any other stage of the Professional Grievance Procedure, including arbitration, or to adjust or settle same.

STATEMENT OF GRIEVANCE: (Be specific)

REMEDY REQUESTED: (Be specific)

_____ _____

Signature of Grievant

Signature of other parties to grievance, if any (use reverse side for additional signatures.)

NOTE: Grievance must be forwarded to Level I within fifteen (15) days of alleged violation.

LEVEL I: Principal's Disposition:

DATE: _____ Signature of Principal: _____

Association's
Disposition: DATE: _____ Satisfactory _____ Unsatisfactory _____

LEVEL II: Superintendent's Disposition:

DATE: _____ Signature of Superintendent: _____

Disposition: DATE: _____ Satisfactory _____ Unsatisfactory _____

LEVEL III: School Board's Disposition:

DATE: _____ Signature of Board President: _____

Association's
Disposition: DATE: _____ Satisfactory _____ Unsatisfactory _____

NOTE: Use the reverse side or attach additional sheets if extra room is needed.

SCHEDULE D

UNIT PLANS

Unit: _____

Beginning Date: _____

Approximate Ending: _____

I. Core Curriculum Outcome(s) to be introduced and or developed.

II. Curriculum objectives necessary to reach outcomes.

III. Materials, lecture techniques, and strategies to be used for instruction.

IV. Description of assessments to measure outcomes.

BLOOMINGDALE PUBLIC SCHOOLS

CALENDAR 2009-2010

September 2	Professional Development Day
September 3	Professional Development Day
September 7	Labor Day – No School
September 8	First Day with Students (Full Day)
November 6	End of First Marking Period
November 12	½ Day for Students – a.m.; Parent/Teacher Conferences – p.m.
November 13	½ Day for Students and Teachers – a.m.
November 25	BHS Only – ½ Day for Students – a.m.; ½ Records Day – pm End of Trimester
November 26-27	Thanksgiving Recess - No School
December 21-January 1	Christmas Holiday Recess - No School
January 4	School Resumes
January 22	End of First Semester
January 22	½ Day for Students – a.m.; ½ Teachers Record Day – p.m.
March 5	½ Day Students / ½ Day Records – BHS – End of Trimester
March 26	End of Third Marking Period
March 31	Full Day of School – Parent/Teacher Conferences After School
April 1	Full Day of School – Parent/Teacher Conferences After School
April 2	Good Friday – No School
April 5-9	Spring Recess - No School
April 12	Professional Development Day
May 31	Memorial Day - No School
June 9	Last Day for Students (½ day – a.m.; Teacher Records Day – p.m.)

181 Teacher Days; 177 Student Days.

CALENDAR 2009-2010 (continued)

A. Snow Day Policy will revert back to past practice should the State not require the make-up of snow days.

B. Teachers will not be required to report on days schools are closed for students due to "snow days".

C. Teachers will be paid for the days the district is closed for snow days, but will not be paid for the days worked due to snow day make-up days.

D. To the extent required by law, "snow days" will be made up in the following order:

1. MID-WINTER BREAK MAY BE CANCELED AS LATE AS THE FRIDAY BEFORE THE BREAK IF THIS DAY IS NEEDED FOR A SNOW DAY MAKE-UP.

2. Good Friday – Half day for students and teachers the years that Good Friday does not fall during the week M-F of Spring Recess or is contiguous to Spring Break.

3. In addition to the above make-up days, the days will be made up during Monday – Friday starting the day after the last regular scheduled day for students.

E. Within two (2) weeks of the first day of school, teachers will be able to access their classroom for preparation and set-up.

20010-2011 CALENDAR WILL BE NEGOTIATED.

DURATION OF AGREEMENT

This Agreement shall be effective August 17, 2009, and shall continue in full force and effect without change, unless there is a mutual agreement between the Board and the Association to amend the Agreement, through August 17, 2011.

EDUCATION ASSOCIATION	BOARD OF EDUCATION
By _____	By _____
President Date	President Date
By _____	By _____
Chairman, Negotiation Team Date	Secretary Date
By _____	By _____
V.B.C.E.A. Rep. Date	Member Date

LETTER OF UNDERSTANDING

between the

BLOOMINGDALE BOARD OF EDUCATION

and the

VBCEA/BLOOMINGDALE EDUCATION ASSOCIATION/MEA-NEA

The below parties agree to the following concerning the Mentor Teacher Program:

1. The agreement is for the 2009-2010 and 2010-2011 school years.
2. The Principals shall assign the Mentor Teachers, in accordance with Public Act 335 of 1993, Section 1526, to Teachers in their first three (3) years of employment in classroom teaching.
3. The teacher (Mentee) shall be assigned one (1) or more Mentor(s). The Mentor may be a Bloomingdale Master teacher, college professor or a retired Master teacher from any District.
4. The Mentor Teacher assignment shall be subject to review by the Mentor Teacher, the Mentee and the building Principal after each semester. Either the Mentor Teacher, the Mentee or the building Principal may terminate the relationship at that time.
5. Participation as a Mentor Teacher shall be voluntary.
2. The Mentor Teacher shall not be involved in evaluating the Mentee nor shall this matter be included in the evaluation of the Mentor Teacher.
3. The building Principal will discuss the duties and time required with the prospective Mentor Teacher before the Teacher agrees to be a Mentor Teacher.
4. The Mentor Teacher will receive a stipend per the B-2 Schedule. The stipend shall be prorated if the Mentor Teacher does not complete the responsibilities for a given semester.

_____ _____

Bloomingdale Board of Education Representative Date

_____ _____

BEA Representative Date

_____ _____

VBCEA Representative Date

BLOOMINGDALE PUBLIC SCHOOLS
TEACHER EVALUATION PROCEDURES AND FORMS

Tenure Teachers

Tenure Teachers will be evaluated on a three (3) year cycle. However, Tenure Teachers may be evaluated more often. In such cases, the Teacher will be notified by September 15, of the year they are going to be evaluated except as described in Non-Evaluations years (pg. 69). A minimum of two Classroom Observations must be held and must be at least 60 calendar days apart. However, additional observations may be conducted using the procedure in (A) below. The time period, 60 calendar days, between the first and last observations may be changed by mutual agreement between Evaluator and Teacher. The intent is to complete the Evaluation process within one (1) school year.

DURING EVALUATION YEAR

A. First Observation Period – Should be completed by the end of the first semester.

1. Pre-Conference: The Evaluator will meet with the Teacher to review the evaluation forms, the evaluation process and to discuss Teacher generated goals. The Evaluator may distribute material related to the evaluation process. The Teacher will apprise the Evaluator of his/her personal objectives, methods, and materials planned for the Teacher learning situation during which the Teacher is to be observed.

2. First Classroom Observation: The observation will be conducted, to the extent possible, at a time mutually agreeable to the Evaluator and Teacher. Within three (3) working days after the observation, the Evaluator may conduct another observation in order to have a follow-up observation on the original lesson taught during the previous observation.

3. Post-Observation Conference: A Post-Observation Conference will be conducted within ten (10) working days after the observation unless it is mutually agreed to postpone the Conference. However, upon the request of the Teacher, an informal conference with the Evaluator will be held within three (3) working days after the observation, at which time the observation will only be discussed with no written documentation required. The Post-Observation Conference will consist of the following:

   a. The Teacher will be provided his/her Interim Evaluation Form, which will include a written Observation Summary using a narrative format and should contain the following:
      - general and specific observations,
      - a general assessment of the teacher's performance in the areas described in the Interim Evaluation Form, and
      - recommendations concerning suggested and/or requested changes in the teacher's performance.

b. The Evaluator and Teacher will discuss the completed Interim Form and Observation Summary. The results may be changed as deemed appropriate by the Evaluator.

c. The Teacher shall be given a copy of the Interim Evaluation Form and Observation Summary and shall sign the Interim Form indicating he/she has received it. The Teacher may respond in writing to the Interim Evaluation Form within five (5) working days after receiving the Form.

B. Additional Observations may be conducted using the procedure described in "A" above.

C. Last Observation Period – Must be conducted with the last observation conducted at least 60 calendar days after the first observation unless mutually agreed otherwise. This period must be completed by May 1.

1. Pre-Conference: The Evaluator will meet with the Teacher to review the Teacher generated goals. The Evaluator may distribute material related to the evaluation process. The Teacher will apprise the Evaluator of his/her personal objectives, methods and materials planned for the Teacher learning situation during which the Teacher is to be observed.

2. Last Classroom Observation: This observation will be either scheduled or unscheduled as determined by the Evaluator after discussing this with the Teacher. Within three (3) working days after the observation, the Evaluator may conduct another observation in order to have a follow-up observation on the original lesson taught during the previous observation.

3. Post-Observation Conference: A Post-Observation Conference will be conducted within ten (10) working days after the observation unless it is mutually agreed to postpone the Conference. However, upon the request of the Teacher, an informal conference with the Evaluator will be held within three (3) working days after the observation, at which time the observation will only be discussed with no written documentation required. The Post-Observation Conference will consist of the following:

a. The Teacher will be provided his/her Interim Evaluation Form which will include a written Observation Summary using a narrative format and should contain the following:
   - general and specific observations,
   - a general assessment of the teacher's performance in the areas described in the Interim Evaluation Form, and
   - recommendations concerning suggested and/or requested changes in the teacher's performance.

b. The Evaluator and Teacher will discuss the completed Interim Evaluation Form and Observation Summary. The results may be changed as deemed appropriate by the Evaluator.

c. The Teacher shall be given a copy of the Interim Evaluation Form and Observation Summary and shall sign the Form indicating he/she has received it. The Teacher may respond in writing to the Interim Evaluation Form within five (5) working days after receiving the Form.

d. The Interim Evaluation Form and the Final Evaluation Report may be discussed at this Conference or they will be discussed at a meeting conducted within ten (10) working days of the Post-Observation Conference unless it is mutually agreeable to postpone the meeting.

C. Final Step

1. The Evaluator will discuss with the Teacher the completed Interim Evaluation Form and the Final Evaluation Report within Ten (10) working days of the second observation conference and no later than May 15 of the evaluation year.

2. The Teacher will be considered to have performed satisfactorily unless he/she has failed to make the changes as requested by the Evaluator in the Interim Evaluation Form and Observation Summary.

3. If the Teacher is marked "Unsatisfactory" on the Final Evaluation Report, the Teacher will be placed on an Individual Growth Plan (I,G,P.) The I.G.P. will be used in place of an I.D.P as required by the Tenure Law.

4. The Teacher may respond in writing to the Interim Evaluation Form and the Final Evaluation Report within five (5) working days.

NON-EVALUATION YEARS:

The Evaluator may meet with the teacher during his/her non-evaluation year to discuss his/her individual goals for that school year. The teacher is not required to reduce his/her goals to writing. If the Evaluator believes the teacher "needs to improve", in one or more of the areas indicated on the Interim Evaluation Form, the Teacher and Evaluator will discuss the situation. If sufficient improvement is not made, the Teacher and Evaluator will initiate the Formal Evaluation Process.

The district may start the formal evaluation process at any time, provided there is reasonable cause to start the evaluation process. If the decision to start the evaluation process is being grieved, the Association and Board agree to utilize Expedited Arbitration. The district may start the evaluation process before an arbitration decision is awarded.

PROBATIONARY TEACHERS

Probationary teachers will be evaluated during each school year. Teachers who work a full school year will have a minimum of two (2) classroom observations of at least 25 minutes, which must be at least 60 calendar days between the first and last observation, following the schedule below. However, additional observations may be conducted using the procedures in (A) below. Teachers who work less than a full school year will be evaluated using the schedule below to the extent feasible. Teachers who have not obtained tenure in another Michigan school district must serve four (4) probationary years. Teachers who have obtained tenure in another Michigan school district must serve two (2) years of probation unless the Board immediately places the teacher on tenure.

A. First Observation Period – Shall be conducted by Thanksgiving Break or within two (2) months after the Teacher's starting date each school year, if the Teacher started October 1 or later.

1. Pre-Conference #1: The Evaluator will meet with the Teacher to review the evaluation forms, the evaluation process and to discuss Teacher generated goals. The Evaluator may distribute material related to the evaluation process. They will also determine a time for the first classroom observation and begin to develop the Individualized Development Plan (I.D.P.). After the Pre-Conference #1, the Probationary Teacher should meet with their mentor to review the conference goals, clarify and discuss the evaluation process, and analyze quality expectations.

2. Pre-Conference #2: The Evaluator will meet with Teacher to review the I.D.P. prior to the observation. The Teacher will apprise the Evaluator of his/her personal objectives, methods, and materials planned for the Teacher learning situation during which the Teacher is to be observed. Any questions the Teacher has as the result of Pre-Conference meetings and meeting with the assigned mentor may be asked at this time.

3. First Classroom Observation: Shall be conducted by Thanksgiving Break or within two (2) months after the teacher's starting date each school year, if the Teacher started October 1 or later. Within three (3) working days after the observation, the Evaluator may conduct another observation in order to have a follow-up observation on the original lesson taught during the previous observation.

4. Post-Observation Conference: A Post-Observation Conference will be conducted within ten (10) working days after the observation unless it is mutually agreed to postpone the Conference. However, upon the request of the Teacher, an informal conference with the Evaluator will be held within three (3) working days after the observation, at which time the observation will only be discussed with no written documentation required. The Post-Observation Conference will consist of the following:

a. The Teacher will be provided an Interim Evaluation Form which will include a written Observation Summary using a narrative format and should contain the following:
    - general and specific observations,
    - a general assessment of the teacher's performance in the areas described in the Interim Evaluation Form, and
    - recommendations concerning suggested and/or requested changes in the teacher's performance.

b. The Evaluator and Teacher will discuss the completed Interim Evaluation Form and Observation Summary. The results may be changed as deemed appropriate by the Evaluator.

c. The Teacher shall be given a copy of the Interim Evaluation Form and Observation Summary and shall sign the Form indicating he/she has received a copy of it. The Teacher may respond in writing to the Interim Evaluation Form summary within ten (10) working days after receiving the Form.

d. Review and make needed changes in the I.D.P. All changes necessary in order for the teacher to be evaluated satisfactorily must be incorporated in the I.D.P. and should be implemented before Spring Recess, or no later than five (5) months after the Teacher's starting date each school year if the Teacher's starting date was October 1 or later.

B. Additional observations may be conducted using the procedure discussed in (A) above.

C. Last Observation – There must be at least 60 calendar days between the first and last observations.

1. Pre-Conference: The Evaluator will meet with the Teacher to review the evaluation forms, the evaluation process and to discuss Teacher generated goals. The Evaluator may distribute material related to the evaluation process. The second observation will either be scheduled or unscheduled as determined by the Evaluator after discussing this with the teacher. They will also review the I.D.P. The Teacher will apprise the Evaluator of his/her personal objectives, methods and materials planned for the Teacher learning situation during which the Teacher is to be observed.

2. Last Classroom Observation: The last observation must be conducted at least 60 calendar days after the first observation and no later than Spring Recess or five (5) months after the teacher's starting date each school year if the Teacher's start date was October 1 or later. The observation will be conducted, to the extent possible, at a time mutually agreeable to the Evaluator and Teacher.

3. Post-Observation Conference: A Post-Observation Conference will be conducted within ten (10) working days after the observation unless it is mutually agreed to postpone the Conference. However, upon the request of the Teacher, an informal conference with the Evaluator will be held within three (3) working days after the observation, at which time the

observation will only be discussed with no written documentation required. The Post-Observation Conference will consist of the following:

a. The Teacher will be provided his/her Interim Evaluation Form which will include a written Observation Summary using a narrative format and should contain the following:
   - general and specific observations,
   - a general assessment of the teacher's performance in the areas described in the Interim Evaluation Form, and
   - recommendations concerning suggested and/or requested changes in the teacher's performance.

b. The Evaluator and Teacher will discuss the completed Interim Evaluation Form and Observation Summary. The results may be changed as deemed appropriate by the Evaluator.

c. The Teacher shall be given a copy of the Interim Evaluation Form and Observation Summary and shall sign the Form indicating he/she has received a copy of it. The Teacher may respond in writing to the Professional Evaluation Form within ten (10) working days after receiving the Form.

d. The Teacher and Evaluator will review and make needed changes in the I.D.P. All changes necessary, in order for the teacher to be evaluated satisfactorily, must be incorporated in the I.D.P.

D. Final Step

1. The Evaluator will discuss with the Teacher the completed Interim Evaluation Form and complete the Final Evaluation Report within ten (10) days of the final Post-Observation Conference and no later than April 15.

2. If the Teacher is marked in the "Unsatisfactory" column on the most recent Final Evaluation Report Form for Probationary Teachers, the Teacher will be placed on an Individual Growth Plan (I.G.P) or recommended for release from the District at the end of the school year. The Evaluator may also make other recommendations as indicated on the Final Evaluation Report.

BLOOMINGDALE PUBLIC SCHOOLS

Interim Evaluation Form

CHECK ONE:

_____ First-year Probationary _____ Third-year Probationary _____ Tenure

_____ Second-year Probationary _____ Fourth-year Probationary

NAME OF SCHOOL:_____ **TEACHER:** _____

GRADE OR SUBJECT TAUGHT: _____ **DATE OF EMPLOYMENT:** _____

VISIT MADE BY: _____

CLASSROOM OBSERVATION: Date _____ Time _____

Whenever any area is marked "unsatisfactory" the Evaluator shall indicate in the Observation Summary specific ways in which the teacher may improve his/her performance in that area, the extent of improvement needed, and the time that shall be allotted for this improvement.

Performance Areas	**Satisfactory**	**Unsatisfactory**
Curriculum/Instructional		
Planning	o	o
Subject Content is Consistently Relevant to Curriculum	o	o
Provisions for Individual Differences	o	o
Adaptability	o	o
Effective Instructional Techniques	o	o
Learning Environment		
Classroom Management	o	o
Atmosphere of Classroom	o	o
Organization	o	o
Pupil/Parent-Teacher Relations		
Rapport with Students	o	o
Responsive to Parents	o	o
Professionalism		
Complies with Record-Keeping Requirements	o	o
Keeps Current in Curriculum & Instructional Practices	o	o
Observes District & Building Procedures	o	o
Collaborates with Colleagues	o	o
Demonstrates Sound Professional Judgement	o	o

Performance Areas	**Satisfactory**	**Unsatisfactory**
Individual Development Plan (probationary teachers only)		
Progressing Toward Achieving I.D.P.	o	o
Individual Growth Plan (if applicable)		
Progressing Toward Achieving I.G.P.	o	o

_____ _____

Evaluator Date

_____ _____

Teacher Date

(Signature indicates you have received a copy. Teacher may respond within five (5) working days)

White Copy – Teacher Pink Copy – Superintendent Yellow Copy – Evaluator

BLOOMINGDALE PUBLIC SCHOOLS

Probationary Teacher Final Evaluation Report

TEACHER: _____ DATE OF CONFERENCE: _____

SCHOOL: _____ GRADE & SUBJECT: _____

DEGREES HELD: _____

OBSERVATIONS	DATE	TIME	ADDITIONAL OBSERVATIONS	DATE	TIME
First					
Last					

I. **PROFESSIONAL HISTORY:**

A. Certification: _____ Provisional _____ Permanent _____ Continuing Certification

B. Experience: _____ Years District Experience _____ Years Total Experience

II. **PRESENT STATUS:** _____ First Year Probationary _____ Third Year Probationary
_____ Second Year Probationary _____ Fourth Year Probationary

III. **TEACHER PERFORMANCE RATING:** ____ Satisfactory ____ Unsatisfactory
(Requires I.G.P.)

IV. **RECOMMEND FOR CONTINUED EMPLOYMENT:** _____ Yes _____ No

V. **ADDITIONAL RECOMMENDATIONS:**

I have discussed this report with the Teacher. In addition to the above statements, I wish to make the following comments:

_____ _____
Evaluator Date

_____ _____
Teacher Date

(Signature indicates you have received a copy. Teacher may respond in writing within five (5) workdays)

White Copy – Teacher Pink Copy – Superintendent Yellow Copy – Evaluator

BLOOMINGDALE PUBLIC SCHOOLS

Tenure Teacher Final Evaluation Report

TEACHER: _____ DATE OF CONFERENCE: _____

SCHOOL: _____ GRADE & SUBJECT: _____

DEGREES HELD: _____

OBSERVATIONS DATE TIME ADDITIONAL OBSERVATIONS DATE TIME

First _____ _____

_____ _____

I. **PROFESSIONAL HISTORY:**

A. Certification: _____ Provisional _____ Permanent _____ Continuing Certification

B. Experience: _____ Years District Experience _____ Years Total Experience

II. **PRESENT STATUS:** _____ Tenure

III. **TEACHER PERFORMANCE RATING:** _____ Satisfactory _____ Unsatisfactory (Requires I.G.P.)

IV. **RECOMMEND FOR CONTINUED EMPLOYMENT:** _____ Yes _____ No

V. **ADDITIONAL RECOMMENDATIONS:**

I have discussed this report with the Teacher. In addition to the above statements, I wish to make the following comments:

_____ _____

Evaluator Date

_____ _____

Teacher Date

(Signature indicates you have received a copy. Teacher may respond in writing within five (5) workdays)

White Copy – Teacher Pink Copy – Superintendent Yellow Copy – Evaluator

BLOOMINGDALE PUBLIC SCHOOLS
INDIVIDUAL DEVELOPMENT PLAN (IDP)

NAME: _____ **SCHOOL:** _____

EVALUATOR: _____ **ASSIGNMENT:** _____

I. CURRICULUM/INSTRUCTIONAL STRATEGY GOAL:

_____
_____
_____
_____

Strategies: _____
_____
_____
_____

Administrative Support and Resources:_____
_____
_____
_____

II. LEARNING ENVIRONMENT GOAL:

_____
_____
_____
_____

Strategies: _____
_____
_____
_____

Administrative Support and Resources: _____
_____
_____
_____

III. PUPIL/PARENT COMMUNICATION AND INVOLVEMENT GOAL:

_____
_____
_____

Strategies: _____
_____
_____
_____

Administrative Support and Resources: _____
_____
_____
_____

IV. PROFESSIONAL DEVELOPMENT GOAL:

_____
_____
_____
_____

Strategies: _____
_____
_____
_____

Administrative Support and Resources: _____
_____
_____
_____

I.D.P. ASSESSMENT:

Prior to the completion of the Final Evaluation Report, the Evaluator and the Teacher will meet to discuss and assess the degree to which the Teacher has accomplished his/her goals using the I.D.P. Assessment Form.

This I.D.P. Plan has been developed and/or modified by the Evaluator in consultation with the Teacher.

_____ _____
Evaluator Date

I have been consulted regarding the development and/or modification of this plan and I acknowledge receipt of this plan.

_____ _____
Teacher Date

The Teacher may attach a response to the I.D.P. within five (5) working days after the completion of the I.D.P. A copy of the I.D.P.'s will be attached to the Final Progress Report.

BLOOMINGDALE PUBLIC SCHOOLS

INDIVIDUALIZED DEVELOPMENT PLAN ASSESSMENT FORM

NAME: _____ SCHOOL: _____

EVALUATOR: _____ ASSIGNMENT: _____

ASSESSMENT OF GOALS

I. CURRICULUM/INSTRUCTIONAL STRATEGY GOAL:_____

_____

_____

_____

II. LEARNING ENVIRONMENT GOAL:_____

_____

_____

_____

III. PUPIL/PARENT COMMUNICATION AND INVOLVEMENT GOAL:

_____

_____

_____

_____

IV. PROFESSIONAL DEVELOPMENT GOAL:

_____

_____

_____

_____

_____ _____

Evaluator Date

I have been consulted regarding the completion of this Assessment and I acknowledge receipt of this Assessment Form.

_____ _____

Teacher Date

The Teacher may attach a response to the I.D.P. Assessment Form within five (5) working days after the completion of the Form. A copy of the I.D.P. Assessment Form will be attached to the Final Professional Progress Report.

BLOOMINGDALE PUBLIC SCHOOLS

Individual Growth Plan, I.G.P.

NAME: _____ SCHOOL: _____

EVALUATOR: _____ ASSIGNMENT: _____

I. STATEMENT OF AREA(S) NEEDING IMPROVEMENT:

_____

_____

_____

_____

II. PLAN TO BE FOLLOWED: In order to improve in these areas, the following recommendations are made to you with sufficient time allotted to achieve the recommendations.

_____

_____

_____

_____

III. ASSISTANCE TO BE OFFERED:

_____

_____

_____

_____

IV. MONITORING SYSTEM:

_____

_____

_____

_____

_____ _____

Evaluator Date

I have been consulted regarding the development of this plan and I acknowledge receipt of this plan.

_____ _____

Teacher Date

The Teacher may attach a response to the I.G.P. within five (5) working days after the completion of the I.G.P.

A copy of the I.G.P. will be attached to the Final Professional Progress Report.

BLOOMINGDALE PUBLIC SCHOOLS

INDIVIDUALIZED GROWTH PLAN ASSESSMENT FORM

NAME: _____ SCHOOL: _____

EVALUATOR: _____ ASSIGNMENT: _____

I. Indicate the Teacher's progress in achieving the "Area Needing Improvement" as indicated on the I.G.P.

II. Current Status

o Satisfactory

o Progressing Satisfactorily toward achieving area(s) needing improvement

o Unsatisfactory

(The Teacher will be considered to be a satisfactory Teacher if he/she successfully completes the I.G.P.)

_____ _____

Evaluator Date

_____ _____

Teacher Date

Signature indicates you have received a copy. The Teacher may attach a response to the I.G.P. Assessment Form within five (5) workdays after the completion of the Assessment Form. A copy of the I.G.P. Assessment Form will be attached to the I.G.P.

White Copy – Teacher Pink Copy – Superintendent Yellow Copy – Evaluator

BLOOMINGDALE PUBLIC SCHOOLS
INTERIM EVALUATION FORM
OBSERVATION SUMMARY

The Observation Summary should be in a narrative format and should contain the following:

- general and specific observations,
- a general assessment of the teacher's performance in the areas described in the Interim Evaluation form,
- recommendations concerning suggested and/or requested changes in the teachers performance, and
- assessment of the teacher's progress towards achieving his/her IDP or IGP.

_____ _____
Teacher Date and Time of Observation

_____ _____ _____ _____
Teacher's Initials Date Evaluator's Initials Date

White Copy - Teacher Pink Copy - Superintendent Yellow Copy - Evaluator

A G R E E M E N T

BETWEEN

BOARD OF EDUCATION OF BLOOMINGDALE PUBLIC SCHOOL DISTRICT #16

AND THE

VAN BUREN COUNTY EDUCATION ASSOCIATION/ BLOOMINGDALE EDUCATION ASSOCIATION, MEA-NEA

2009-2010
2010-2011

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BLOOMINGDALE PUBLIC SCHOOLS

Appendix C – CNA & SIP

Bloomingdale High School

School Data Profile

October 2010

School Data Profile

School Code: 00357
School: Bloomingdale High School
Principal: Rick Reo
Person/Group completing CNA:
Date:

School and Student Demographic Data/Information Enrollment:

1. What grade levels are taught in this school? 9-12

2. What is the current school enrollment? 389

3. What has been the enrollment trend for the past five (5) years?

_____Increasing ___X___ Stable _____ Decreasing

Year	2005-06		2006-07		2007-08		2008-09		2009-10	
Grade	**#**	**%**	**#**	**%**	**#**	**%**	**#**	**%**	**#**	**%**
9	90	29.6	120	30.6	109	27.4	111	28.7	101	25.4
10	79	26.0	106	27.0	103	25.9	98	25.3	114	28.7
11	63	20.7	99	25.2	93	23.4	99	25.6	98	24.7
12	72	23.7	67	17.1	92	23.2	79	20.4	84	21.2
Totals	304		392		397		387		397	

4. When looking at sub-groups, has the percentage of students from any group changed by more than 5% over the past five years? **Yes.**

If yes, for which sub-group(s)? _Our percentage of economically disadvantaged students has increase by 8-9% over the past 5 years, our Hispanic/Latino population has increased approximately 9%, and our percentage of White students has dropped by more than 10%._____

Group	Total School Enrollment									
	2005-06		2006-07		2007-08		2008-09		2009-10	
	#	%	#	%	#	%	#	%	#	%
Economically Disadvantaged	**209**	**56.9**	**191**	**55.5**	**201**	**55.1**	**231**	**64.7**	**229**	**64.0**
Race/Ethnicity										
American Indian/Alaska Native	**2**	**0.5**	**1**	**0.3**	**1**	**0.3**	**1**	**0.3**	**1**	**0.3**
Black/African American	**18**	**4.9**	**16**	**4.7**	**22**	**6.0**	**25**	**7.0**	**27**	**7.6**
Asian American	**1**	**0.3**	**1**	**0.3**	**2**	**0.5**	**1**	**0.3**	**0**	**0**
Hispanic/Latino	**36**	**9.8**	**39**	**11.3**	**50**	**13.7**	**69**	**19.3**	**67**	**18.8**
White	**309**	**84.2**	**286**	**83.1**	**289**	**79.2**	**260**	**72.8**	**262**	**73.4**
Native Hawaiian/Pacific Islander	**1**	**0.3**	**1**	**0.3**	**1**	**0.3**	**1**	**0.3**	**0**	**0**
Students with Disabilities	**51**	**14.2**	**46**	**13.4**	**41**	**11.2**	**40**	**11.2**	**49**	**13.7**
Limited English Proficient (LEP)	**7**	**1.9**	**48**	**14.0**	**50**	**13.7**	**67**	**18.8**	**60**	**16.8**
Homeless	**0**	**0**	**0**	**0**	**0**	**0**	**2**	**0.6**	**0**	**0**
Migrant	**12**	**3.3**	**12**	**3.5**	**15**	**4.1**	**10**	**2.8**	**5**	**1.4**
Gender										

Male	**196**	**53.6**	**182**	**54.3**	**180**	**50.6**	**186**	**52.1**	**186**	**52.0**
Female	**170**	**46.4**	**153**	**45.7**	**176**	**49.4**	**171**	**47.9**	**172**	**48.0**

Summary of enrollment data/information:

1. After reviewing the information on enrollment, what patterns or trends in enrollment can be identified? Our percentage of economically disadvantaged students has increase by 8-9% over the past 5 years, our Hispanic/Latino population has increased approximately 9%, and our percentage of White students has dropped by more than 10%._

After reviewing the changes in the school enrollment trends, what implications do the data present for the school in the following areas: staffing, fiscal resource allocations, facility planning, parent involvement, professional development, advertisement, recruitment, etc.? Educating our economically disadvantaged youth and Hispanic/Latino students is becoming an even larger issue for us as these populations continue to grow. We need to increase the professional development for staff geared towards finding effective means for educating students from these backgrounds. Additional resources need to be allocated to meet these needs, and staffing adjustments will likely be necessary as changes evolve.

Staff:

Using the charts provided, answer the following questions:

1. What is the average number of years teachers in this school have been teaching? **15 Years**

2. What is the average number of years current teachers have been assigned to this school? **12.9 Years**

Questions	# Teachers	0-3 years	4-8 years	9-15 years	>15 years
1. Indicate how long teachers have been teaching.	**20**	**5**	**4**	**5**	**6**
2. Indicate the number of years, each of the teachers has been assigned to this school.	**20**	**5**	**5**	**5**	**5**

3. For the teachers in this school, during the past school year how many teachers have been absent?
(Absences that result in a sub-teacher being assigned to the classroom)

0-3 days	4-5 days	5-10 days	10 or more days
0	**5**	**6**	**7**

4. Indicate the number of teachers by grade level who meet the federal Highly Qualified and state Teacher Certification requirements for grade/subject area assignments.

Grade/Subject Area	Total Number of teachers in grade/subject	% who meet Criteria	% who do not meet criteria
English	**3**	**100**	**0**
Speech	**1**	**100**	**0**

Social Studies	**2**	**100**	**0**
History	**2**	**100**	**0**
Biology	**1**	**100**	**0**
Chemistry	**1**	**100**	**0**
Physics	**1**	**100**	**0**
Physical Science	**2**	**100**	**0**
Mathematics	**3**	**100**	**0**
Spanish	**1**	**100**	**0**
Music Education	**1**	**100**	**0**
Family & Consumer Science	**1**	**100**	**0**
Art Education	**2**	**100**	**0**
Health	**1**	**100**	**0**
Physical Education	**1**	**100**	**0**
Special Education	**3**	**100**	**0**

5. How long has the administrator(s) been assigned to this school?
   Principal: __**4 years**____
   Assistant Principal(s): ____**n/a**___
   Dean of Students: __**7 years**____

1. Describe/list the types of family/community participation/engagement that are in place to support student achievement that are:

- Designed to encourage two way communication:
  - **Regular email communications between parents and teachers. All staff members' email addresses are accessible through the school website.**
  - **"Daily Sheets" on which students write their assignments, teachers comment on daily progress, and students bring home to parents each day (intervention strategy)**
  - **Use of student planners(all students receive one) in which students write assignments and teachers initial to verify correct assignments (intervention strategy)**
  - **Regular phone calls home to parents as needed**
  - **Parent-teacher conferences, two time per year**
- Designed as one way communication only
  - **Progress reports sent home two times during each trimester**
  - **Report cards sent home three times per year**
  - **"Honeywell System" – Telephone communication system in which messages originating from the school are sent out to families and community members**
  - **Notes home to parents from individual teachers as needed**
  - **School announcements posted to school website**
- Designed to actively involve parents/community in the decision making at the building
  - **Parents and community members are represented on the school improvement team**
  - **An academic boosters committee is in place consisting of parents and school administrators. The mission of this committee is to promote high academic achievement among students**
- Designed to actively involve parents/community in student learning

- **Annual week-long "Spring Arts Fair" is held to showcase students' work in the arts.**
- **Parent and community volunteers regularly assist with our drama and music programs**

2. Does the school have a current parent/teacher compact for each student? **Yes.** (Required for Federal Funds).

3. Using the following chart, how has parent/guardian attendance at parent-teacher conferences changed over the last five years?

	Parent Conference Attendance									
	Fall 2007		Fall 2008		Spring 2009		Fall 2009		Spring 2010	
	#	%	#	%	#	%	#	%	#	%
Economically disadvantaged	40	19.9	68	29.4	70	30.3	53	23.1	30	13.1
Race/Ethnicity										
Black/African American	10	45.5	12	48.0	10	40.0	9	33.3	5	18.5
Hispanic/Latino	13	26.0	16	23.1	17	24.6	24	35.8	11	16.4
White	96	33.2	118	45.3	106	40.8	106	40.4	82	31.3
Students with Disabilities	8	19.5	15	37.5	17	42.5	15	30.6	11	22.4
Limited English Proficient (LEP)	12	24.0	14	20.1	7	10.4	19	31.7	11	18.3
Migrant	2	13.3	1	10.0	1	10.0	2	40.0	0	0
Gender										
Male	67	37.2	79	42.4	73	39.2	76	40.9	49	26.3
Female	57	32.3	71	41.5	64	37.4	71	41.3	56	32.3

Summary of School Demographic data and Information

1. Based on the staff discussions about the data contained in the sample charts, are there any areas of concern noted? **Yes.**
2. If yes, what are the areas of concerns? **We have a smaller percentage of students' parents attending conferences from economically disadvantaged, limited English proficient, and special education backgrounds. In addition, we feel that overall attendance at conferences is poor, as we typically only have 30-40% of parents represented.**
3. After discussion about these areas of concern, what possible causes for the problems were identified? **Although we have one adult translator available at parent-teacher conferences, LEP parents are likely uncomfortable attending conferences due to their limited English speaking abilities. In addition, not all communications that go home informing parents of conferences are translated into Spanish. The location of the school building in the district is also an issue. Parents from Lee Township, the most economically depressed area of our district, have the farthest to drive to parent teacher conferences. This is a 20-30 minute drive for many.**

Use the following chart to list your responses.

Summary of School Enrollment, Staffing and Parent/Community: concerns factors, and actions

Area(s) of Concern Noted	Factors identified that contribute to concern	Possible action(s)
Higher numbers of ED, Hispanic students enrolling	**Economy – availability of low income housing in district. Higher percentages of these students achieve at lower academic levels.**	**Increase PD for staff, decrease class sizes, lengthen class periods, more 1-on-1 time with these students**
Over 1/3 of teachers in building missed 10 or more days of school last year	**Teachers attending conferences/workshops on school days, illness, family illness.**	**Offering embedded & local professional development as opposed to off-site PD for teachers.**
Low #'s of economically disadvantaged parents attending conferences.	**Lack of transportation of more costly transportation due to length of drive to school.**	**Hold at least one night of P/T conferences at our elementary school in Lee Township (Pullman Elementary).**
Low #'s of LEP parents attending P/T conferences.	**Low comfort levels of LEP parents in attending P/T conferences**	**Increase numbers of translators available at P/T conferences. Increase communications to home that are translated into Spanish.**

What additional data sources (other than MEAP/MME) were used to inform decision making about student achievement? Examples include: teacher made tests, other forms of norm/criterion referenced tests, end of course exams, MI-Access, ELPA (English Language Proficiency Assessment), curriculum based measures, etc. Teacher made tests, other forms of norm/criterion referenced tests, end of course exams, etc.

Name and Type of Measurement Instrument	Grade level Assessed	Subject Area Assessed
1 ACT EXPLORE (norm & criterion referenced)	**9**	**Math, Science, English, Reading**
2 ACT PLAN (norm & criterion referenced)	**10**	**Math, Science, English, Reading**
3 MI-Access (criterion referenced)	**11**	**ELA, Math, Science**
4 ELPA (criterion referenced)	**9-12**	**English language skills (Listening, reading, writing)**

Continuity of Instructional Program

Students who have been in school for their entire instructional program

Students	Grade levels in the School	# of Students	% of students proficient ELA	% of students proficient Math	% of students proficient Social Studies	% of students proficient Science
Students who have been in school for all grades taught						
Students who have not been in school for all grades taught						

Using the information gathered about the school's instructional program, discuss the following:

1. What data/information (other than MEAP/MME/CLCE/HSCE) does the school use to measure student achievement at each grade level?
   ACT EXPLORE results, ACT PLAN results, Advanced Placement Exams

2. What are the criteria for student success at each grade level?
   Students achieve benchmark score on the EXPLORE test (9th grade) and the PLAN Test (10th grade) in each of the content areas.

3. How has student achievement changed over the last 3 years? **(unavailable at this time)**

4. What examples of outcome indicators have been developed for analysis of writing, reading, science, math, and social studies? **From 2009-10 School Improvement Plan: 36% of 9th graders achieve benchmark in math on the EXPLORE test, 51% of 10th graders achieve benchmark in math on the PLAN test, 54% of 9th graders achieve benchmark in reading on the EXPLORE test, and 61% of 10th graders achieve benchmark in reading on the PLAN test.**
5. What examples of demographic indicators have been developed for analysis of writing, reading, science, math, and social studies? **Economically disadvantaged students score at same proficiency levels as all students.**

6. What process indicators have been developed for analysis of writing, reading, science, math, and social studies? **In the area of social studies, all students will write one research paper at each grade level (9th, 10th, & 11th).**

7. Which grade level(s) is not meeting the criteria for grade level proficiency and would be identified as a challenge area by the staff? **9th graders**

8. For any grade level identified as a challenge, after reviewing the data and information, what has the staff determined to be a leading cause for any challenge identified. **9th graders often come in to high school having failed several core courses at the middle school level. Students are accustomed to being passed on to the next grade level without meeting grade level academic standards. Interventions are not in place to address these failures. While we need students to take a serious approach to their studies, many students do not because of past habits.**

9. For any grade level identified as a challenge area, what impact, if any, could teacher absences that resulted in significant interruption in instruction be a factor. (Be sure to track teacher absences back to prior grades). **Teacher absences resulting in significant interruption to instruction could be a factor in limiting the achievement of both 9th graders and 10th graders.**

Use the following chart to organize any challenge and causal factors identified.

Grade Level	Challenge Identified	Factors Identified
9th	**Some students being accustomed to not having to achieve passing grades in their classes**	**Lack of intervention strategies for supporting struggling students in combination with the lack of a retention policy**

Archival Data (duplicate charts for multiple years of data)

Mobility Data
Year: 2007-08

Mobility			
Grade	**# of Students**	**Number Entering**	**Number Leaving**
9	**109**	**6**	**8**
10	**103**	**10**	**10**
11	**93**	**5**	**15**
12	**92**	**6**	**6**

Year: 2008-09

Mobility			
Grade	**# of Students**	**Number Entering**	**Number Leaving**
9	**111**	**4**	**12**
10	**98**	**10**	**11**
11	**99**	**9**	**11**
12	**79**	**11**	**12**

Year: 2009-10

Mobility			
Grade	**# of Students**	**Number Entering**	**Number Leaving**
9	**101**	**8**	**18**
10	**114**	**10**	**18**
11	**98**	**8**	**21**
12	**84**	**6**	**20**

Discipline Data
Year: 2007-2008

Grade	# of Students	# of Absences		# of Suspension		# of Expulsions		Unduplicated Counts	
		≥10	<10	In*	Out*	In*	Out*	In*	Out*
9	99	47	52	0	34	0	0	0	22
10	89	46	43	0	19	0	0	0	15
11	87	47	40	0	37	0	0	0	20
12	78	54	24	0	13	0	1	0	10

*in school / out of school

Year: 2008-2009

Grade	# of Students	# of Absences		# of Suspension		# of Expulsions		Unduplicated Counts	
		≥10	<10	In*	Out*	In*	Out*	In*	Out*
9	103	36	67	0	37	0	2	0	26
10	91	46	45	0	35	0	0	0	22
11	88	47	41	0	24	0	2	0	16
12	75	45	30	0	22	0	0	0	11

*in school / out of school

Year: 2009-2010

Grade	# of Students	# of Absences		# of Suspension		# of Expulsions		Unduplicated Counts	
		≥10	<10	In*	Out*	In*	Out*	In*	Out*
9	94	46	48	0	31	0	0	0	16
10	105	45	60	0	16	0	0	0	12
11	89	54	35	0	21	0	1	0	12
12	69	41	28	0	3	0	1	0	4

*in school / out of school

Enrollment and Graduation Data

Year: 2007-2008

Grade	# of Students	# Students in course/grade acceleration	Early HS graduation	# of Retentions	# of Dropout	# promoted to next grade
9	99	0	0	15		84
10	89	1	0	15	0	74
11	87	2	0	10	0	77
12	78	0	0	2	3	n/a

Year: 2008-2009

Grade	# of Students	# Students in course/grade acceleration	Early HS graduation	# of Retentions	# of Dropout	# promoted to next grade
9	103	0	0	12		91

10	91	0	0	18	1	73
11	88	3	0	17	3	71
12	75	0	0	3	0	n/a

Year: 2009-2010

Grade	# of Students	# Students in course/grade acceleration	Early HS graduation	# of Retentions	# of Dropout	# promoted to next grade
9	89	0	0	8		81
10	105	2	0	16	3	89
11	89	0	0	17	5	72
12	69	2	0	2	5	n/a

Number of Students enrolled in Extended Learning Opportunities And Information about Educational Development Plans (EDP)

Year: 2007-08

Grade	Number of Students in Building by grade	# Enrolled in Advanced Placement Classes	# Enrolled in International Baccalaureate Courses	# of Students in Dual Enrollment	# of Students in CTE/Vocational Classes	Number of Students who have approved/reviewed EDP on file*
9	99	0	0	0	0	(not available)
10	89	18	0	0	0	(not available)
11	87	9	0	0	41	(not available)
12	78	15	0	10	29	(not available)

Year: 2008-09

Grade	Number of Students in Building by grade	# Enrolled in Advanced Placement Classes	# Enrolled in International Baccalaureate Courses	# of Students in Dual Enrollment	# of Students in CTE/Vocational Classes	Number of Students who have approved/reviewed EDP on file*
9	103	0	0	0	0	(not available)
10	91	18	0	0	0	(not available)
11	88	12	0	1	33	(not available)

12	75	16	0	6	30	(not available)

Year: 2009-10

Grade	Number of Students in Building by grade	# Enrolled in Advanced Placement Classes	# Enrolled in International Baccalaureate Courses	# of Students in Dual Enrollment	# of Students in CTE/Vocational Classes	Number of Students who have approved/reviewed EDP on file*
9	89	0	0	0	0	(not available)
10	105	39	0	0	0	(not available)
11	89	23	0	1	35	(not available)
12	69	10	0	3	34	(not available)

*** EDP must be developed for all 8th graders, and reviewed annually in grades 9-12 to ensure that course selections align with the plans.**

Sub Group Analysis

Year: 2007-08

Group	# Students	# of Absences		# of Suspension		# of Expulsions	Unduplicated Counts	
		>10	<10	In*	Out*		In*	Out*
Econom. Disadvan.	201	112(56%)	89	0	66	1	0	45(22%)
Race/Ethnicity								
Black/African Amer.	22	14(64%)	8	0	11	1	0	10(45%)
Hispanic/Latino	50	26(46%)	24	0	17	0	0	9(18%)
White	289	140(48%)	149	0	72	0	0	47(16%)
Students w/Disabilities	41	17(41%)	24	0	18	0	0	11(27%)
LEP	50	28(56%)	22	0	17	0	0	9(18%)
Homeless	0	0	0	0	0	0	0	0
Migrant	15	8(53%)	7	0	10	0	0	2(13%)
Gender								
Male	180	83(46%)	97	0	66	0	0	39(22%)
Female	176	99(56%)	77	0	37	1	0	28(16%)
Totals	356	182(51%)	174	0	103	1	0	67(19%)

Year: 2008-09

Group	# Students	# of Absences		# of Suspension		# of Expulsions	Unduplicated Counts	
		>10	<10	In*	Out*		In	Out*
Econom. Disadvan.	231	104(45%)	127	0	81	4	0	52(23%)
Race/Ethnicity								
Black/African Amer.	25	10(40%)	15	0	9	1	0	6(24%)
Hispanic/Latino	69	19(28%)	50	0	16	0	0	11(16%)
White	260	122(47%)	138	0	93	3	0	58(22%)
Students w/Disabilities	40	22(55%)	18	0	16	1	0	10(25%)
LEP	67	16(24%)	51	0	10	0	0	7(10%)
Homeless	2	1(50%)	1	0	4	0	0	2(100%)
Migrant	10	2(20%)	8	0	3	0	0	2(20%)
Gender								
Male	186	73(39%)	113	0	74	3	0	46(25%)
Female	171	78(46%)	93	0	44	1	0	29(17%)
Totals	357	151 (42%)	206	0	118	4	0	75(21%)

Year: 2009-10

Group	# Students	# of Absences		# of Suspension		# of Expulsions	Unduplicated Counts	
		>10	<10	In*	Out*		In*	Out*
Econom. Disadvan.	229	114(50%)	115	0	58	1	0	37(16%)
Race/Ethnicity								
Black/African Amer.	27	12(44%)	15	0	8	1	0	7(26%)
Hispanic/Latino	67	26(39%)	41	0	18	0	0	9(13%)
White	262	120(46%)	142	0	45	1	0	27(10%)
Students w/Disabilities	49	23(47%)	26	0	31	0	0	17(35%)
LEP	60	22(37%)	38	0	12	0	0	7(12%)
Homeless	0	0	0	0	0	0	0	0
Migrant	5	3(60%)	2	0	1	0	0	1(20%)
Gender								
Male	186	72(39%)	114	0	46	2	0	27(15%)
Female	172	86(50%)	86	0	25	0	0	16(9%)
Totals	358	158(44%)	200	0	71	2	0	43(12%)

Year: 2007-08

Group	# of Students	# of Retentions	# of Dropout	# promoted to next grade	Mobility	
					Entering	Leaving
Econom. Disadvan.	201	24(12%)	3	177	12	34

Race/Ethnicity						
Black/African Amer.	22	4(18%)	0	18	0	1
Hispanic/Latino	50	8(16%)	0	42	8	10
White	289	37(13%)	4	252	22	30
Students w/Disabilities	41	4(10%)	1	37		
LEP	50	7(14%)	0	43		
Homeless	0	0	0	0	0	0
Migrant	15	3(20%)	0	12		
Gender						
Male	180	23(13%)	4	157	20	10
Female	176	16(9%)	0	160	10	20
Totals	356	39(11%)	4	317	30	30

Year: 2008-09

Group	**# of Students**	**# of Retentions**	**# of Dropout**	**# promoted to next grade**	**Mobility**	
					Entering	**Leaving**
Econom. Disadvan.	231	37(16%)	2	194	34	6
Race/Ethnicity						
Black/African Amer.	25	9(36%)	0	16	2	3
Hispanic/Latino	69	8(9%)	1	61	7	10
White	260	32(12%)	3	228	25	34
Students w/Disabilities	40	10(25%)	1	30		
LEP	67	7(10%)	1	60		
Homeless	2	0(0%)	0	0	0	0
Migrant	10	4(40%)	0	6		
Gender						
Male	186	31(17%)	3	155	17	31
Female	171	18(11%)	1	153	17	16
Totals	356	49(14%)	4	307	34	47

Year: 2009-10

Group	**# of Students**	**# of Retentions**	**# of Dropout**	**# promoted to next grade**	**Mobility**	
					Entering	**Leaving**
Econom. Disadvan.	229	28(12%)	7	201	25	55
Race/Ethnicity						
Black/African Amer.	27	6(22%)	2	21	3	1
Hispanic/Latino	67	10(15%)	4	57	8	23
White	262	26(10%)	12	236	22	53

Students w/Disabilities	49	8(16%)	4	41		
LEP	60	5(8%)	3	55		
Homeless	0	0	0	0	0	0
Migrant	5	1(20%)	0	4		
Gender						
Male	186	22(12%)	8	164	11	38
Female	172	20(12%)	10	152	21	39
Totals	358	42(12%)	18	316	32	77

Using data about the school's mobility, attendance patterns, suspension, expulsion, retention rates, dropout rates, graduation rates, and extended learning opportunities:

1. What are the student mobility rates for the school and for each identified sub-group? **For the past three years -**

School: 8-9% Entering and 8-19% Leaving

Economically Disadvantaged: 5-17% Entering and 3-15% Leaving
Black/African American: 0-12% Entering and 4-12% Leaving
Hispanic: 10-15% Entering and 14-28% Leaving
White: 7-9% Entering and 10-20% Leaving

2. Has the mobility rate changed over time? **While the rate of students entering BHS has been fairly steady (8-9%) over the past three years, the rate of students leaving has been increasing significantly (8%, 13%, and 19% respectively).**

3. What percentage of students has been in the school since the first day of school? **92% in 2007-08, 90% in 2008-09, and 91% in 2009-10.**

4. What are the differences in achievement between students who have been in the school since the first day of school and those students who moved in during the school year?

5. What is the average student attendance rate? (For whole school and by sub-group). **The average daily attendance rate for the 2009-10 school year was 96%.**

6. What % of students missed more than 11 days of school? Is there a high concentration in any of the school sub-groups? **For the past three years, the following percentages of students miss 11 or more days of school: 51% in 2007-08, 42% in 2008-09, and 44% in 2009-10. For all three years, our economically disadvantaged student subgroup had between 3% and 6% more students (than the general population) absent for 11 or more days. Similarly, 4-6% more of our female students have been absent over each of the past 3 years. For the previous two years, 3-13% more of our special education students were absent for 11 days or more.**

7. Are there grade level differences in attendance? **Ninth and tenth graders have better attendance than eleventh and twelfth graders. In general, 10-15% fewer underclassmen than upperclassmen miss more than 10 days of school.**

8. What is the trend of dropouts over the past 3-5 years (whole school and sub-group)? **The data show that we had significantly more dropouts this past year than we had either of the previous two years.**

9. Has the dropout rate decreased, increased or stayed the same? **The dropout rate has increased.**

10. What does the dropout pattern look like when disaggregated by sub-group? **Special education students represent nearly 25% of our dropouts over the past 3 years, but special education students only account for about 12% of our student population. In addition, this past year, we had 10 female students drop out of school, but in the previous two years, we only had a total of one female dropout.**

11. Is there a grade level that has a higher percentage of students dropping out? **Varies from year to year.**

12. What are the achievement levels of students who dropout of school? **A vast majority of our dropout students were failing most or all of their classes when they dropped out and they scored below proficient on state and local assessments.**

13. What are the attendance patterns of students who dropout of school? **More than 80% of our students that dropped out over the past three years had very poor attendance patterns prior to dropping out. Many of these students missed 10 or more days of school *per trimester*, which is the equivalent of missing 30 or more days of school per year.**

14. What are the discipline patterns of students who dropout of school? **Approximately 25% of the students dropping out over the past three years were suspended from school one or more times. Approximately 10% of the students dropping out might be considered to have been persistent behavior problems.**

15. What percentage of eligible students is participating in Extended Learning Opportunities? **Over the past three years, 17-27% of eligible students have taken one or more AP classes, 3-6% of eligible students have taken one or more dual enrollment courses, and 39-44% of eligible students have been enrolled in CTE courses.**

16. Are the percentages for participation in Extended Learning Opportunities increasing? **The percentage of students taking CTE courses has remained fairly stable, while participation in dual enrollment courses has decreased slightly. The number of students taking AP classes has grown by about 70% (from 42 students to 72 students) over the past three years.**

17. What is the school doing to inform students and parents of Extended Learning Opportunities? **Students are informed of Extended Learning Opportunities through individual meetings with the school counselor and class meetings with the principal and AP teachers. In addition, all students participate in**

visits to the Van Buren Technology Center to learn about CTE options as freshmen and as sophomores. Parents are informed of Extended Learning Opportunities when they attend orientation for freshmen students. Information flyers are also sent home to parents regarding CTE and dual enrollment courses when students express interest.

18. How may of the schools 8th graders have a parent approved Educational Development Plan on file? **All 8th graders in 2009-10 completed an EDP, but the plans were not parent-approved.**

19. What data do you have that documents that all of these EDP's are reviewed and updated annually to ensure academic course work aligns with the EDP? **Our procedures for signing students up for courses include an IDP review.**

20. Based on a review of these data about student mobility, attendance, behavior, dropout, graduation rates, and extended learning opportunities, did the staff identify any areas of challenge? **Student attendance is poor. We've had between 42% and 51% of our students miss more than 10 days of school over the past three years. In addition, we are retaining a large number of students, meaning that we have a large number of students that are not passing enough courses during the year in order to be promoted to the next grade level. We feel that both of these factors have a significant impact on student achievement.**

21. For the identified challenge(s), what has the staff/school determined to be the leading cause(s) for the challenge(s)? **Attendance – Many students and their families do not put a high priority on good attendance at school. Some students do not like school and therefore are unmotivated to attend. Consequences for poor attendance are often ineffective in motivating students to attend. We have no reward system for good attendance. Tracking and monitoring attendance, in addition to working with families to improve attendance, is a big job, and we don't have appropriate staffing levels to do it right.**

    Retention – We don't have enough intervention strategies in place to provide immediate assistance for students struggling in courses. Therefore, we have too many students failing. In addition, one of the primary reasons students are failing courses is that they neglect to complete assignments, which results in decreased learning and poor grades.

STAKEHOLDER INVOLVEMENT

All teachers and administrators had a part in analyzing the data for their content areas. On October 6-7, 2010, Mark Wahlstrom taught the faculty how to interpret the data in SmartData reports. Following that, Deborah Wahlstrom led the staff through identifying their evidences of needs in the data. The following data analyses resulted from teachers working through their data and participating in a an "audit", by content area, of their teaching for learning practices.

Bloomingdale High School

Reading

Comprehensive Needs Assessment and Aligned School Improvement Plan

September 2010

DATA PRESENTATION AND ANALYSIS

READING

We analyze our data by content area to ensure an in-depth look at each. Looking at data by content area also provides us a way to bring different sources of data together to improve the area of Reading.

We have analyzed the following data for the area of high school Reading:

Michigan Merit Exam/ACT/WorkKeys (MME) – Grade 11
Michigan PLAN – Grade 10
Michigan EXPLORE – Grade 9

In the first part of this analysis, we review the data for Reading from each of the sources above. In the analyses, we look at overall results, subgroup performance, and process data.

In the second part of the analysis, we present one chart that highlights the Evidences of Needs from each data source, as well as the corresponding Evidence of Success. These are the specific data pieces that will be included in our school improvement plan and will be monitored from one year to the next.

MICHIGAN MERIT EXAM

Each year, juniors take the Michigan Merit Exam. The data for this section, provided by Smart Data, shows results for students who have been in the school for a full academic year. The purpose of this is that when looking to make changes in the areas of curriculum, instruction, and assessment, you want to look at the data for students with whom you had the benefit of teaching during the entire school year. Students who come to the school during the year have missed the

educational opportunities for learning the curriculum that is to be tested, thereby giving misguided data.

What is the composition of this MME test?

All high-stakes tests have a blueprint. The blueprint summary shows the number and percentage of questions by strand on the MME Reading test. The blueprint is important to study because this is one of the ways that the Michigan Department of Education communicates topics that are more important than others within each Reading strand. This can inform our decision-making at the class, school, and district levels. The chart below shows the blueprint for the MME test for the 2009-2010 school year.

2010 MME POINTS AND PERCENTAGES PER STANDARD
READING

		ACT		WorkKeys		Michigan		Totals	
Standard	Standard Description	#	%	#	%	#	%	#	#
R2.1	Strategy Development	22	69%	6	32%	0	0%	28	55%
R2.2	Meaning Beyond Literal	4	13%	0	0%	0	0%	4	8%
R2.3	Independent Reading	0	0%	13	68%	0	0%	13	25%
L3.1	Close Literature Reading	6	19%	0	0%	0	0%	6	12%
L3.2	Reading and Response	0	0%	0	0%	0	0%	0	0%
L3.3	Text Analysis	0	0%	0	0%	0	0%	0	0%
L3.4	Mass Media	0	0%	0	0%	0	0%	0	0%
	TOTAL NUMBER OF OPERATIONAL ITEMS	32	100%	19	100%	0	0%	51	100%
	TOTAL PERCENT OF OPERATIONAL ITEMS	63%		37%		0		100%	

The Reading test comprises 32 questions with 63% from the ACT, 37% from the ACT-WorkKeys Reading and ACT-WorkKeys Locating Information and 0% from the Michigan Department of Education. Of the questions, the greatest percentage comes from Strategy Development and Independent Reading, for 80% of the test. Together, these two strands account for over two-thirds of the test.

What are the demographics of the students who took the MME?

A total of 88 eleventh-grade students took the MME in the spring of 2010 (2009-2010 school year). Of these, 9 (10%) were Black, 14 (16%) was Hispanic, 1 (1%) were Hawaiian, and 64 (73%) were White.

Student Demographics Summary

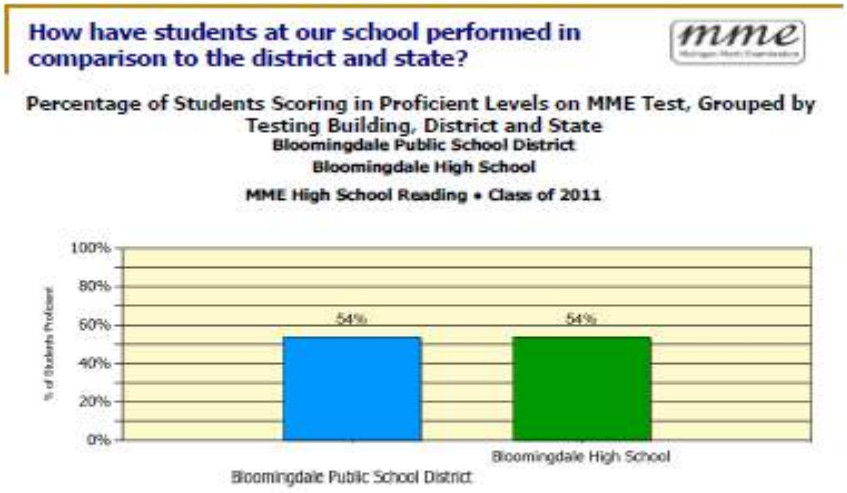
Bloomingdale Public School District

Bloomingdale High School (Test Administrator)

Test Records in System	Class of 2008		Class of 2009		Class of 2010		Class of 2011	
MME High School Reading	101	100%	85	100%	87	100%	88	100%
General Achievement (No Retest) Reporting								
Excluded Based on Exclusion Factors	6	6%	11	13%	5	6%	11	13%
Level of Proficiency is Unknown	11	11%	0	0%	1	1%	1	1%
Used for General Achievement Reporting	84	83%	74	87%	81	93%	76	86%
Test Form								
Form 1 (MME)	86	85%	76	89%	0	0%	0	0%
Form 3 (MME)	6	6%	4	5%	0	0%	0	0%
Form 4 (MME)	9	9%	2	2%	0	0%	0	0%
Unspecified Form (MME)	0	0%	3	4%	87	100%	88	100%
Grade when Tested								
Grade 11	83	82%	82	96%	87	100%	88	100%
Grade 12	18	18%	3	4%	0	0%	0	0%
Gender								
Female Students	57	56%	35	41%	42	48%	41	47%
Male Students	44	44%	50	59%	45	52%	47	53%
Race/Ethnicity								
Asian/Pacific Islander	1	1%	1	1%	0	0%	0	0%
Black	7	7%	6	7%	5	6%	9	10%
Hawaiian	0	0%	0	0%	1	1%	1	1%
Hispanic	13	13%	15	18%	17	20%	14	16%
Other	0	0%	1	1%	0	0%	0	0%
White	80	79%	62	73%	64	74%	64	73%
SWD								
Students with Disabilities	13	13%	6	7%	7	8%	9	10%
Students without Disabilities	88	87%	79	93%	80	92%	79	90%
Economic Status								
Economically Disadvantaged	49	49%	47	55%	58	67%	56	64%
Not Economically Disadvantaged	52	51%	38	45%	29	33%	32	36%

Source: Smart Data, QFC:ME-SUMDEMO

What is the performance of our students on the MME Reading test?



Breakdown of Students	Bloomingdale Public School District	Bloomingdale High School
Not Proficient	35	35
Proficient	41	41
Total # of Students	76	76

Source: Smart Data – QFC:ME-PLPSDS

In spring 2010, 88 students took the MME High School Reading test. Of these students, twelve (12) are excluded in the achievement data because they were not with the district for at least a full academic year. Thus, this data represents the achievement of 76 juniors. When looking at the data in the rest of this section, we'll review and analyze three types: outcome, demographic, and process.

A total of 41 students (54%) scored at the proficient level on the Reading test while 35 (46%) of the students scored not proficient. In order to be proficient, a student must score an 1100 on the Reading test.

Evidence of Need: 54% of students scored proficient on the MME Reading Test, Class of 2011.

What proficiency levels did our students attain?

There are four levels of achievement on the Reading test, with level 1 being the highest and level 4 being the lowest. The following graph shows the performance of our students by proficiency levels.

What proficiency levels did our students attain?

Proficiency Level Summary
Bloomingdale Public School District
Bloomingdale High School (Test Administrator)
MME High School Reading • Class of 2011

Proficiency Level Breakdowns			#	%
All Students	Level 2		41	54%
	Level 3		26	34%
	Level 4		9	12%
	Total for All Students		76	100%
Total for All Students			76	100%

SOURCE: SMART DATA - QFC:ME-PLSUM

Of our 76 students, 41 (54%) scored in Level 2 while 35 (46%) scored in Levels 3 or 4. *A student must score in Level 2 with a minimum score of 1100 to be proficient.*

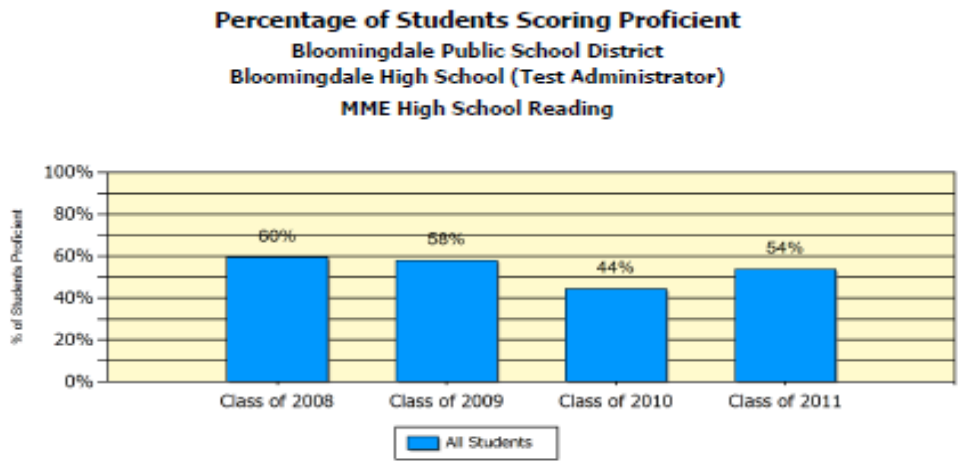
Evidences of Need

12% of students scored in Level 4 on the MME Reading Test.
46% of students scored in Levels 3 or 4 on the MME Reading Test.
0% of students scored in Level 1 on the MME Reading Test.
54 % of students scored in Level 2 on the MME Reading Test.

What has been our trend in performance on the MME test?

One of the protocols that is important to do when looking at data is to look at student performance over time. One reason to do this is to see if the efforts we are making at the school level do impact student achievement. As we implement the strategies in our School Improvement Plan, we should see the pattern "interrupted" in a positive way.

What has been our trend in performance on the MME test?



Breakdown of Students		Class of 2008	Class of 2009	Class of 2010	Class of 2011
All Students	Not Proficient	34	31	45	35
	Proficient	50	43	36	41
	Total in Group	84	74	81	76
Total Number of Students		84	74	81	76

SOURCE: SMART DATA

When looking at results over time and by graduating class, the proficiency rates for the Reading test has fluctuated with 50% of the students proficient for the class of 2008, 43% proficient for the class of 2009, and 36% proficient for the class of 2010, and 41% proficient for the class of 2011 – an overall decrease of 7 (7) percentage points each year.

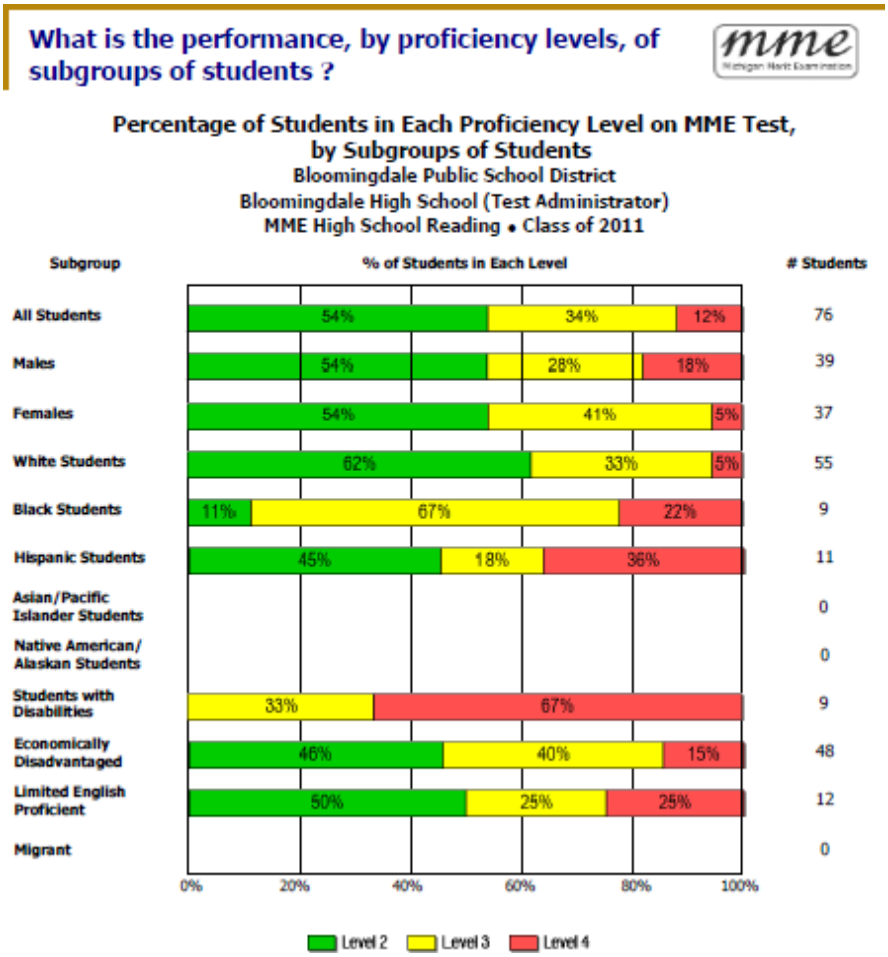
Evidence of Need

Since the 2006-2007 school year, the percentage of students scoring proficient on the MME Reading test has declined from 50% of students' proficient for the Class of 2008 to 41% proficient for the Class of 2011, a decrease of nine (9%) percentage point.

What is the performance, by proficiency levels, of subgroups of students?

As required by federal law, we track the results of subgroups. In Michigan, a subgroup is counted for Adequate Yearly Progress (AYP) when thirty (30) or more students are in a group. For example, in the graph below, there are 9 (nine) black students who took this Reading test.

This is not enough students to be counted as a group for AYP purposes, so the school would not have an AYP target for this subgroup of students. When looking at the students by ethnicity, only one group had well over the 30 needed to make a group. The school met the AYP target for this subgroup, white Students.



SOURCE: SMART DATA - QFC:ME-PLSUB

The AYP target for 2010 is 61%. Using the above graph, we can quickly see which subgroups hit the target. This AYP target increases in the 2010-2011 school year to 71% and again in the 2011-2012 school year to 82%.

The next largest subgroup of students to be counted as a group for AYP purposes are economically disadvantaged. Forty-six percent (46%) of these students were proficient on the MME reading test. This is a gap of 15 percentage points from the 2010 AYP target of 61%.

Evidences of Need

62% of White students scored proficient on the MME Reading test.

46% of economically disadvantaged students scored proficient on the MME Reading test.

One subgroup hit the AYP target of 61% for 2009-2010 (Class of 2011).

Is our Reading curriculum aligned?

We've looked at the overall results of our students on this test as well as its demographic data. The next step is to review process data for Reading. There are a number of items we'll review for this including: two charts for which the data analysis will inform curriculum alignment at the school level and the completion of going through the process of Successline's School Strategy Cards which reveal specific actions a school should take, in priority order, to begin to more tightly the alignment between curriculum, instruction, and assessment.

The following chart, Percentage *of Students Meeting or Exceeding Standards on the MME Test*, provides longitudinal data designed to provide information related to curriculum alignment.

Is our curriculum aligned?

Percentage of Students Meeting or Exceeding Standards on MME Test
Bloomingdale Public School District
Bloomingdale High School (Test Administrator)
MME High School Reading

	Total # Students Tested	# Students in Proficient Levels (Meet or Exceed Standards)	% Students in Proficient Levels (Meet or Exceed Standards)	# Students in Non-Proficient Levels	% Students in Non-Proficient Levels	# of students Needed for 80% of Students to Meet or Exceed Standards	If 80% of Students Didn't Meet or Exceed Standards, How Many More are Needed?	# of Students Close to Meeting the State's Standards
Class of 2011	76	41	54%	35	46%	61	20	19
Class of 2010	81	36	44%	45	56%	65	29	14
Class of 2009	74	43	58%	31	42%	60	17	10
Class of 2008	84	50	60%	34	40%	68	18	12

SOURCE: SMART DATA - QFC:ME-PLCA

Based on the data in this chart, there is loose curriculum alignment for Reading as measured by the MME. The loose alignment is true for the classes of 2008 through 2011.

Evidence of Need

54% of students scored proficient on the MME Reading test. In an aligned system it is reasonable to expect at least 80% or more of the students would score proficient. An additional 20 students scoring proficient were needed and of these, 19 were close.

Where do we have curriculum alignment in Reading?

The following chart, *Comparison of Strengths and Weaknesses*, also shows data that points to loose alignment.

Where do we have curriculum alignment?

Comparison of Strengths and Weaknesses, by Proficiency, on MME Test

Bloomingdale Public School District
Bloomingdale High School (Test Administrator)
MME High School Reading • Class of 2011

		NOT PROFICIENT				PROFICIENT			
		Weakness		Strength		Weakness		Strength	
	Total # Tested	#	%	#	%	#	%	#	%
Social Studies/Sciences Reading Skills (ACT)	76	35	100%	0	0%	38	93%	3	7%
Arts/Literature Reading Skills (ACT)	76	35	100%	0	0%	32	78%	9	22%
Strategy Development	76	35	100%	0	0%	40	98%	1	2%
Meaning Beyond Literal	76	35	100%	0	0%	41	100%	0	0%
Independent Reading	76	21	60%	14	40%	13	32%	28	68%
Close Literature Reading	76	35	100%	0	0%	19	46%	22	54%

TOTAL STUDENTS NOT PROFICIENT	35	TOTAL STUDENTS PROFICIENT	41
PERCENT NOT PROFICIENT	46%	PERCENT PROFICIENT	54%

SOURCE: SMART DATA - QFC:ME-SICMPSW

The data for each of the four (4) MME and two (2) ACT strands show very loose or loose alignment. Tight alignment for a strand is represented by having 94-100% in the last column of the chart. The closer to 100% the tighter the alignment between what is taught and what is tested. In order for students to perform well on an assessment, it is imperative that they have an opportunity to learn the knowledge, concepts, and skills that will be tested.

Evidence of Need

0% of the four strands for the MME Reading test and two of the ACT strands show tight alignment.

Which skills do our students possess, as measured by the ACT College Readiness Standards?

We also looked at the percentage of students achieving each ACT College Readiness Standards skill set, by strand, to determine three things: the number and percent of students performing at each ACT Reading score range, the tasks students have to know in order to have performed well at that range, and improvement ideas for ensuring that more students achieve at higher levels as measured by this test.

Evidences of Need

31% of students scored in the range of 20-32 on the ACT portion of the MME. The benchmark for this test is 21.

One skill critical to performing well on the ACT is: *Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives.*

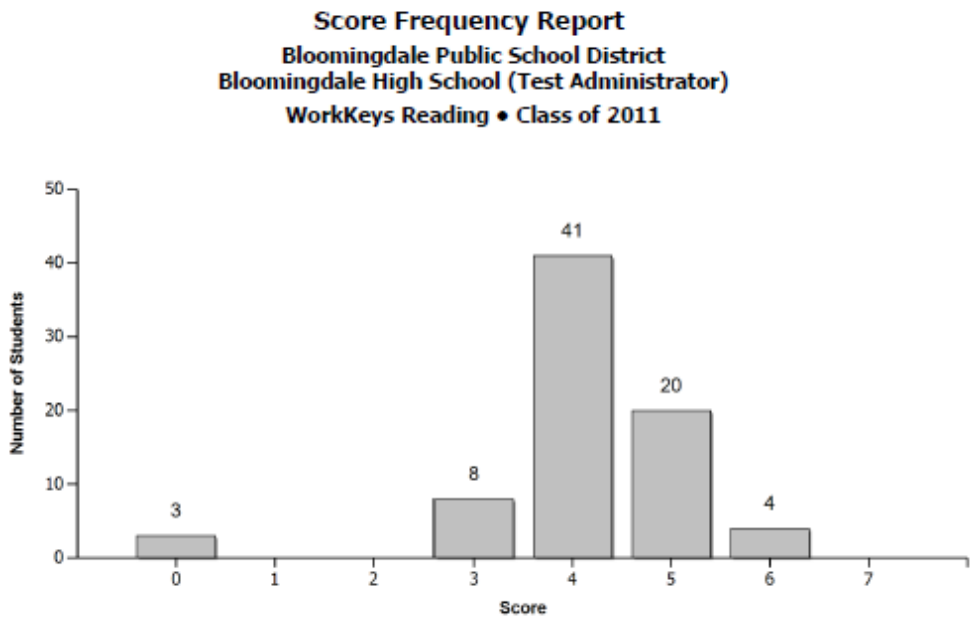
Which skills do our students possess, as measured by the WorkKeys test?

WorkKeys Foundational Skills assessments measure cognitive abilities such as applied Reading, reading for information, and locating information.

The WorkKeys *Reading for Information* test measures the skill people use when they read and use written text in order to do a job. The written texts include memos, letters, directions, signs, notices, bulletins, policies, and regulations. It is often the case that workplace communications are not necessarily well-written or targeted to the appropriate audience. Reading for Information materials do not include information that is presented graphically, such as in charts, forms, or blueprints.

There are five levels of difficulty on the WorkKeys test. Level 3 is the least complex and Level 7 is the most complex. The levels build on each other, each incorporating the skills assessed at the previous levels. For example, at Level 5, individuals need the skills from Levels 3, 4, and 5. The following chart shows the number and percentage of Mt Clemens students performing at each skill level.

What range of scores did our students receive?



SOURCE: SMART DATA

A total of 76 students had WorkKey scores for the reading test. Of these, 3 (4%) scored a 0, 8 (10%) scored a 3, 41 (54%) scored a 4, 20 (28%) scored a 5, 4 (5%) scored a 6, and 0 (0%) scored the highest score of 7.

Evidence of Need

5% of students scored in Level 6 on the Workkeys test.

0% of students scored in Level 7 on the Workkeys test.

MICHIGAN ACT PLAN

Students take the ACT PLAN in grade ten.

What is the composition of the ACT PLAN?

The following chart shows the composition of the ACT PLAN test. Students answer twenty-five questions in five strands.

ACT PLAN Blueprint Summary

Bloomingdale Public School District

Bloomingdale High School

ACT-PLAN Reading • Spring 2009-10

Form 29B

Strand	# of Points	% of Items	Designator*	Prompt Type	# Items	# Points	% of Strand
Main Ideas and Author's Approach	**5**	**20%**	201.MID	Multiple-Choice	3	3	60%
			301.MID	Multiple-Choice	1	1	20%
			402.MID	Multiple-Choice	1	1	20%
Supporting Details	**5**	**20%**	201.SUP	Multiple-Choice	1	1	20%
			301.SUP	Multiple-Choice	1	1	20%
			402.SUP	Multiple-Choice	2	2	40%
			502.SUP	Multiple-Choice	1	1	20%
Sequential, Comparative, and Cause-Effect Relationships	**1**	**4%**	501.REL	Multiple-Choice	1	1	100%
Meanings of Words	**5**	**20%**	501.MOW	Multiple-Choice	5	5	100%
Generalizations and Conclusions	**9**	**36%**	201.GEN	Multiple-Choice	6	6	67%
			301.GEN	Multiple-Choice	3	3	33%
TOTAL NUMBER OF ITEMS/POINTS	**25**	**100%**	This is the total number of *operational* questions on the test. Note that there may be a varying number of field test items, but these are not counted toward a student's results.				

SOURCE: SMART DATA - QFC:AP-SIBLUST

Of the five strands, the greatest number of points and weight are in Generalizations and Conclusions (36%), followed by equal number of points and weight given to Main Ideas and Author's Approach, and Supporting Details and Meaning of Words (20%), Sequential, Comparative, and Cause-Effect Relationships (4%).

What are the demographics of the students who took the ACT PLAN?

A total of 99 tenth-grade students took the ACT PLAN in the spring of 2010 (2009-2010 school year). Of these, 1 (1%) were American Indian/Native Alaskan, 1 (1%) were Asian/Pacific Islander, 6 (6%) were Black, 21 (21%) was Hispanic, 6 (6%) were Multiracial, and 54 (55%) were White. There were 6 (6%) of the students reported as not specified and 4 (4%) marked as other.

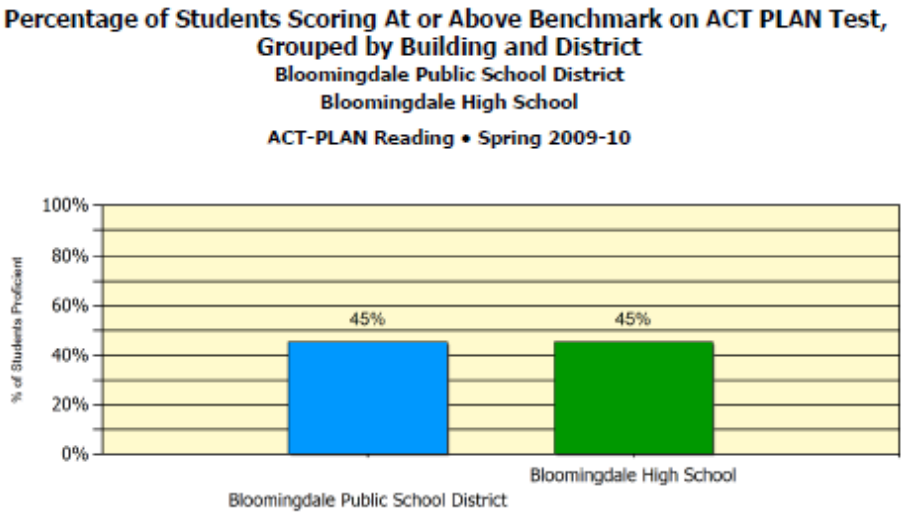
Student Demographics Summary
Bloomingdale School District
Bloomingdale High School

Test Records in System	Spring 2008-09		Spring 2009-10	
ACT-PLAN Reading	84	100%	99	100%
Test Form				
Form 29B (ACT-PLAN)	0	0%	8	8%
Form 30A (ACT-PLAN)	84	100%	0	0%
Form 30B (ACT-PLAN)	0	0%	91	92%
Grade when Tested				
Grade 10	84	100%	99	100%
Gender				
Female Students	42	50%	56	57%
Male Students	42	50%	43	43%
Race/Ethnicity				
American Indian/Native Alaskan	1	1%	1	1%
Asian/Pacific Islander	0	0%	1	1%
Black	8	10%	6	6%
Hispanic	14	17%	21	21%
Multiracial	8	10%	6	6%
Not Specified	1	1%	6	6%
Other	0	0%	4	4%
White	52	62%	54	55%

SOURCE: SMARTDATA - QFC:AP-SUMDEMO

What is the performance of our students on the ACT PLAN?

A total of 45 students (45%) scored at or above the benchmark on the ACT PLAN test while 54 (54%) did not meet the benchmark.



Breakdown of Students	Bloomingdale Public School District	Bloomingdale High School
Proficient	45	45
Not Proficient	54	54
Total # of Students	**99**	**99**

SOURCE: SMART DATA - QFC:AP-PLPSD

Evidence of Need

45% of students scored at or above benchmark on the ACT PLAN Reading test.

What proficiency levels did our students attain?

The following chart, Benchmark Level Summary, shows the proficiency level breakdown of the number and percentage of students in three levels: At or above Benchmark, Close to Benchmark, and Below Benchmark.

Benchmark Level Summary
Bloomingdale Public School District
Bloomingdale High School
ACT-PLAN Reading • Spring 2009-10

Proficiency Level Breakdowns			#	%
All Students	At or Above Benchmark		45	45%
	Close to Benchmark		20	20%
	Below Benchmark		34	34%
	Total for All Students		**99**	**100%**
Total for All Students			**99**	**100%**

SOURCE: SMART DATA- QFC:AP-PLSUM

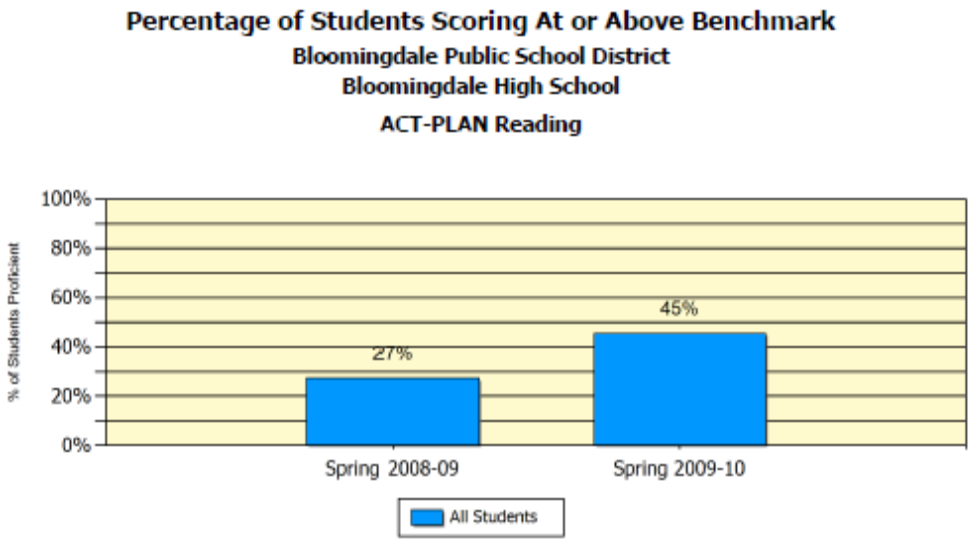
Of the 99 students who took the ACT PLAN, 45 (45%) scored At or Above Benchmark, 20 (20%) scored Close to Benchmark, and 34 (34%) scored Below Benchmark.

Evidence of Need

45 % of students scored at or above benchmark on the ACT PLAN Reading test.
20% of students scored Close to Benchmark on the ACT PLAN Reading test.

What has been our trend in performance on the ACT PLAN Reading test?

We currently have two years worth of ACT PLAN data, but still want to compare the results from one year to the next. The following graph shows the percentage of students scoring at or above benchmark from spring 2009 (2008-2009 school year) to spring 2010 (2009-2010 school year).



Breakdown of Students		Spring 2008-09	Spring 2009-10
All Students	Not Proficient	61	54
	Proficient	23	45
	Total in Group	84	99
Total Number of Students		84	99

SOURCE: SMART DATA - QFC:AP-PLPB

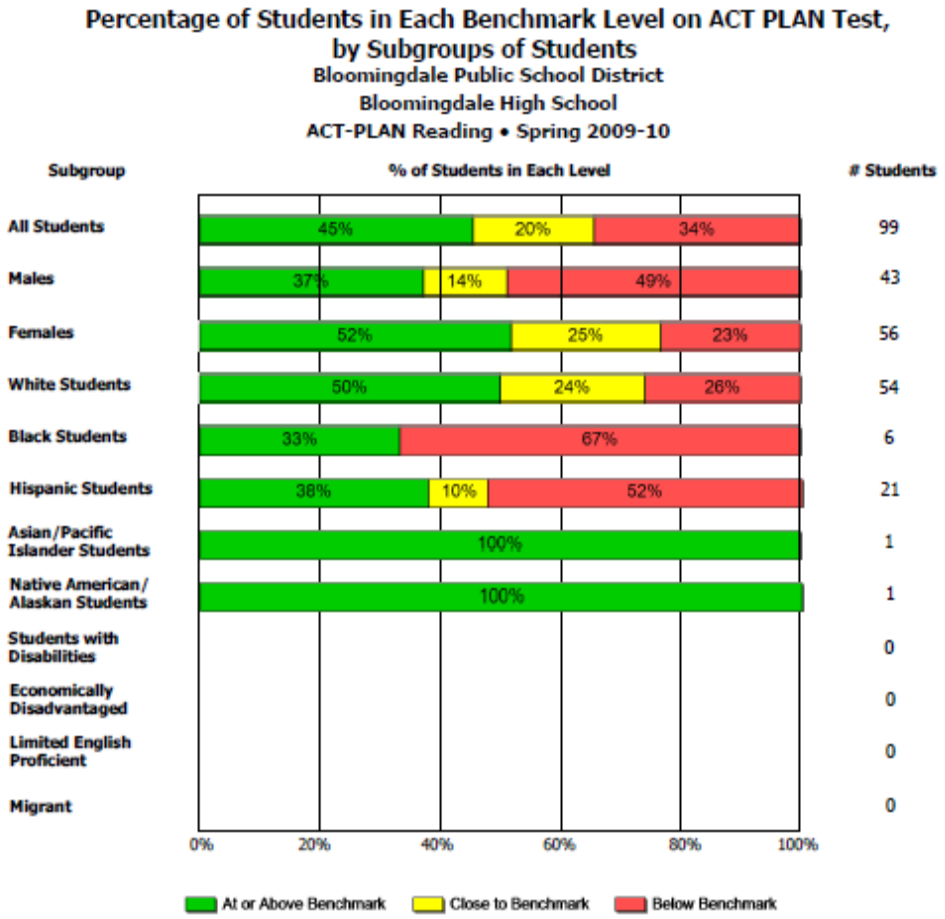
A total of 99 students who took the ACT PLAN Reading test in the Spring of 2010. Of these, 45 (45%) were proficient

Evidence of Need

45% of the students scored at or above the benchmark level on the ACT PLAN Reading test in 2009-2010.

What is the performance, by benchmark levels, of subgroups of students?

As one indicator of equity in quality, we look at the results of subgroup performance. The following graph shows the data for subgroup performance on the ACT PLAN Reading test.



SOURCE: SMART DATA - QFC:AP-PLSUB

Of the 99 students who took the test, 45% overall scored at or above benchmark. When looking at the White students who took the test, 50% scored at benchmark or above benchmark. Of the Hispanic students who took this test, 48% scored at benchmark or above benchmark.

There are two subgroups that can be compared because they each have enough students in the group (54 or 54% of total test takers) to do this comparison. There is a difference in the achievement of female students (52%) scoring at or above benchmark and male students (37%) scoring at or above benchmark. This is a gap in achievement between these two groups of students of 15 percentage points.

Evidence of Need

52% of female students scored at or above benchmark on the ACT PLAN Reading test.

37% of male students scored at or above benchmark on the ACT PLAN Reading test.

There is a gap in achievement between male and female students of 15 percentage points on the ACT PLAN Reading test.

Is our Reading curriculum aligned as compared to the ACT PLAN Reading test?

The following chart, *Percentage of Students Correctly Answering 80% or More of Questions on ACT PLAN Test*, begins to provide longitudinal data designed to provide information related to curriculum alignment.

Percentage of Students Correctly Answering 80% or More of Questions on ACT PLAN Test
Bloomingdale Public School District
Bloomingdale High School
ACT-PLAN Reading

	Total # Students Tested	# Students Correctly Answering 80% or More of Questions	% Students Correctly Answering 80% or More of Questions	# Students NOT Correctly Answering 80% or More of Questions	% Students NOT Correctly Answering 80% or More of Questions	# of Students Needed for 80% of Students to have Correctly Answered 80%	If 80% of Students Didn't Correctly Answer 80%, How Many More are Needed?	# of Students Correctly Answering 75-79% of Questions
Spring 2009-10	99	0	0%	99	100%	80	80	0
Spring 2008-09	84	0	0%	84	100%	68	68	0

SOURCE: SMART DATA- QFC:AP-PLCA80

Based on the data in this chart, there is very loose curriculum alignment for Reading as measured by the ACT PLAN Reading test (2009-2010 school year).

Evidence of Need

0% of the students scored 80% or more of the questions correctly on the ACT PLAN Reading test.

Where do we have curriculum alignment in Reading?

The following chart, Comparison of Strengths and Weaknesses, by Benchmark level, on ACT PLAN Test shows data that point to loose alignment.

Comparison of Strengths and Weaknesses, by Benchmark Level, on ACT PLAN Test

Bloomingdale Public School District
Bloomingdale High School
ACT-PLAN Reading • Spring 2009-10

		BELOW BENCHMARK				AT OR ABOVE BENCHMARK			
		Weakness		Strength		Weakness		Strength	
	Total # Tested	#	%	#	%	#	%	#	%
Main Ideas and Author's Approach	99	53	98%	1	2%	33	73%	12	27%
Supporting Details	99	54	100%	0	0%	35	78%	10	22%
Sequential, Comparative, and Cause-Effect Relationships	99	36	67%	18	33%	14	31%	31	69%
Meanings of Words	99	48	89%	6	11%	33	73%	12	27%
Generalizations and Conclusions	99	54	100%	0	0%	35	78%	10	22%
		TOTAL STUDENTS BELOW BENCHMARK			54	TOTAL STUDENTS AT OR ABOVE BENCHMARK			45
		PERCENT BELOW BENCHMARK			55%	PERCENT AT OR ABOVE BENCHMARK			45%

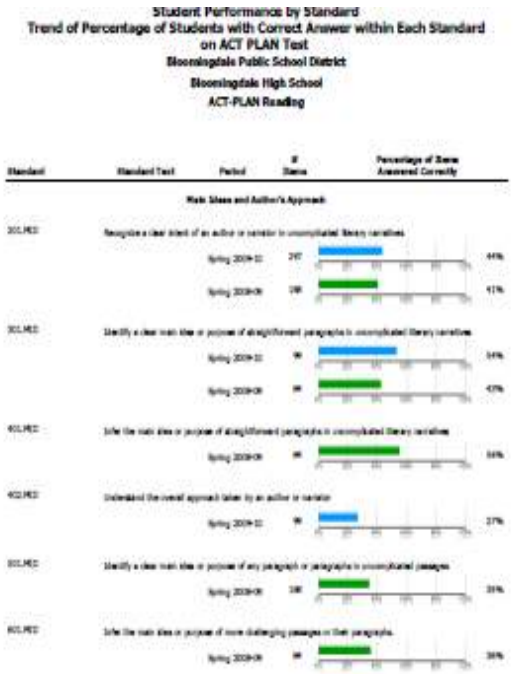
SOURCE: SMART DATA - QFC:AP-SICMPSW

Four of the 5 strands show very loose alignment. The strand that shows the tightest alignment is Sequential, Comparative, and Cause-Effect Relationships (medium alignment).

Of these strands that are not yet aligned, Generalizations and Conclusions counts 36%, followed by equal number of points and weight given to Main Ideas and Author's Approach, and Supporting Details and Meaning of Words (20%), Sequential, Comparative, and Cause-Effect Relationships (4%).

Evidence of Need

0 of the five strands for the ACT PLAN Reading is close to a tight alignment.



What specific standards should be a focus? When looking at the data, we have determined the strands that need the most work in terms of tightening alignment. These include Main Idea and Author's Approach, Supporting Details, Meaning of Words, Generalizations and Conclusions.

After looking at the Item Analysis, we have identified specific standards that merit additional curriculum alignment work in each of our designated strands. These include:

Main Ideas and Author's Approach

201.MID

Understand the overall approach taken by an author or narrator

402.MID

Recognize a clear intent of an author or narrator in uncomplicated literary narratives

501.MID

Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages

601.MID

Infer the main idea or purpose of more challenging passages or their paragraphs.

603.MID

Understand the overall approach taken by an author or narrator in virtually any passage

Supporting Details

201.SUP

Determine when or if an event occurred in uncomplicated passages.

301.SUP
Locate simple details at the sentence and paragraph level in uncomplicated passages.

302.SUP
Recognize a clear function of a part of an uncomplicated passage

402.SUP
Make simple inferences about how details are used in passages

502.SUP
Locate and interpret minor or subtly stated details in uncomplicated passages

Meanings of Words

501.MOW
Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages.

Generalizations and Conclusions

201.GEN
Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives.

601.GEN
Use information from one or more sections of a more challenging passage to draw generalizations and Use information from one or more sections of a more challenging passage to draw generalizations and conclusions about people, ideas, and so on

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MICHIGAN EXPLORE

In terms of a continuum, students take ACT-EXPLORE in grades 8 and 9, ACT- PLAN in grade 10, and ACT in grade 11. The results of the EXPLORE test provides information about what students are likely to know and are able to do. This is provided in the form of the College Readiness Standards. The College Readiness Standards are also tightly aligned to the Common Core Standards, released in June 2010 as representatives from ACT fully participated in the development, review, and refinement of the Common Core Standards.

The Standards describe the types of skills and knowledge typically demonstrated by students who score in particular score ranges on each test of EXPLORE. Standards are provided for four score ranges along the EXPLORE score scale (13-15, 16-19, 20-23, and 24-25). If students in our school obtain a score between 1 and 12, they are most likely beginning to develop the knowledge and skills described in the 13-15 score range for that particular EXPLORE test.

What is the composition of the ACT EXPLORE test?

The blueprint summary below shows the number and percentage of questions by strand on the ACT EXPLORE test.

ACT EXPLORE Blueprint Summary

Bloomingdale Public School District

Bloomingdale High School

ACT-EXPLORE Reading • Spring 2009-10

Form 03A

Strand	# of Points	% of Items	Designator*	Prompt Type	# Items	# Points	% of Strand
Main Ideas and Author's Approach	**2**	**7%**	502.MID	Multiple-Choice	1	1	50%
			601.MID	Multiple-Choice	1	1	50%
Supporting Details	**16**	**53%**	201.SUP	Multiple-Choice	4	4	25%
			301.SUP	Multiple-Choice	6	6	38%
			302.SUP	Multiple-Choice	1	1	6%
			401.SUP	Multiple-Choice	2	2	13%
			502.SUP	Multiple-Choice	2	2	13%
			602.SUP	Multiple-Choice	1	1	6%
Meanings of Words	**2**	**7%**	501.MOW	Multiple-Choice	2	2	100%
Generalizations and Conclusions	**10**	**33%**	201.GEN	Multiple-Choice	2	2	20%
			301.GEN	Multiple-Choice	6	6	60%
			401.GEN	Multiple-Choice	2	2	20%
TOTAL NUMBER OF ITEMS/POINTS	**30**	**100%**	This is the total number of *operational* questions on the test. Note that there may be a varying number of field test items, but these are not counted toward a student's results.				

SOURCE: SMART DATA - QFC:AE-SIBLUST

The Reading portion of EXPLORE has 30 questions. Main Ideas and Author's Approach has four questions (13%), Supporting Details has twelve questions (40%), Sequential, Comparative, and Cause-Effect Relationships has one question (3%), Meaning of Words has two questions (7%), and Generalizations and Conclusions has eleven questions (37%).

What is the makeup of students who took the ACT Explore test?

A total of 79 students in Grade 8 took the ACT EXPLORE test in Fall 2010. The chart below shows the makeup of the students who took this test.

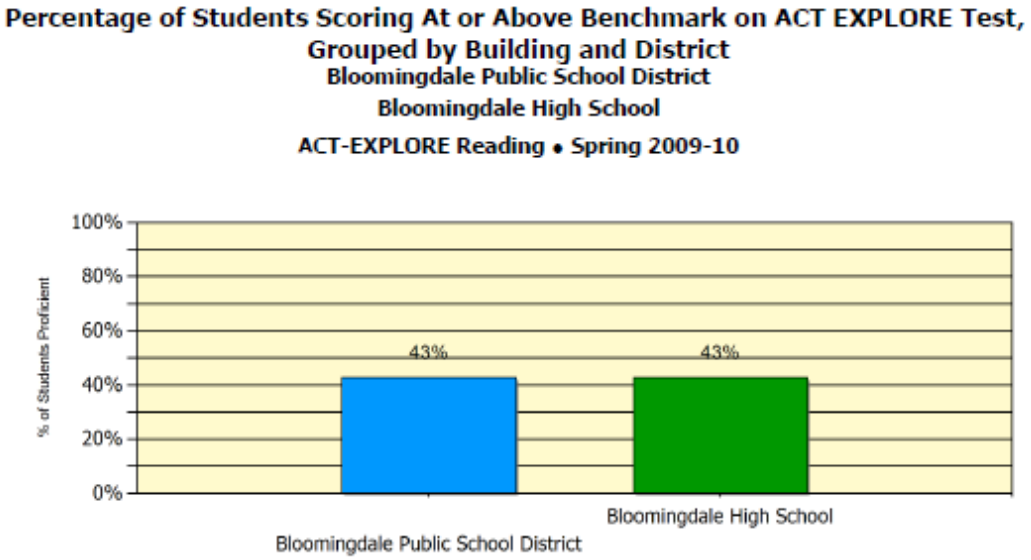
Student Demographics Summary
Bloomingdale School District
Bloomingdale Middle School 7/8 Building

Test Records in System	Spring 2009-10	
ACT-EXPLORE Reading	79	100%
General Achievement (No Retest) Reporting		
Used for General Achievement Reporting	79	100%
Test Form		
Form 03A (ACT-EXPLORE)	5	6%
Form 03B (ACT-EXPLORE)	74	94%
Grade when Tested		
Grade 08	79	100%
Gender		
Female Students	42	53%
Male Students	37	47%
Race/Ethnicity		
American Indian/Native Alaskan	2	3%
Black	2	3%
Hispanic	11	14%
Multiracial	8	10%
Not Specified	6	8%
Other	1	1%
White	49	62%
SWD		
Students without Disabilities	79	100%
Economic Status		
Not Economically Disadvantaged	79	100%
English Proficiency		
English Proficient	79	100%
Migrant		
Not Migrant	79	100%

SOURCE: SMART DATA - QFC:AE-SUMDEMO

Of the 79 students who took this test, 2 (3%) were American Indian/Native Alaskan, 2 (3%) were Black, 11 (14%) were Hispanic, 8 (10%) were Multiracial, and 49 (62%) were White. 7 students (8%) were classified as not specified or other.

How did our students perform on the ACT EXPLORE test over time?



Breakdown of Students	Bloomingdale Public School District	Bloomingdale High School
Proficient	36	36
Not Proficient	48	48
Total # of Students	84	84

SOURCE: SMART DATA - QFC:AE-PLPSD

Of the 84 students who took the ACT EXPLORE, 36 (43%) scored at or above the test's benchmark.

Evidence of Need

43% of students scored at or above the benchmark on the ACT EXPLORE Reading test.

What benchmark levels did our students attain?

The chart below shows the different performance levels of Bloomingdale students on the ACT EXPLORE Reading test.

Benchmark Level Summary
Bloomingdale Public School District
Bloomingdale High School
ACT-EXPLORE Reading • Spring 2009-10

Proficiency Level Breakdowns			#	%
All Students	At or Above Benchmark		36	43%
	Close to Benchmark		8	10%
	Below Benchmark		40	48%
	Total for All Students		84	100%
Total for All Students			84	100%

SOURCE: SMART DATA - QFC:AE-PLSUM

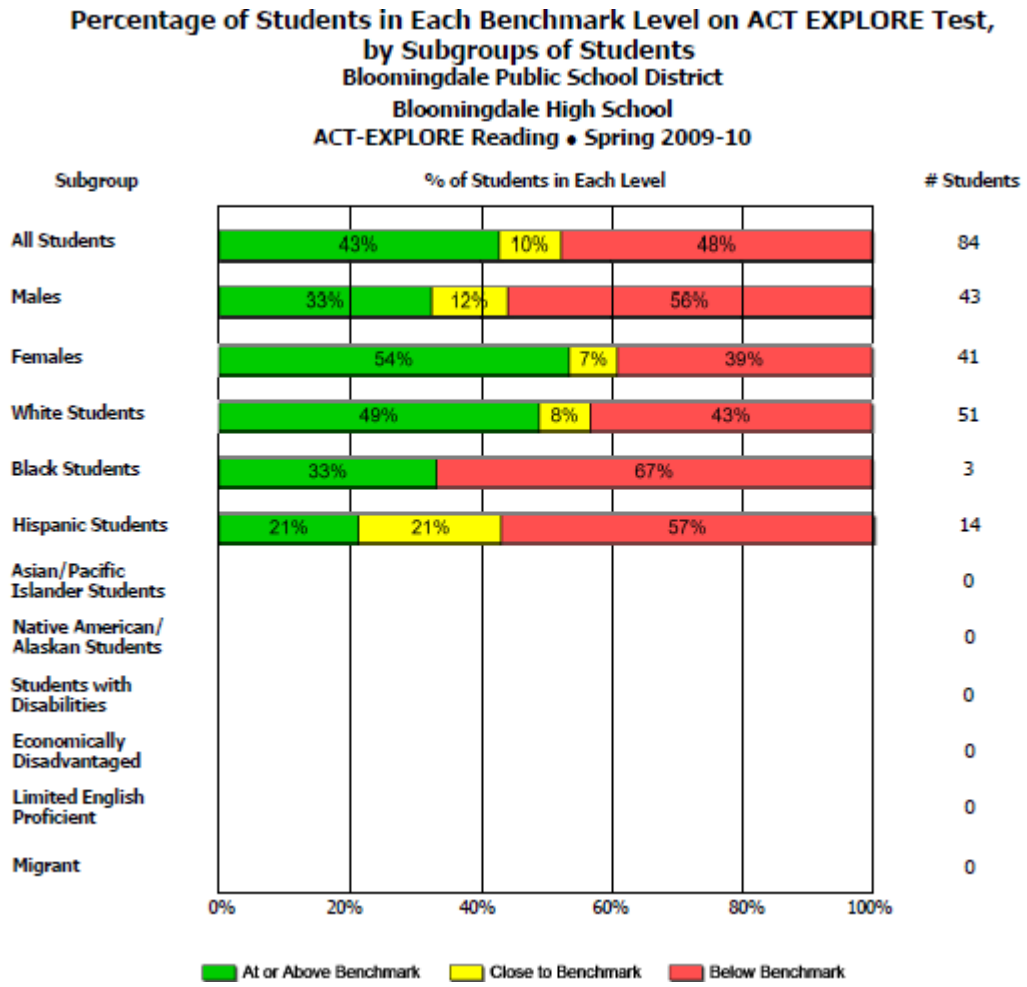
Of the 84 students who took the ACT-EXPLORE in the spring of 2010, 36 (43%) scored at or above the test's benchmark, while another 8 (10%) were close to the benchmark, and 40 (48%) were below the benchmark.

Evidence of Need

43% of students scored at or above benchmark on the Spring 2010 administration of the ACT EXPLORE test.

What is the performance, by benchmark levels, of subgroups of students?

Even though EXPLORE is not a required test nor used for federal accountability purposes, we study its data as the test is a predictor for student performance on the ACT. With that in mind, we look at data in a similar way as we do for the MME High School Reading test which includes the ACT.



SOURCE: SMART DATA - QFC:AE-PLSUB

When looking at results by subgroups, 53% of the students in All Students scored at or above benchmark or close to benchmark (the green and yellow bars). For other AYP subgroups (with at least 30 students or the subgroup makes up 15% of the population tested), 54% of White Students scored at or above benchmark while 21% of Hispanic students did.

Evidence of Need

53% of students scored at or above the benchmark on the ACT-EXPLORE Reading test.

21% of Hispanic students scored at or above the benchmark on the ACT-EXPLORE Reading test.

There is a gap in achievement between white students and Hispanic students of 32 percentage points on the ACT-EXPLORE Reading test.

Is our Reading curriculum aligned?

We've looked at the overall results on the ACT-EXPLORE as well as the demographics of the students who took this test. The following chart, *Percentage of Students Correctly Answering 80% or More of Questions on ACT Explore Test*, provides baseline data for information related to curriculum alignment.

Percentage of Students Correctly Answering 80% or More of Questions on ACT EXPLORE Test
Bloomingdale Public School District
Bloomingdale High School
ACT-EXPLORE Reading

	Total # Students Tested	# Students Correctly Answering 80% or More of Questions	% Students Correctly Answering 80% or More of Questions	# Students NOT Correctly Answering 80% or More of Questions	% Students NOT Correctly Answering 80% or More of Questions	# of Students Needed for 80% of Students to have Correctly Answered 80%	If 80% of Students Didn't Correctly Answer 80%, How Many More are Needed?	# of Students Correctly Answering 75-79% of Questions
Spring 2009-10	84	0	0%	84	100%	68	68	0
Fall 2008-09	96	0	0%	96	100%	77	77	0

SOURCE: SMART DATA - QFC:AE-PLCA80

Based on the data in this chart, there is loose curriculum alignment between the school's curriculum and standards measured by ACT EXPLORE.

Evidence of Need

0% of students scored at least 80% of the questions correct on the ACT EXPLORE test. In an aligned system it is reasonable to expect at least 80% or more of the students to meet the benchmark.

Where do we have curriculum alignment?

The following chart, *Comparison of Strengths and Weaknesses, by Benchmark Level, on ACT EXPLORE Test*, shows data that points various levels of alignment.

Comparison of Strengths and Weaknesses, by Benchmark Level, on ACT EXPLORE Test

Bloomingdale Public School District
Bloomingdale High School
ACT-EXPLORE Reading • Spring 2009-10

		BELOW BENCHMARK				AT OR ABOVE BENCHMARK			
		Weakness		Strength		Weakness		Strength	
	Total # Tested	#	%	#	%	#	%	#	%
Main Ideas and Author's Approach	84	44	92%	4	8%	11	31%	25	69%
Supporting Details	84	48	100%	0	0%	19	53%	17	47%
Meanings of Words	84	43	90%	5	10%	15	42%	21	58%
Generalizations and Conclusions	84	48	100%	0	0%	18	50%	18	50%
		TOTAL STUDENTS BELOW BENCHMARK			48	TOTAL STUDENTS AT OR ABOVE BENCHMARK			36
		PERCENT BELOW BENCHMARK			57%	PERCENT AT OR ABOVE BENCHMARK			43%

SOURCE: SMART DATA - QFC:AE-SICMPSW

The data for the five strands shows very loose alignment overall indicated by none of the strands showing a 94-100% alignment.

Tight alignment for a strand is represented by having 94-100% in the last column of the chart. The closer to 100%, the tighter the alignment between what is taught and what is tested. In order for students to perform well on the assessment, it is imperative that they have an opportunity to learn the knowledge, concepts, and skills that will be tested.

Evidence of Need

0 of the 5 strands show tight alignment.

For which items did students show a strong performance? A weak performance?

When looking at the data from the ACT EXPLORE Reading test, teachers identified several strands for which students struggled most. Each of these strands also makes up the largest percent of the EXPLORE test.

Percentage of Students Achieving Each
ACT College Readiness Standards Skill Set
Bloomingdale Public School District
Bloomingdale High School
ACT-EXPLORE Reading • Spring 2009-10
Strand: Main Ideas and Author's Approach
(The Benchmark for this test is 16)

Student Performance #	Student Performance %	ACT-EXPLORE Reading Score	Tasks Associated with Score Range	Improvement Ideas
2	3%	24 - 25	• Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages.	• Develop a reasonable interpretation of the central theme(s) or main point(s) of a challenging text. • Divide challenging texts into sections, determining what the key points are for each section. • Determine the primary purpose of specific sections of a text or the text as a whole. • Identify subtle evidence that conveys the author's or narrator's point of view in challenging texts. • Use two different mediums (e.g., sculpture, poetry, photography, music) to present a synopsis of the main idea(s) of a text, thereby expanding understanding of the text's meaning. • Change the wording of a text in order to convey a different tone or attitude (e.g., from persuasive to serious).

Student Performance by Standard
Trend of Percentage of Students with Correct Answer within Each Standard
on ACT EXPLORE Test
Bloomingdale Public School District
Bloomingdale High School
ACT-EXPLORE Reading

Standard	Standard Text	Period	# Items	Percentage of Items Answered Correctly
	Main Ideas and Author's Approach			
201.MID	Recognize a clear intent of an author or narrator in uncomplicated literary narratives	Fall 2008-09	96	62%
501.MID	Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages	Fall 2008-09	96	34%
502.MID	Infer the main idea or purpose of straightforward paragraphs in more challenging passages	Spring 2009-10	84	48%
		Fall 2008-09	96	51%
601.MID	Infer the main idea or purpose of more challenging passages or their paragraphs.	Spring 2009-10	84	51%
603.MID	Understand the overall approach taken by an author or narrator in virtually any passage	Fall 2008-09	96	58%
	Supporting Details			
201.SUP	Determine when or if an event occurred in uncomplicated passages	Spring 2009-10	336	53%
		Fall 2008-09	288	44%

We have identified the specific skills needed in order for students to show success on the ACT EXPLORE Reading test. These skills will be a key part of our overall alignment process.

Main Ideas and Author's Approach

502.MID
Infer the main idea or purpose of straightforward paragraphs in more challenging passages

Supporting Details

602.SUP
Use details from different sections of some complex informational passages to support a specific point or argument

502.SUP
Locate and interpret minor or subtly stated details in uncomplicated passages

301.SUP

Locate simple details at the sentence and paragraph level in uncomplicated passages.

Meanings of Words

501.MOW
Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages

Generalizations and Conclusions

201.GEN

Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives

301.GEN
Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages.

What is the achievement of our students on the Advanced Placement Tests

Advanced Placement (AP) is a program of college-level courses and exams offered through secondary schools by The College Board. Colleges and universities *may* give credit to students

who score a three or higher on an advanced placement exam, as noted on the College Board website (www.collegeboard.com). AP courses and corresponding exams may also useful to students as they apply for scholarships, as the courses are one indicator of readiness for doing serious college-level work.

AP classes—when compared to other high school courses—go into greater depth, often take more time, require more work, and give greater opportunity for individual progress and accomplishment. The end-of-course exams, an important part of each course, allow for the assessment-driven curriculum, ensuring adherence to higher expectations and standards that are common throughout the country, and produce measurable results.

Recent research shows a correlation between the rate of students taking and scoring a 3 or higher on AP exams and the rate of students graduating from college, thus studying this data gives us a sense of how we are preparing our students for success in college-level work.

In the spring of 2010 a total of 4 students from Bloomingdale High School took an Advanced Placement exams for one of these two AP courses offered by the district: *English Literature and Composition*.

A total of 4 students took the AP English Literature and Composition test. Of these 2 (50%) scored a level 3, 4, or 5 while 2 (50%) scored in levels 1 or 2.

Luce and Lee Thompson's 2005 book "Do What Works: How Proven Practices Can Improve America's Public Schools" found in a study of 78,000 Texas students that college graduation rates were much higher for those students who, while in high school, took Advanced Placement exams – but *failed* them – than those who took no AP exams at all. In addition, college admissions officers may view a candidate taking AP courses and the College Board exams favorably whether or not the student scored well enough to receive credit at their institution.

Evidence of Need

50% of students taking the Advanced Placement English Language and Composition scored a 3, 4, or 5.

DATA SUMMARY AND HIGHLIGHTS - READING

Our overall goal is to improve reading achievement of our students. After reviewing outcome, demographic, and select process data, we used the data to determine **Evidences of Need** and **Evidences of Success** for the area of Reading.

The Evidences of Need indicate the specific data indicated a need for us to work on reading. The Evidences of Success correspond directly to the needs in that they state, through data, the measurement change that staff is working toward. This column will be closely monitored each year to determine and verify progress toward the school's reading goal.

High School Reading Data Overview

Evidences of Need and Evidences of Success for the School Plan

HIGH SCHOOL READING **OUTCOME DATA** In the area of **outcome data**, we are determining our success based on several sources of data including results on the MME Reading Test, ACT-Plan, and ACT Explore. We are also monitoring our goal to determine if we have more students moving from the level 2 proficiency level to the level 1 proficiency level.	
Evidences of Need Beginning of Year Data (Where we are now)	**Evidences of Success** End-of-Year Data and Measurement Goals (Where we want to be)
54% of students scored proficient on the MME Reading Test, Class of 2011.	**Increase** the percentage of students scoring proficient on the MME Reading Test from 54% to 75%.
12% of students scored in Level 4 on the MME Reading Test.	**Decrease** the percentage of students scoring in Level 4 on the MME from 12% to 7%.
46% of students scored in Levels 3 or 4 on the MME Reading Test.	**Decrease** the percentage of students scoring in Levels 3 or 4 on the MME Reading Test from 46% to 25%.
0% of students scored in Level 1 on the MME	**Increase** the percentage of students scoring in

Reading Test.	Level 1 on the MME Reading Test from 0% to 5%.
54 % of students scored in Level 2 on the MME Reading Test.	**Increase** the percentage of students scoring in Level 2 on the MME Reading Test from 54% to 70%.
31% of students scored in the range of 20-32 on the **ACT portion of the MME**. The benchmark for this test is 21.	**Increase** the percentage of students scoring in the range of 20-32 on the ACT portion of the MME from 31% to 50%.
5% of students scored in Level 6 or 7 on the WorkKeys test.	**Increase** the percentage of students scoring a Level 6 or 7 on the WorkKeys test from 5% to 10%.
45% of students scored at or above benchmark on the ACT PLAN Reading test.	**Increase** the percentage of students scoring at or above benchmark on the ACT PLAN Reading test from 45% to 55%.
20% of students scored close to benchmark on the ACT PLAN Reading test.	**Increase** the percentage of students scoring close to benchmark on the ACT PLAN Reading test from 20% to 25%.
0% of the students scored 80% or more of the questions correctly on the ACT PLAN Reading test.	**Increase** the percentage of students scoring 80% or more of the questions correctly from 0% to 5%.
43% of students scored at or above the benchmark on the ACT EXPLORE Reading test.	**Increase** the percentage of students scoring at or above benchmark on the ACT EXPLORE Reading test from 43% to 50%.
HIGH SCHOOL READING **DEMOGRAPHIC DATA** In the area of **demographic data**, we are determining our success based on looking at the performance of our subgroups of students on the MME Reading Test, ACT-Plan, and ACT Explore.	
62% of White students scored proficient on the MME Reading test.	**Increase** the percentage of White students scoring proficient on the MME Reading test from 62% to 75%.
11% of Hispanic students scored proficient on the MME Reading test.	**Increase** the percentage of Hispanic students scoring proficient on the MME Reading test from 11% to 30%.
46% of economically disadvantaged students scored proficient on the MME Reading test.	**Increase** the percentage of economically disadvantaged students scoring proficient on the MME Reading test from 46% to 75%.
One of the subgroups hit the AYP target of 61% for 2009-2010 on the MME Reading test.	**Increase** the number of subgroups hitting the AYP target of 71% on the MME Reading test from 0% to 100%. 61% (2009-2010 school year) 71% (2010-2011 school year) 81% (2011-2012 school year)
50% of White students scored at or above	**Increase** the percentage of White students

benchmark on the ACT-PLAN Reading test.	scoring at or above benchmark on the ACT-PLAN Reading test from 50% to 75%.
37% of male students scored at or above benchmark on the ACT-PLAN Reading test.	**Increase** the percentage of male students scoring at or above benchmark on the ACT-PLAN Reading test from 37% to 75%.
53% of White students scored at or above benchmark on the ACT-EXPLORE Reading test.	**Increase** the percentage of White students scoring at or above benchmark on the ACT-EXPLORE Reading test from 53% to 75%.
21% of Hispanic students scored at or above benchmark on the ACT-EXPLORE Reading test.	**Increase** the percentage of Hispanic students scoring at or above benchmark on the ACT-EXPLORE Reading test from 21% to 75%.
HIGH SCHOOL READING PROCESS DATA In the area of **process data**, we are determining our success based on several sources of data including results on the MME Reading Test, ACT-Plan, and ACT Explore. In this case, we are using the data to help us monitor our efforts toward aligning curriculum, instruction, and assessment.	
54% of students scored proficient on the MME Reading test. In an aligned system, it is reasonable to expect at least 80% or more of the students to score proficient. An additional 20 students scoring proficient were needed and of these 20, only 19 were close.	**Increase** the percentage of students scoring proficient from 54% to 75% or **Increase** the number of students who were close to scoring proficient **to all** of the students needed.
0% of students scored at least 80% of the questions correctly on the ACT-PLAN Reading test.	**Increase** the percentage of students scoring at least 80% of the questions correctly on the ACT- PLAN Reading test from 0% to 5%.
0% of the six strands for the MME Reading test show tight alignment.	**Increase** the number of strands showing tight alignment from 0 to 3.
0 of the five strands for ACT-PLAN Reading show tight alignment.	**Increase** the alignment on the strands for ACT- PLAN from 0 strands being tightly aligned to 2 strands being tightly aligned.
0 of the five strands for ACT-EXPLORE Reading show tight alignment.	Increase the alignment of the ACT-EXPLORE Reading test from 0 strands to 2.

ADDITIONAL PROCESS DATA – SCHOOL STRATEGY CARDS

During a two-day works session (October 6-7, 2010), we participated in an in-depth look at our curriculum, instruction, and assessment practices to better determine what we as adults are doing to improve the chances of high student achievement for our students. The School Strategy Cards, developed by Deborah Wahlstrom, are a tool and a protocol to help school staff

determine specifically where it is in relation to where it needs to be to have a high quality program – whether it be in reading, mathematics, science, social studies or writing. As with looking at data, we continue to study our school system and processes by content area. (This protocol is one of the recommended protocols in the state's Mi MAP Toolkit.

We used our outcome and demographic data to determine our Indicators of Need and Indicators of Success and turned the action steps from the Strategy Cards into the action steps in our School Improvement Plan. The school improvement plan meets the criteria required in Michigan's legislation. The parts of the action plan include:

Action Strategies/Tasks

The action strategies come directly from the analysis teachers completed when they worked with the research-based school strategy cards. The action tasks are presented by curriculum, instruction, and assessment – the three parts of the teaching for learning process. The tasks are prioritized in each area, with the most important to complete first appearing first on the list. So the first task under Curriculum is the first to be addressed this school year. The first under Instruction will be addressed first, and the first under Assessment will be addressed first.

There are more tasks than can be completed in a school year, thus this plan will serve us for several years.

Responsible Persons

This part of the action plan lays out the people who will be in charge of ensuring the task is implemented well and monitored.

Resources Needed to Complete Task

This column highlights critical items needed to implement the task. As you might imagine, many of these included ***embedded*** **professional development**. Embedded professional development is providing necessary skills for specific tasks when they are needed. This does not mean there will be after school workshops related to professional development needs. This does

mean that staff will initiate the professional development when they are ready for learning skills they need. It's more a "We're beginning our work on curriculum alignment, let's have someone help us get started." This apprentice model honors that the learning of teachers can happen as a part of the work they are doing – and not as an add on that everyone must figure out how to implement.

Budget Implications

There are things that have a monetary cost and these are highlighted in the budget implications. Examples of budget implications include such things as: facilitators for embedded professional development, paying teachers to plan professional development, professional books, DVDs, web-based subscriptions to sites that support the content areas, time for substitutes, time for teachers who work after the school day or on their own, payment for additional services provided to students, visits to other schools, student support materials, materials for areas in the curriculum where students are struggling, technology support for curriculum, instruction, and assessment development, online courses, and more. The budget is driven by the needs of our school and the plan that we develop.

Dates of Activity

This provides the calendar for each of the activities.

Monitoring Dates

These are the dates where we will formally look at where we are in terms of implementation of our strategies.

Monitoring Indicators

This provides the actual indicators that will be used to determine whether or not we are implementing our strategies.

Our action strategies and tasks for Reading follow.

READING ACTION PLAN – Improve Reading

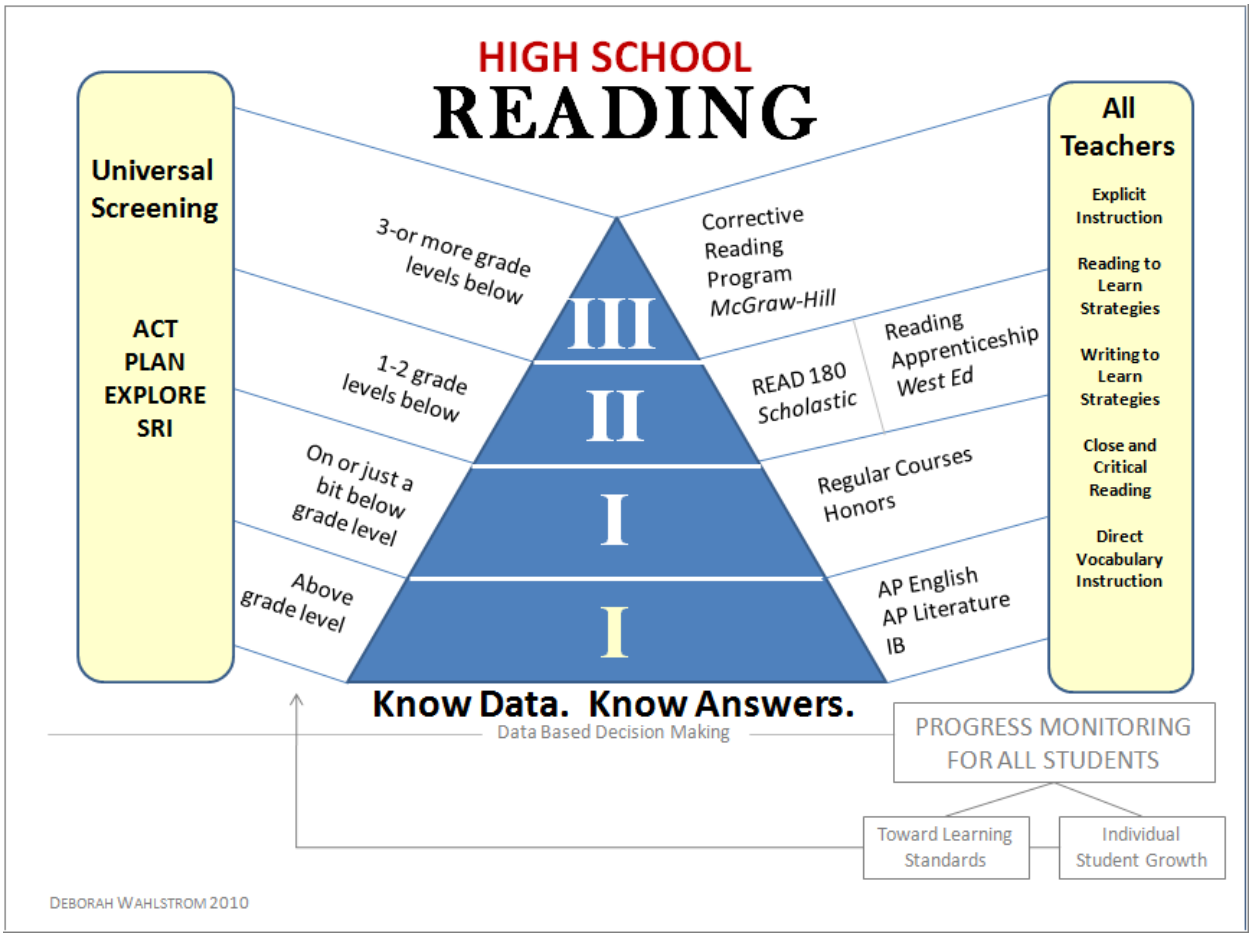
Action Strategies/Tasks (Use action strategies from the School Strategy Cards here.)	Responsible Persons	Resources Needed to Complete Task	Budget Implications	Dates of Activity (start-to-end)	Monitoring Dates	Monitoring Indicators (Indicators that point to success **during** strategy implementation.)
Curriculum						
1.1 **Review** reading requirements for graduation		• District policy for reading • State policies and guidelines • Common Core standards for reading • ACT College and Career Readiness standards for reading		1 day		• A one-page sheet that clarifies all guidelines for reading.
1.2 **Write** reading objectives in student language.		• Common Core standards • ACT College and Career Readiness Standards • Priority standards as identified by our data		7 days		• List of objectives written in student language. • Evidence of standards being communicated to students during lessons
1.3 **Review** and refine reading standards.		• Common Core Standards • ACT College and Career Readiness Standards • Lists of Priority standards from ISD • Priority standards as identified by our data • **PD**: How to choose priority standards • **PD**: How to Unpack Standards • **PD**: How to develop core vocabulary lists for the standards		10-14 days		• Completed alignment of priority standards to ACT College and Career and Readiness Skills and Common Core • Completed alignment of curriculum to ACT College and Career and Readiness Skills and Common Core
1.4 **Discover/create** a district-wide		• Examples of reading policies from other districts.		2 days		• Recommended policy for reading

reading policy.						
Instruction						
1.5 Provide time for teachers to plan.		•	Budget for teachers to be paid for working after school			•
1.6 Increase the number and type of supplies and materials needed for the reading program.		• Review each of the reading courses to determine core supplies	• Money for consumable items. • Additional books at a range of Lexile levels			• Description of supplies and materials (e.g., materials for reading manipulatives, foldables, etc.). • List of books purchased • Examples of student work
1.7 Implement a reading program that is challenging, engaging, and exciting for students.		• Bloomingdale refined standards • Examples of units from ISDs • **PD:** Research-based strategies (e.g., explicit instruction, reading to learn, writing to learn, using data to determine classroom interventions) • **Reading Apprenticeship** (West Ed) for students who are 1-2 years below in reading. • **PD:** Reading Apprenticeship • **Corrective Reading** for students who are more than three years below grade level. • **PD:** Corrective Reading	• Classroom libraries with more contemporary literature. • Materials that support reading for information	,		• List of core instructional strategies for helping students learn to read at all tier levels • Implementation results that show the level of implementation of each program. • Results of progress monitoring
1.8 Reduce class sizes, especially in classes where		• Reading Apprenticeship with small group instruction, 1:5 • Corrective Reading with small				• .

students struggle with reading.		group instruction, 1:3				
1.9 Provide training for parents to help their children with reading.		• Provide a list of general questions that parents can ask their children about books they've read • Provide frequent information related to the instructional program and have students help prepare materials. • Provide information to parents about progress students are making • Provide specific tips in areas of the curriculum where students are struggling				• List of general questions • Letter from each teacher that describe course expectations • Materials teachers have produced for parent night, parent/teacher conferences • Course web pages that provide information for parents and students • Examples of the tips given to parents that support struggling students
Assessment						
.10 Determine the reading level of all students.		• SRI Assessments • ACT-EXPLORE • ACT-PLAN • **PD**: How to interpret and use results from these assessments				• List of reading levels of students. • Student schedules based on universal screening
1.11 Develop reading assessments for the English classroom		• Data Director • **PD**: How to design high-quality assessments. • Examples of common assessments used by others • **PD:** How to use data from assessments to improve student learning				• Examples of student assessments • Results of student performance of assessments
1.12 Provide planning time for teachers to talk about student work.		• **PD**: Talking about student work	• Pay teachers to work after school to talk about student work			• Agendas for teacher meetings • Evidence of teachers making adjustments for

						students based on data
1.13 Develop a standards-based report card (for priority standards)		• SRI Assessments • ACT-EXPLORE • ACT-PLAN • **PD**: How to interpret and use results from the priority standards		**Years 1 and 2** Interpret and use results from assessments to monitor students progress toward priority standards **Year 3** Use a standards-based report card to accurately reflect what students are learning		• Standards based report card that reflects PRIORITY standards (e.g., reading levels of students, writing rubric results).

So we've looked at the data and identified needs, including specific standards that are a challenge to students. We've also set measurement goals. Now it's time to see what we're going to do, based on the data we have. The visual below lays out the basics of our reform in the area of Reading. We are transforming how we assign students to classes and how students spend their time in school. We also recognize that students cannot be college and career ready without being a reader – and our data showed that we have many students who cannot read.



We'll look at data for each student, grades 9-12, to determine their reading levels. We have three levels for which we will hand-schedule students. Level I has two parts – regular classes and advanced classes. Level II represents

students who are one or two years below grade level. Students who are three or more levels below grade level are in Level III. We are providing research-based programmatic interventions for Tier II (*Reading Apprentice*, West Ed and *READ 180*, Scholastic) and Tier III (*Corrective Reading Program*, McGraw-Hill). It's not enough to have a program – we must also make sure that the program is implemented with integrity and fidelity. Thus, we are upping our efforts to monitor the implantation of each program.

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Bloomingdale High School

Writing

Comprehensive Needs Assessment and Aligned School Improvement Plan

October 2010

WRITING

We analyze our data by content area to ensure an in-depth look at each. Looking at data by content area also provides us a way to bring different sources of data together to improve the area of Writing.

We have analyzed the following data for the area of high school Writing:

Michigan Merit Exam (MME)
Michigan EXPLORE
Michigan PLAN
Workkeys

In the first part of this analysis, we review the data for Writing from each of the sources above. In the analyses, we look at overall results, subgroup performance, and process data.

In the second part of the analysis, we present one chart that highlights the Evidences of Needs from each data source, as well as the corresponding Evidence of Success. These are the specific data pieces that will be included in our school improvement plan and will be monitored from one year to the next.

MICHIGAN MERIT EXAM

Each year, juniors take the Michigan Merit Exam. The data for this section, provided by SmartData, shows results for students who have been in the school for a full academic year. The purpose of this is that when looking to make changes in the areas of curriculum, instruction, and assessment, you want to look at the data for students with whom you had the benefit of teaching

during the entire school year. Students who come to the school during the year have missed the educational opportunities for learning the curriculum that is to be tested, thereby giving misguided data.

What is the composition of this MME test?

All high-stakes tests have a blueprint. The blueprint summary shows the number and percentage of questions by strand on the MME Writing test. The blueprint is important to study because this is one of the ways that the Michigan Department of Education communicates topics that are more important than others within each Writing strand. This can inform our decision-making at the class, school, and district levels. The chart below shows the blueprint for the MME test for the 2009-2010 school year.

The Writing test comprises 57 questions with 100% from the ACT. Of these questions, the greatest percentage comes from the strand Writing Process (46% of the test) followed by Purpose and Audience (32% of the test). Together, these two strands account for seventy-eight percent of the test.

2010 MME POINTS AND PERCENTAGES PER STANDARD
WRITING

		ACT		WorkKeys		Michigan		Totals	
Standard	Standard Description	#	%	#	%	#	%	#	#
W1.1	Writing Process	26	46%	0	0%	0	0%	26	46%
W1.2	Personal Growth	0	0%	0	0%	0	0%	0	0%
W1.3	Purpose and Audience Includes Persuasive Essay	18	32%	0	0%	0	0%	18	32%
W1.4	Inquiry and Research	4	7%	0	0%	0	0%	4	7%
W1.5	Finished Products	0	0%	0	0%	0	0%	0	0%
LAN4.1	Effective Use of Language	9	16%	0	0%	0	0%	9	16%
	TOTAL NUMBER OF OPERATIONAL ITEMS	57	100%	0	0%	0	0%	57	100%
	TOTAL PERCENT OF OPERATIONAL ITEMS	100%		0%		0		100%	

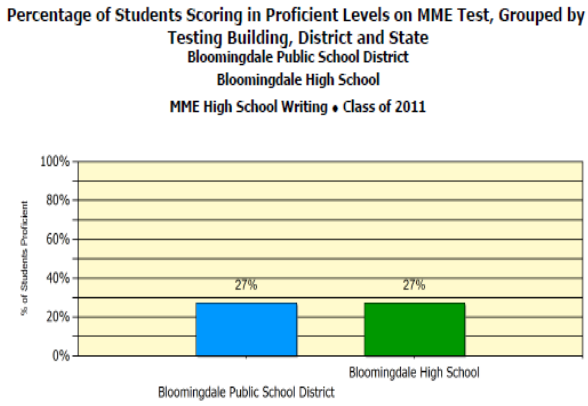
What are the demographics of the students who took the MME?

A total of 88 eleventh-grade students took the MME in the spring of 2010 (2009-2010 school year). Of these, 9 (10%) were Black, 14 (16%) were Hispanic, 1 (1%) was Hawaiian, and 64 (73%) were White.

Student Demographic Summary
Bloomingdale Public Schools
Bloomingdale High School

Test Records in System	Class of 2008		Class of 2009		Class of 2010		Class of 2011	
MME High School Writing	100	100%	85	100%	87	100%	88	100%
General Achievement (No Retest) Reporting								
Excluded Based on Exclusion Factors	5	5%	10	12%	5	6%	11	13%
Level of Proficiency is Unknown	10	10%	2	2%	0	0%	0	0%
Used for General Achievement Reporting	85	85%	73	86%	82	94%	77	88%
Test Form								
Form 1 (MME)	93	93%	75	88%	0	0%	0	0%
Form 3 (MME)	5	5%	4	5%	0	0%	0	0%
Form 4 (MME)	2	2%	3	4%	0	0%	0	0%
Unspecified Form (MME)	0	0%	3	4%	87	100%	88	100%
Grade when Tested								
Grade 11	83	83%	82	96%	87	100%	88	100%
Grade 12	17	17%	3	4%	0	0%	0	0%
Gender								
Female Students	56	56%	35	41%	42	48%	41	47%
Male Students	44	44%	50	59%	45	52%	47	53%
Race/Ethnicity								
Asian/Pacific Islander	1	1%	1	1%	0	0%	0	0%
Black	7	7%	6	7%	5	6%	9	10%
Hawaiian	0	0%	0	0%	1	1%	1	1%
Hispanic	13	13%	15	18%	17	20%	14	16%
Other	0	0%	1	1%	0	0%	0	0%
White	79	79%	62	73%	64	74%	64	73%
SWD								
Students with Disabilities	13	13%	6	7%	7	8%	9	10%
Students without Disabilities	87	87%	79	93%	80	92%	79	90%
Economic Status								
Economically Disadvantaged	49	49%	47	55%	58	67%	56	64%
Not Economically Disadvantaged	51	51%	38	45%	29	33%	32	36%

What is the performance of our students on the MME Writing test?



Breakdown of Students	Bloomingdale Public School District	Bloomingdale High School
Not Proficient	56	56
Proficient	21	21
Total # of Students	77	77

In spring 2010, 88 students took the MME High School Writing test. Of these students, eleven (11) are excluded in the achievement data because they were not with the district for at least a full academic year. Thus, this data represents the achievement of 77 juniors. When looking at the data in the rest of this section, we'll review and analyze three types: outcome, demographic, and process.

A total of 21 students (27%) scored at the proficient level on the Writing test while 56 (73%) of the students scored not proficient. In order to be proficient, a student must score an 1100 on the Writing test.

Evidence of Need: 27% of students scored proficient on the MME Writing Test, Class of 2010.

What proficiency levels did our students attain?

There are four levels of achievement on the Writing test, with level 1 being the highest and level 4 being the lowest. The following graph shows the performance of our students by proficiency levels.

Proficiency Level Summary
Bloomingdale Public School District
Bloomingdale High School (Test Administrator)
MME High School Writing • Class of 2011

Proficiency Level Breakdowns			#	%
All Students	Level 1		1	1%
	Level 2		20	26%
	Level 3		52	68%
	Level 4		4	5%
	Total for All Students		77	100%
Total for All Students			77	100%

Of our 77 students, 21 (27%) scored in Levels 1 or 2 while 56 (73%) scored in Levels 3 or 4. A student must score in Level 2 with a minimum score of 1100 to be proficient.

Evidences of Need

5% of students scored in Level 4 on the MME Writing Test.

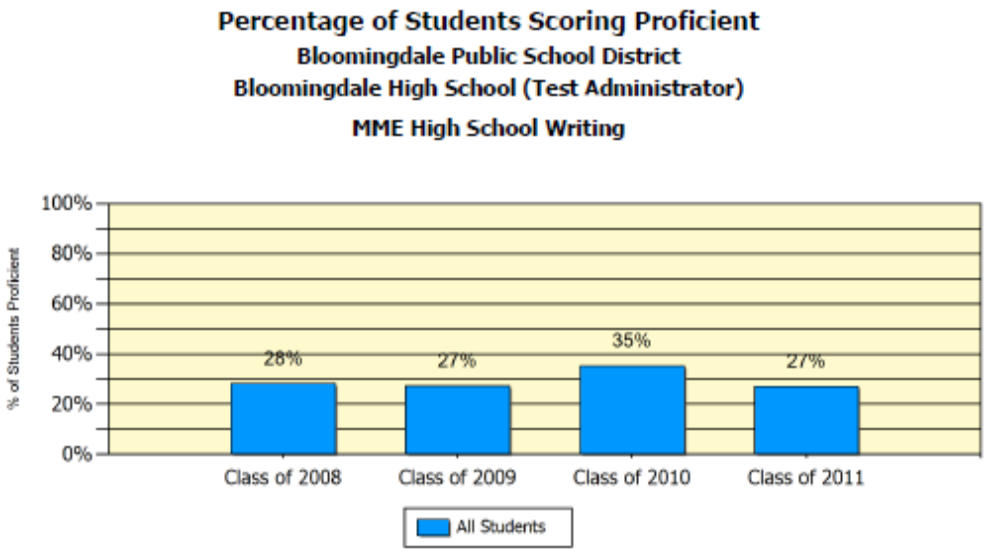
73% of students scored in Levels 3 or 4 on the MME Writing Test.

1% of students scored in Level 1 on the MME Writing Test.

26 % of students scored in Level 2 on the MME Writing Test.

What has been our trend in performance on the MME test?

One of the protocols that is important to do when looking at data is to look at student performance over time. One reason to do this is to see if the efforts we are making at the school level do impact student achievement. As we implement the strategies in our School Improvement Plan, we should see the pattern "interrupted" in a positive way.



Breakdown of Students		Class of 2008	Class of 2009	Class of 2010	Class of 2011
All Students	Not Proficient	61	53	53	56
	Proficient	24	20	29	21
	Total in Group	85	73	82	77
Total Number of Students		85	73	82	77

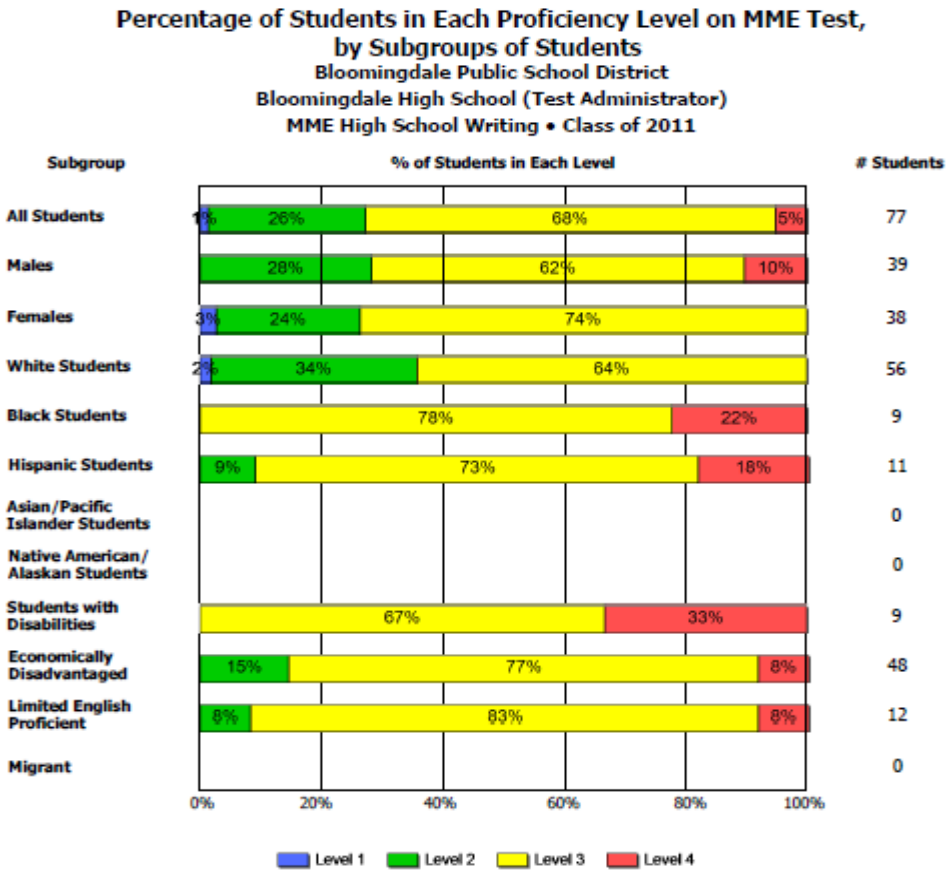
When looking at results over time and by graduating class, the proficiency rates for the Writing test was steady for the class of 2008 and 2009. The class of 2010 shows an increase of 8 percentage points over the class of 2008 and 2009. Only 27% were proficient for the class of 2011 – a decrease of eight (8) percentage points.

Evidence of Need

Beginning in the 2006-2007 school year, the percentage of students scoring proficient on the MME Writing test remained about the same with 27% of the students' proficient for the Class of 2008 and 28% proficient for the Class of 2009. The Class of 2010 showed an increase of eight (8) percentage points when 35% of the class scored at the proficient level. The Class of 2011 showed a decrease of eight (8) percentage points with only 27% of the students scoring at the proficient level.

What is the performance, by proficiency levels, of subgroups of students?

As required by federal law, we track the results of subgroups. In Michigan, a subgroup is counted for Adequate Yearly Progress (AYP) when thirty (30) or more students are in a group. For example, in the graph below, there are 9 (nine) students with disabilities who took this Writing test. This is not enough students to be counted as a group for AYP purposes, so the school would not have an AYP target for this subgroup of students. But, when looking at Economically Disadvantaged Students, there are 48 – well over the 30 needed to make a group. Thus the school will have to meet the AYP target for the subgroup, Economically Disadvantaged Students.



The AYP target for 2010 is 55%. Using the above graph, we can quickly see which subgroups hit the target. This AYP target increases in the 2010-2011 school year to 67% and again in the 2011-2012 school year to 78%.

The percentage of students scoring proficient from different subgroups of students include 36% of white students scored proficient, while 9% of Hispanic students did. This is a gap of 27 percentage points. Fifteen percent (15%) of the economically disadvantaged students scored proficient. None of these subgroups hit the 2009-2010 target of 55%.

Evidences of Need

36% of White students scored proficient on the MME Writing test.
9% of Hispanic students scored proficient on the MME Writing test.
15% of economically disadvantaged students scored proficient on the MME Writing test.
0% of the subgroups hit the AYP target of 55% for 2009-2010 (Class of 2011).

Is our Writing curriculum aligned?

We've looked at the overall results of our students on this test as well as its demographic data. The next step is to review process data for Writing. There are a number of items we'll review for this including: two charts for which the data analysis will inform curriculum alignment at the school level and the completion of going through the process of Successline's School Strategy Cards which reveal specific actions a school should take, in priority order, to begin to more tightly the alignment between curriculum, instruction, and assessment.

The following chart, Percentage *of Students Meeting or Exceeding Standards on the MME Test*, provides longitudinal data designed to provide information related to curriculum alignment.

Percentage of Students Meeting or Exceeding Standards on MME Test
Bloomingdale Public School District
Bloomingdale High School (Test Administrator)
MME High School Writing

	Total # Students Tested	# Students in Proficient Levels (Meet or Exceed Standards)	% Students in Proficient Levels (Meet or Exceed Standards)	# Students in Non-Proficient Levels	% Students in Non-Proficient Levels	# of students Needed for 80% of Students to Meet or Exceed Standards	If 80% of Students Didn't Meet or Exceed Standards, How Many More are Needed?	# of Students Close to Meeting the State's Standards
Class of 2011	77	21	27%	56	73%	62	41	11
Class of 2010	82	29	35%	53	65%	66	37	8
Class of 2009	73	20	27%	53	73%	59	39	14
Class of 2008	85	24	28%	61	72%	68	44	13

Based on the data in this chart, there is loose curriculum alignment for Writing as measured by the MME. The loose alignment is true for the classes of 2008, 2009, 2010 and the Class of 2011.

Evidence of Need

27% of students scored proficient on the MME Writing test. In an aligned system it is reasonable to expect at least 80% or more of the students would score proficient. An additional 41 students scoring proficient were needed. Eleven (11) were close.

Where do we have curriculum alignment in Writing?

The following chart, *Comparison of Strengths and Weaknesses*, also shows data that points to loose alignment.

Comparison of Strengths and Weaknesses, by Proficiency, on MME Test

Bloomingdale Public School District
Bloomingdale High School (Test Administrator)
MME High School Writing • Class of 2011

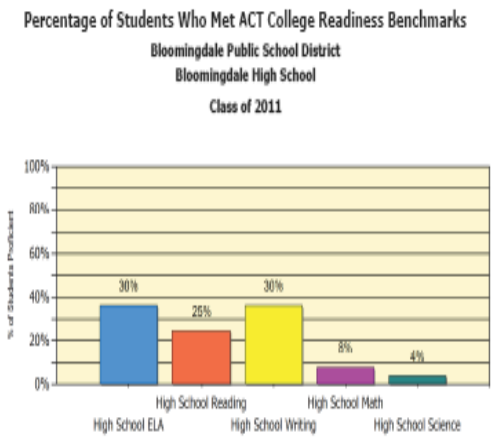
		NOT PROFICIENT				PROFICIENT			
		Weakness		Strength		Weakness		Strength	
	Total # Tested	#	%	#	%	#	%	#	%
Usage/Mechanics (ACT)	77	56	100%	0	0%	16	76%	5	24%
Rhetorical Skills (ACT)	77	56	100%	0	0%	20	95%	1	5%
Writing Process	77	56	100%	0	0%	11	52%	10	48%
Purpose and Audience	77	56	100%	0	0%	20	95%	1	5%
Inquiry and Research	77	55	98%	1	2%	18	86%	3	14%
		TOTAL STUDENTS NOT PROFICIENT			56	TOTAL STUDENTS PROFICIENT			21
		PERCENT NOT PROFICIENT			73%	PERCENT PROFICIENT			27%

The data for each of the five (5) strands show very loose alignment. Tight alignment for a strand is represented by having 94-100% in the last column of the chart. The closer to 100% the tighter the alignment between what is taught and what is tested. In order for students to perform well on an assessment, it is imperative that they have an opportunity to learn the knowledge, concepts, and skills that will be tested.

Evidence of Need

0% of the five strands for the MME Writing test show tight alignment.

Which skills do our students possess, as measured by the ACT College Readiness Standards?



Breakdown of Students	High School ELA	High School Reading	High School Writing	High School Math	High School Science
Below Benchmark	49	58	49	71	74
Met Benchmark	28	19	28	6	3
Total # of Students	77	77	77	77	77

We also looked at the percentage of students achieving who met ACT College Readiness Benchmarks to determine three things: the number and percent of students performing at each ACT Writing score range, the tasks students have to know in order to have performed well at that range, and improvement ideas for ensuring that more students achieve at higher levels as measured by this test.

Evidences of Need

28 students (30%) of students met the benchmark. The benchmark for this test is 22.

Which skills do our students possess, as measured by the WorkKeys test?

WorkKeys Foundational Skills assessments measure cognitive abilities such as applied Writing, Writing for information, and locating information.

The applied Writing test measures the skill people use in the workplace when they compare, summarize, and analyze information from charts, graphs, tables and forms. The test questions require the student to set up and solve the types of problems and do the types of calculations that actually occur in the workplace. There are 38 questions on the test and a time limit of 45 minutes.

There are four skill levels of difficulty on the WorkKeys *Locating Information* test. Level 3 is the least complex and Level 7 is the most complex. The levels build on each other, each incorporating the skills assessed at the previous levels. For example, at Level 5, individuals need the skills from Levels 3, 4, and 5. The following chart shows the number and percentage of Bloomingdale students performing at each skill level.

Percentage of Students Achieving WorkKeys Characteristics and Skill Sets
Bloomingdale Public School District
Bloomingdale High School
WorkKeys Locating Information • Class of 2011
Strand: Locating Information

Student Performance		WorkKeys Loc Info Score	Item Characteristics	Skills
#	%			
16	21%	5	• Complicated workplace graphics, such as detailed forms, tables, graphs, diagrams, maps, or instrument gauges. • Graphics may have less common formats. • One or more graphics are used at a time.	
43	57%	4	• Straightforward workplace graphics such as basic order forms, diagrams, line graphs, tables, flowcharts, instrument gauges, or maps. • One or two graphics are used at a time.	
10	13%	3	• Elementary workplace graphics such as simple order forms, bar graphs, tables, flowcharts, maps, instrument gauges, or floor plans. • One graphic used at a time.	
7	9%	0	• No score received.	

A total of 76 students had WorkKey scores. Of these, 7 (9%) scored a 0, 10 (13%) scored a 3, 43 (57%) scored a 4, 16 (21%) scored a 5.

Careers that require *Applied Writing* plus commonly used life skills include the following:

Level 7: Engineers and Scientists – plus tax, mortgage, insurance, and credit card decisions

Level 6: Auditors and Technicians – plus Brickmason and Carpenter Apprenticeship programs

Level 5, Managers and Loan Officers – plus College and Workforce Readiness programs

Level 4: Judges and Social Workers – plus balancing a checkbook

Level 3: School Counselors and Drivers – plus making change

Evidence of Need

21% of students scored in Level 5 on the WorkKeys test.

MICHIGAN ACT PLAN

Students take the ACT PLAN in grade ten.

What is the composition of the ACT PLAN?

The following chart shows the composition of the ACT PLAN test. Students answer fifty questions in six strands.

ACT PLAN Blueprint Summary
Bloomingdale Public School District
Bloomingdale High School
ACT-PLAN English • Spring 2009-10
Form 30B

Strand	# of Points	% of Items	Designator*	Prompt Type	# Items	# Points	% of Strand
Topic Development in Terms of Purpose and Focus	**10**	**20%**	301.TOD	Multiple-Choice	1	1	10%
			302.TOD	Multiple-Choice	2	2	20%
			402.TOD	Multiple-Choice	1	1	10%
			502.TOD	Multiple-Choice	2	2	20%
			503.TOD	Multiple-Choice	2	2	20%
			602.TOD	Multiple-Choice	2	2	20%
Organization, Unity, and Coherence	**7**	**14%**	201.OUC	Multiple-Choice	1	1	14%
			401.OUC	Multiple-Choice	1	1	14%
			501.OUC	Multiple-Choice	1	1	14%
			502.OUC	Multiple-Choice	1	1	14%
			602.OUC	Multiple-Choice	3	3	43%
Word Choice in Terms of Style, Tone, Clarity, and Economy	**15**	**30%**	202.WCH	Multiple-Choice	5	5	33%
			301.WCH	Multiple-Choice	3	3	20%
			402.WCH	Multiple-Choice	2	2	13%
			403.WCH	Multiple-Choice	2	2	13%
			501.WCH	Multiple-Choice	1	1	7%
			503.WCH	Multiple-Choice	2	2	13%
Sentence Structure and Formation	**2**	**4%**	302.SST	Multiple-Choice	1	1	50%
			401.SST	Multiple-Choice	1	1	50%
Conventions of Usage	**6**	**12%**	302.COU	Multiple-Choice	1	1	17%
			501.COU	Multiple-Choice	2	2	33%
			601.COU	Multiple-Choice	3	3	50%
Conventions of Punctuation	**10**	**20%**	201.COP	Multiple-Choice	1	1	10%
			301.COP	Multiple-Choice	6	6	60%
			401.COP	Multiple-Choice	2	2	20%
			503.COP	Multiple-Choice	1	1	10%

Of the six strands, the greatest number of points and weight are in Word Choice in Terms of Style, Tone, Clarity, and Economy (30%), followed by both Topic Development in Terms of Purpose and Focus, and Conventions of Punctuation (20%), Organization, Unity, and Coherence (14%), and Sentence Structure and Formation (4%).

What are the demographics of the students who took the ACT PLAN?

A total of 99 tenth-grade students took the ACT PLAN in the spring of 2010 (2009-2010 school year). Of these, 1 (1%) were American Indian/Native Alaskan, 1 (1%) Asian/Pacific Islander, 6 (6%) were Black, 21 (21%) were Hispanic, 6 (6%) were Multiracial, and 54 (55%) were White. Ten students (10%) were designated as either Not Specified or Other.

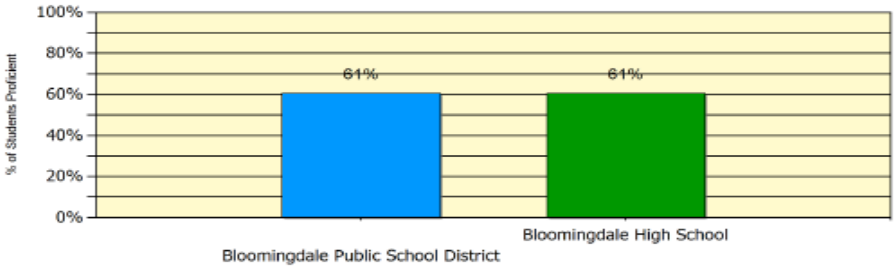
Student Demographics Summary
Bloomingdale Public School District
Bloomingdale High School

Test Records in System	Spring 2008-09		Spring 2009-10	
ACT-PLAN English	84	100%	99	100%
Test Form				
Form 29B (ACT-PLAN)	0	0%	8	8%
Form 30A (ACT-PLAN)	84	100%	0	0%
Form 30B (ACT-PLAN)	0	0%	91	92%
Grade when Tested				
Grade 10	84	100%	99	100%
Gender				
Female Students	42	50%	56	57%
Male Students	42	50%	43	43%
Race/Ethnicity				
American Indian/Native Alaskan	1	1%	1	1%
Asian/Pacific Islander	0	0%	1	1%
Black	8	10%	6	6%
Hispanic	14	17%	21	21%
Multiracial	8	10%	6	6%
Not Specified	1	1%	6	6%
Other	0	0%	4	4%
White	52	62%	54	55%
SWD				
Students without Disabilities	84	100%	99	100%
Economic Status				
Not Economically Disadvantaged	84	100%	99	100%
English Proficiency				
English Proficient	84	100%	99	100%
Migrant				
Not Migrant	84	100%	99	100%
Less than Full Academic Year				
Full Academic Year	84	100%	99	100%

What is the performance of our students on the ACT PLAN?

A total of 60 students (61%) scored at or above the benchmark on the ACT PLAN test while 39 (39%) did not meet the benchmark.

Percentage of Students Scoring At or Above Benchmark on ACT PLAN Test, Grouped by Building and District
Bloomingdale Public School District
Bloomingdale High School
ACT-PLAN English • Spring 2009-10



Breakdown of Students	Bloomingdale Public School District	Bloomingdale High School
Proficient	60	60
Not Proficient	39	39
Total # of Students	**99**	**99**

Evidence of Need

61% of students scored at or above benchmark on the ACT PLAN Writing test.

What proficiency levels did our students attain?

The following chart, Benchmark Level Summary, shows the proficiency level breakdown of the number and percentage of students in three levels: At or above Benchmark, Close to Benchmark, and Below Benchmark.

Benchmark Level Summary
Bloomingdale Public School District
Bloomingdale High School
ACT-PLAN English • Spring 2009-10

Proficiency Level Breakdowns		#	%
All Students	At or Above Benchmark	60	61%
	Close to Benchmark	18	18%
	Below Benchmark	21	21%
	Total for All Students	**99**	**100%**
Total for All Students		**99**	**100%**

Of the 99 students who took the ACT PLAN, 60 (61%) scored At or Above Benchmark, 18 (18%) scored Close to Benchmark, and 21 (21%) scored Below Benchmark.

Evidence of Need

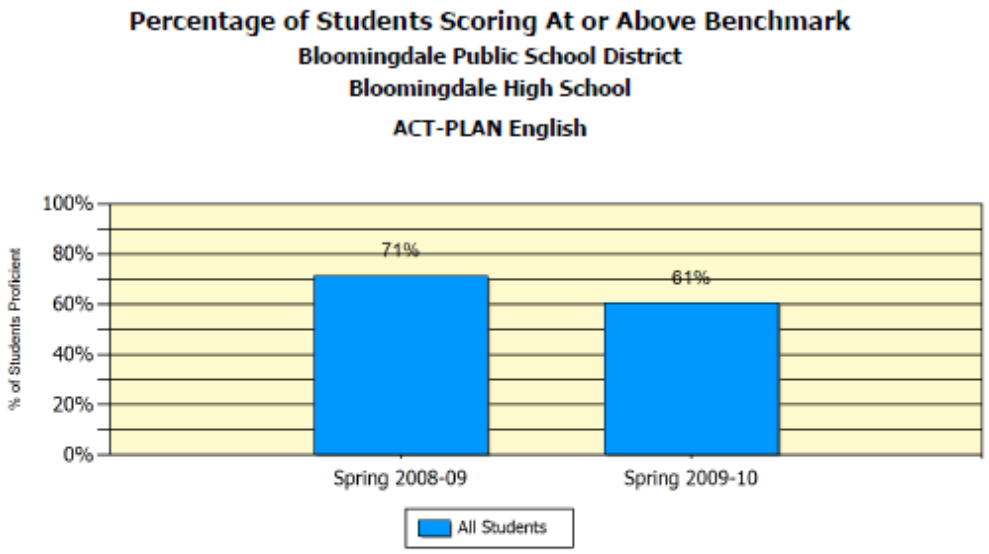
61 % of students scored at or above benchmark on the ACT PLAN Writing test.

18% of students scored Close to Benchmark on the ACT PLAN Writing test.

21% of students scored Below Benchmark on the ACT PLAN Writing test.

What has been our trend in performance on the ACT PLAN Writing test?

We currently have two years worth of ACT PLAN data, but still want to compare the results from one year to the next. The following graph shows the percentage of students scoring at or above benchmark from spring 2009 (2008-2009 school year) to spring 2010 (2009-2010 school year). .



Breakdown of Students		Spring 2008-09	Spring 2009-10
All Students	Not Proficient	24	39
	Proficient	60	60
	Total in Group	84	99
Total Number of Students		84	99

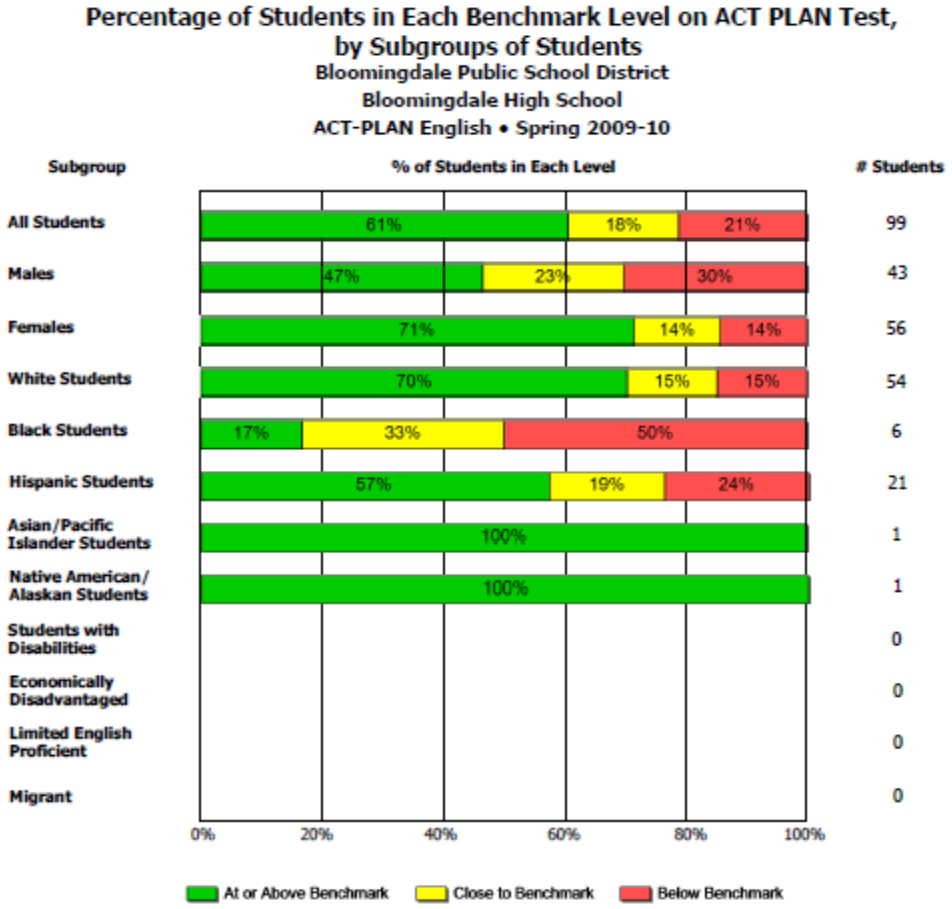
A total of 99 students took the ACT PLAN Writing test in the Spring of 2010. Of these, 60 (61%) were proficient

Evidence of Need

61% of the students scored at or above the benchmark level on the ACT PLAN Writing test in 2009-2010.

What is the performance, by benchmark levels, of subgroups of students?

As one indicator of equity in quality, we look at the results of subgroup performance. The following graph shows the data for subgroup performance on the ACT PLAN Writing test.



Of the 99 students who took the test, 61% overall scored at or above benchmark. When looking at the White students who took the test, 70% scored at or above benchmark. Of the black students who took this test, 17% scored at or above to benchmark.

There are two subgroups that can be compared because they each have enough students in the group (30 or 15% of total test takers) to do this comparison. There is a difference in the achievement of White students (61%) scoring at or above benchmark and Hispanic students (57%) scoring at or above benchmark. This is a gap in achievement between these two groups of students of 4 percentage points.

Evidence of Need

61% of White students scored at or above benchmark on the ACT PLAN Writing test.
17% of Black students scored at or above benchmark on the ACT PLAN Writing test.
57% of Hispanic students scored at or above benchmark on the ACT PLAN Writing test.
There is a gap in achievement between White and Hispanic students of 4 percentage points on the ACT PLAN Writing test.

Is our Writing curriculum aligned as compared to the ACT PLAN Writing test?

The following chart, *Percentage of Students Correctly Answering 80% or More of Questions on ACT PLAN Test*, begins to provide longitudinal data designed to provide information related to curriculum alignment.

Percentage of Students Correctly Answering 80% or More of Questions on ACT PLAN Test
Bloomingdale Public School District
Bloomingdale High School
ACT-PLAN English

	Total # Students Tested	# Students Correctly Answering 80% or More of Questions	% Students Correctly Answering 80% or More of Questions	# Students NOT Correctly Answering 80% or More of Questions	% Students NOT Correctly Answering 80% or More of Questions	# of Students Needed for 80% of Students to have Correctly Answered 80%	If 80% of Students Didn't Correctly Answer 80%, How Many More are Needed?	# of Students Correctly Answering 75-79% of Questions
Spring 2009-10	99	0	0%	99	100%	80	80	0
Spring 2008-09	84	0	0%	84	100%	68	68	0

Based on the data in this chart, there is loose curriculum alignment for Writing as measured by the ACT PLAN Writing test (2009-2010 school year).

Evidence of Need

0% of the students scored 80% or more of the questions correctly on the ACT PLAN Writing test.

Where do we have curriculum alignment in Writing?

The following chart, Comparison of Strengths and Weaknesses, by Benchmark level, on ACT PLAN Test shows data that point to loose alignment.

Comparison of Strengths and Weaknesses, by Benchmark Level, on ACT PLAN Test

Bloomingdale Public School District
Bloomingdale High School
ACT-PLAN English • Spring 2009-10

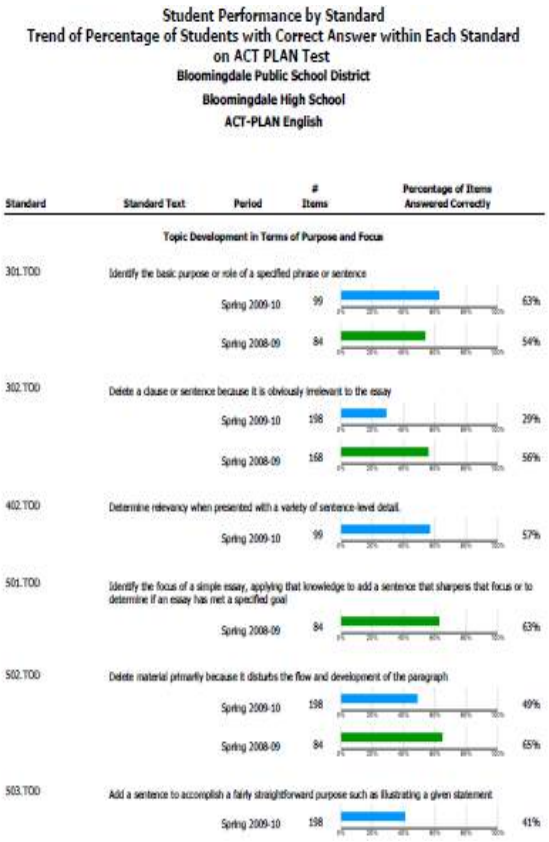
		BELOW BENCHMARK				AT OR ABOVE BENCHMARK			
		Weakness		Strength		Weakness		Strength	
	Total # Tested	#	%	#	%	#	%	#	%
Usage/Mechanics	99	39	100%	0	0%	54	90%	6	10%
Rhetorical Skills	99	39	100%	0	0%	56	93%	4	7%
Topic Development in Terms of Purpose and Focus	99	39	100%	0	0%	57	95%	3	5%
Organization, Unity, and Coherence	99	39	100%	0	0%	56	93%	4	7%
Word Choice in Terms of Style, Tone, Clarity, and Economy	99	39	100%	0	0%	49	82%	11	18%
Sentence Structure and Formation	99	36	92%	3	8%	32	53%	28	47%
Conventions of Usage	99	35	90%	4	10%	42	70%	18	30%
Conventions of Punctuation	99	39	100%	0	0%	45	75%	15	25%

TOTAL STUDENTS BELOW BENCHMARK	39	TOTAL STUDENTS AT OR ABOVE BENCHMARK	60
PERCENT BELOW BENCHMARK	39%	PERCENT AT OR ABOVE BENCHMARK	61%

Based on the data above, all of the 8 strands show very loose alignment. The strands that show the tightest alignment are Sentence Structure and Formation (47%).

Evidence of Need

0 of the eight strands for the ACT PLAN Writing show tight alignment.



What specific standards should be a focus?

When looking at the data, we have determined that all of the strands need work in terms of tightening alignment.

After looking at the Item Analysis, we have identified specific standards that merit additional curriculum alignment work in each of our designated strands. These include:

Topic Development in Terms of Purpose and Focus

302.TOD

Delete a clause or sentence because it is obviously irrelevant to the essay.

502.TOD

Delete material primarily because it disturbs the flow and development of the paragraph.

503.TOD

Add a sentence to accomplish a subtle rhetorical purpose such as to emphasize, to add supporting detail, or to express meaning through connotation.

601.TOD

Apply an awareness of the focus and purpose of a fairly involved essay to determine the rhetorical effect and suitability of an existing phrase or sentence, or to determine the need to delete plausible but irrelevant material.

602.TOD

Add a sentence to accomplish a subtle rhetorical purpose such as to emphasize, to add supporting detail, or to express meaning through connotation.

702.TOD

Add a phrase or sentence to accomplish a complex purpose, often expressed in terms of the main focus of the essay.

Organization, Unity, and Coherence

401.OUC

Use conjunctive adverbs or phrases to express straightforward logical relationships.

501.OUC

Determine the need for conjunctive adverbs or phrases to create subtle connections between sentences.

602.OUC

Rearrange sentences to improve the logic and coherence of a complete paragraph.

Word Choice in Terms of Style, Tone, Clarity

202.WCH

Revise vague nouns and pronouns that create obvious logic problems.

402.WCH

Use the word or phrase most consistent with the style and tone of a fairly straightforward essay.

501.WCH

Revise a phrase that is redundant in terms of the meaning and logic of the entire sentence.

503.WCH

Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay.

Sentence Structure and Formation

401.SST

Recognize and correct marked disturbances of sentence flow and structure

Conventions of Usage

302.COU

Recognize and use the appropriate word in frequently confused pairs such as there and their, past and passed, and led and lead.

Conventions of Punctuation

201.COP

Delete commas that disturb the sentence flow.

MICHIGAN EXPLORE

In terms of a continuum, students take ACT EXPLORE in grade 8, EXPLORE PLAN in grade 10, and ACT in grade 11. The results of the EXPLORE test provides information about what students are likely to know and are able to do. This is provided in the form of the College Readiness Standards. The College Readiness Standards are also tightly aligned to the Common Core Standards, released in June 2010 as representatives from ACT fully participated in the development, review, and refinement of the Common Core Standards.

The Standards describe the types of skills and knowledge typically demonstrated by students who score in particular score ranges on each test of EXPLORE. Standards are provided for four score ranges along the EXPLORE score scale (13-15, 16-19, 20-23, and 24-25). If students in our school obtain a score between 1 and 12, they are most likely beginning to develop the knowledge and skills described in the 13-15 score range for that particular EXPLORE test.

What is the composition of the ACT EXPLORE test?

The blueprint summary below shows the number and percentage of questions by strand on the ACT EXPLORE test.

ACT EXPLORE Blueprint Summary
Bloomingdale Public School District
Bloomingdale Middle School
ACT-EXPLORE English • Spring 2009-10
Form 03B

Strand	# of Points	% of Items	Designator*	Prompt Type	# Items	# Points	% of Strand
Topic Development in Terms of Purpose and Focus	8	20%	301.TOD	Multiple-Choice	3	3	38%
			302.TOD	Multiple-Choice	2	2	25%
			402.TOD	Multiple-Choice	1	1	13%
			503.TOD	Multiple-Choice	2	2	25%
Organization, Unity, and Coherence	4	10%	401.OUC	Multiple-Choice	2	2	50%
			402.OUC	Multiple-Choice	1	1	25%
			502.OUC	Multiple-Choice	1	1	25%
Word Choice in Terms of Style, Tone, Clarity, and Economy	17	43%	201.WCH	Multiple-Choice	9	9	53%
			202.WCH	Multiple-Choice	2	2	12%
			301.WCH	Multiple-Choice	1	1	6%
			401.WCH	Multiple-Choice	2	2	12%
			402.WCH	Multiple-Choice	1	1	6%
			403.WCH	Multiple-Choice	1	1	6%
			503.WCH	Multiple-Choice	1	1	6%
Sentence Structure and Formation	1	3%	402.SST	Multiple-Choice	1	1	100%
Conventions of Usage	2	5%	302.COU	Multiple-Choice	2	2	100%
Conventions of Punctuation	8	20%	201.COP	Multiple-Choice	2	2	25%
			301.COP	Multiple-Choice	4	4	50%
			302.COP	Multiple-Choice	2	2	25%
TOTAL NUMBER OF ITEMS/POINTS	40	100%	This is the total number of *operational* questions on the test. Note that there may be a varying number of field test items, but these are not counted toward a student's results.				

The Writing portion of EXPLORE has 40 questions. Word Choice in Terms of Style, Tone, Clarity, and Economy has seventeen questions (43%), Topic Development in Terms of Purpose and Focus has eight questions (20%), Conventions of Punctuation, has eight questions (20%), Organization, Unity, and Coherence has four questions (10%), Sentence Structure and Formation has one questions (3%), and Conventions of Usage has two questions and accounts for 5% of the EXPLORE test.

What is the makeup of students who took the ACT Explore test?

A total of 79 students in Grade 8 took the ACT EXPLORE test in Fall 2010. The chart below shows the makeup of the students who took this test.

Student Demographics Summary
Bloomingdale Public School District
Bloomingdale Junior High School 7/8 Building

Test Records in System	Spring 2009-10	
ACT-EXPLORE English	79	100%

General Achievement (No Retest) Reporting

Used for General Achievement Reporting	79	100%

Test Form

Form 03A (ACT-EXPLORE)	5	6%
Form 03B (ACT-EXPLORE)	74	94%

Grade when Tested

Grade 08	79	100%

Gender

Female Students	42	53%
Male Students	37	47%

Race/Ethnicity

American Indian/Native Alaskan	2	3%
Black	2	3%
Hispanic	11	14%
Multiracial	8	10%
Not Specified	6	8%
Other	1	1%
White	49	62%

SWD

Students without Disabilities	79	100%

Economic Status

Not Economically Disadvantaged	79	100%

English Proficiency

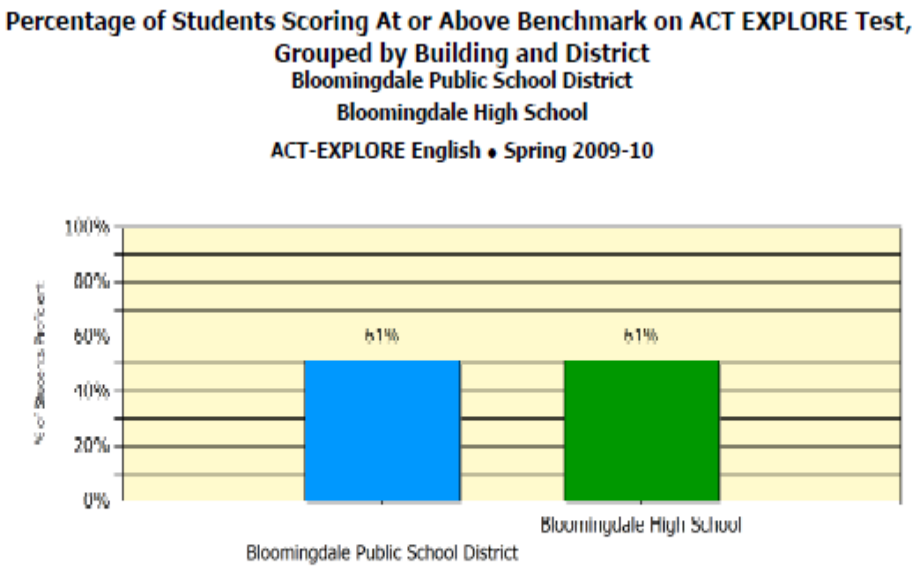
English Proficient	79	100%

Migrant

Not Migrant	79	100%

Of the 79 grade 8 students who took this test, 2 (3%) were American Indian/Native Alaskan, 2 (3%) were Black, 11 (14%) were Hispanic, 8 (10%) were Multiracial, 49 (62%) were White, and 7 (9%) were identified as not specified or other.

How did our students perform on the ACT EXPLORE test over time?



Breakdown of Students	Bloomingdale Public School District	Bloomingdale High School
Proficient	43	43
Not Proficient	41	41
Total # of Students	84	84

Of the 84 students who took the ACT EXPLORE in grade nine, 43 (61%) scored at or above the test's benchmark.

Evidence of Need

61% of students scored at or above the benchmark on the ACT EXPLORE Writing test.

What benchmark levels did our students attain?

The chart below shows the different performance levels of Bloomingdale students on the ACT EXPLORE Writing test.

Benchmark Level Summary
Bloomingdale Public School District
Bloomingdale High School
ACT-EXPLORE English • Spring 2009-10

Proficiency Level Breakdowns			#	%
All Students	At or Above Benchmark		43	51%
	Close to Benchmark		15	18%
	Below Benchmark		26	31%
	Total for All Students		84	100%
Total for All Students			84	100%

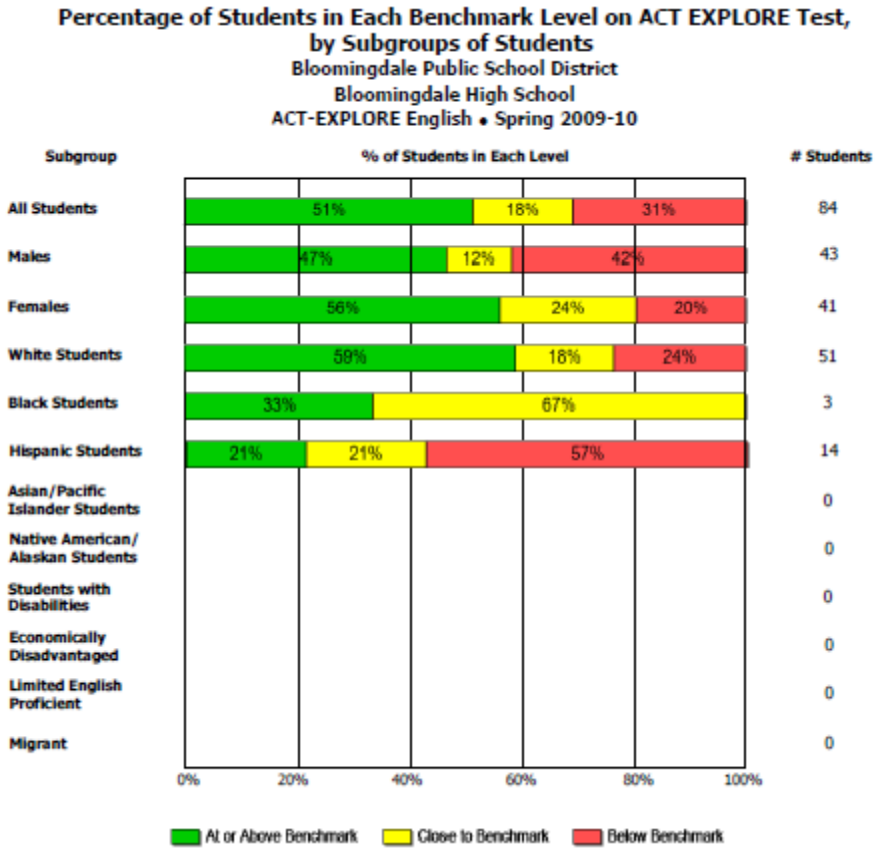
Of the 84 students who took the ACT EXPLORE in the spring of 2010, 43 (51%) scored at or above the test's benchmark, while another 15 (18%) were close to the benchmark, and 26 (31%) were below the benchmark.

Evidence of Need

51% of students scored at or above benchmark on the Spring 2010 administration of the ACT EXPLORE test.

What is the performance, by benchmark levels, of subgroups of students?

Even though EXPLORE is not a required test nor used for federal accountability purposes, we study its data as the test is a predictor for student performance on the ACT. With that in mind, we look at data in a similar way as we do for the MME High School Writing test which includes the ACT.



When looking at results by subgroups, 69% of the students in All Students scored at or above benchmark or close to benchmark (the green and yellow bars). For other AYP subgroups (with at least 30 students or the subgroup makes up 15% of the population tested), 59% of White Students scored at or above benchmark while 21% of Hispanic students did.

Evidence of Need

59% of white students scored at or above the benchmark on the ACT EXPLORE Writing test. 21% of Hispanic students at or above the benchmark on the ACT EXPLORE Writing test. There is a gap of 38% between white students who scored at or above the benchmark and Hispanic students who scored at or above the benchmark.

Is our Writing curriculum aligned?

We've looked at the overall results on the ACT EXPLORE as well as the demographics of the students who took this test. The following chart, *Percentage of Students Correctly Answering 80% or More of Questions on ACT Explore Test*, provides baseline data for information related to curriculum alignment.

Percentage of Students Correctly Answering 80% or More of Questions on ACT EXPLORE Test
Bloomingdale Public School District
Bloomingdale High School
ACT-EXPLORE English

	Total # Students Tested	# Students Correctly Answering 80% or More of Questions	% Students Correctly Answering 80% or More of Questions	# Students NOT Correctly Answering 80% or More of Questions	% Students NOT Correctly Answering 80% or More of Questions	# of Students Needed for 80% of Students to have Correctly Answered 80%	If 80% of Students Didn't Correctly Answer 80%, How Many More are Needed?	# of Students Correctly Answering 75-79% of Questions
Spring 2009-10	84	0	0%	84	100%	68	68	0
Fall 2008-09	96	0	0%	96	100%	77	77	0

Based on the data in this chart, there is loose curriculum alignment between the school's curriculum and standards measured by ACT EXPLORE.

Evidence of Need

0% of students scored at least 80% of the questions correct on the ACT EXPLORE test. In an aligned system it is reasonable to expect at least 80% or more of the students to meet the benchmark.

Where do we have curriculum alignment?

The following chart, *Comparison of Strengths and Weaknesses, by Benchmark Level, on ACT EXPLORE Test*, shows data that points various levels of alignment.

Comparison of Strengths and Weaknesses, by Benchmark Level, on ACT EXPLORE Test

Bloomingdale Public School District
Bloomingdale High School
ACT-EXPLORE English • Spring 2009-10

		BELOW BENCHMARK				AT OR ABOVE BENCHMARK			
		Weakness		Strength		Weakness		Strength	
	Total # Tested	#	%	#	%	#	%	#	%
Usage/Mechanics	84	41	100%	0	0%	18	42%	25	58%
Rhetorical Skills	84	41	100%	0	0%	19	44%	24	56%
Topic Development in Terms of Purpose and Focus	84	41	100%	0	0%	36	84%	7	16%
Organization, Unity, and Coherence	84	41	100%	0	0%	27	63%	16	37%
Word Choice in Terms of Style, Tone, Clarity, and Economy	84	40	98%	1	2%	9	21%	34	79%
Sentence Structure and Formation	84	22	54%	19	46%	8	19%	35	81%
Conventions of Usage	84	25	61%	16	39%	10	23%	33	77%
Conventions of Punctuation	84	41	100%	0	0%	30	70%	13	30%
		TOTAL STUDENTS BELOW BENCHMARK			41	TOTAL STUDENTS AT OR ABOVE BENCHMARK			43
		PERCENT BELOW BENCHMARK			49%	PERCENT AT OR ABOVE BENCHMARK			51%

The data for the eight strands shows very loose alignment in 3 of the 8 strands.

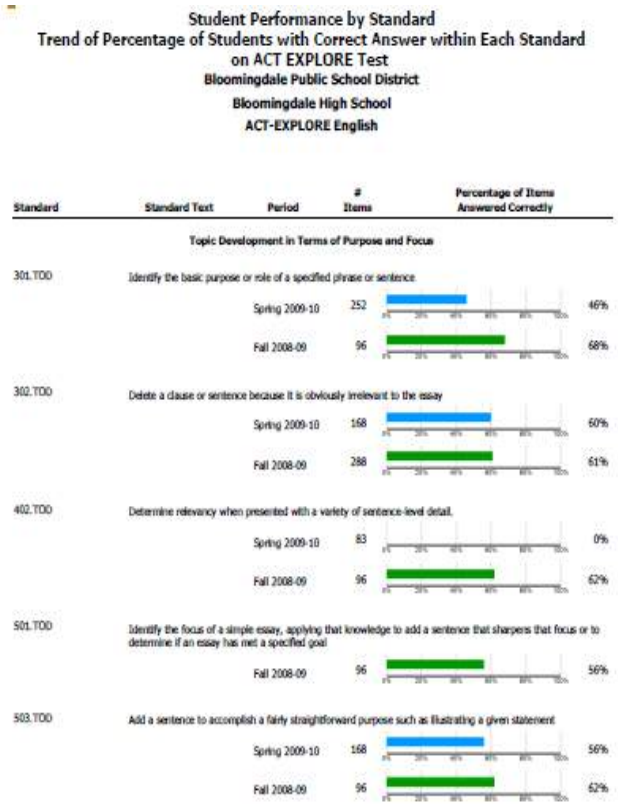
Tight alignment for a strand is represented by having 94-100% in the last column of the chart. The closer to 100%, the tighter the alignment between what is taught and what is tested. In order for students to perform well on the assessment, it is imperative that they have an opportunity to learn the knowledge, concepts, and skills that will be tested.

Evidence of Need

3 of the 8 strands show very loose alignment.

For which items did students show a strong performance? A weak performance?

When looking at the data from the ACT EXPLORE Writing test, teachers identified several strands for which students struggled most. Each of these strands also makes up the largest percent of the EXPLORE test.



After looking at student performance by standard, we identified the following as specific areas of concern:

Topic Development in Terms of Purpose and Focus

301.TOD

Identify the basic purpose or role of a specified phrase or sentence.

Organization, Unity, and Coherence

502.OUC

Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic

Conventions of Punctuation

302.COP

Delete commas that disturb the sentence flow

Which skills do our students possess, as measured by the ACT College Readiness Standards?

Percentage of Students Achieving Each
ACT College Readiness Standards Skill Set
Bloomingdale Public School District
Bloomingdale High School
ACT-EXPLORE English • Spring 2009-10
Strand: Topic Development in Terms of Purpose and Focus
(The Benchmark for this test is 14)

Student Performance		ACT-EXPLORE English Score	Tasks Associated with Score Range	Improvement Ideas
#	%			
13	25%	20 - 23	• Identify the central idea or main topic of a straight forwardpiece of writing.	• Continue reading the work of writers of various genres; begin experimenting with a variety of writing styles. • Revise fairly straightforward writing to sharpen focus and coherence of entire piece.
16	31%	16 - 19	• Identify the basic purpose of role of a specified phrase or sentence.	• Continue reading writers of various genres and imitating their work. • Revise essays by eliminating sentences or ideas that violate the essay's focus. • Write longer and more complicated essays, stories, reviews,etc. • State the main theme of or summarize essays they have written.
22	43%	13 - 15		• Revise writing to ensure that every sentence is necessary to the purpose of the piece and that no important information has been left out. • Read writers of various genres and imitate their work.

We have identified the specific skills needed in order for students to show success on the ACT EXPLORE Writing test. These skills will be a key part of our overall alignment process.

DATA SUMMARY AND HIGHLIGHTS

After reviewing outcome, demographic, and select process data, we used the data to determine **Evidences of Need** and **Evidences of Success** for the area of Writing.

The Evidences of Need indicate the specific data that points to a need to work on. These data points are included because they do not yet reflect the standard that teachers have set for themselves or standards placed upon them by others.

The Evidences of Success correspond directly to the needs in that they state, through data, the measurement change that staff is working toward. This column will be closely monitored each year to determine and verify progress toward the school's goals.

High School Writing Data Overview

Evidences of Need and Evidences of Success for the School Plan

HIGH SCHOOL WRITING **OUTCOME DATA** In the area of **outcome data**, we are determining our success based on several sources of data including results on the MME Reading Test, ACT-Plan, and ACT-Explore. We are also monitoring our goal to determine if we have more students moving from the level 2 proficiency level to the level 1 proficiency level.	
Evidences of Need Beginning of Year Data (Where we are now)	**Evidences of Success** End-of-Year Data and Measurement Goals (Where we want to be)
27% of students scored proficient on the MME Writing Test, Class of 2011.	**Increase** the percentage of students scoring proficient on the MME Writing Test from 27% to 75%.
5% of students scored in Level 4 on the MME Writing Test.	**Decrease** the percentage of students scoring in Level 4 on the MME from 5% to 1%.
73% of students scored in Levels 3 or 4 on the MME Writing Test.	**Decrease** the percentage of students scoring in Levels 3 or 4 on the MME Writing Test from 73% to 25%.
1% of students scored in Level 1 on the MME Writing Test.	**Increase** the percentage of students scoring in Level 1 on the MME Writing Test from 1% to 7%.
26 % of students scored in Level 2 on the MME Writing Test.	**Increase** the percentage of students scoring in Level 2 on the MME Writing Test from 26% to 68%.
28% of students met the Act College Readiness benchmark. The benchmark for this test is 22.	**Increase** the percentage of students scoring in the range of 20-32 on the ACT portion of the MME from 28% to 75%.
21% of students scored in Level 5 on the WorkKeys test.	**Increase** the percentage of students scoring a Level 5 on the WorkKeys test from 21% to 40%.
61% of students scored at or above benchmark on the ACT PLAN Writing test.	**Increase** the percentage of students scoring at or above benchmark on the ACT PLAN Writing test from 61% to 75%.
17% of students scored close to benchmark on the ACT PLAN Writing test.	**Increase** the percentage of students scoring close to benchmark on the ACT PLAN Writing test from 17% to 25%.
0% of the students scored 80% or more of the questions correctly on the ACT PLAN Writing test.	**Increase** the percentage of students scoring 80% or more of the questions correctly from 0% to 5%.
61% of students scored at or above the benchmark on the ACT EXPLORE Writing test.	Increase the percentage of students scoring at or above benchmark on the ACT EXPLORE Writing test from 61% to 75%.
HIGH SCHOOL WRITING	

DEMOGRAPHIC DATA In the area of **demographic data**, we are determining our success based on looking at the performance of our subgroups of students on the MME Reading Test, ACT-Plan, and ACT Explore.	
36% of White students scored proficient on the MME Writing test.	**Increase** the percentage of White students scoring proficient on the MME Writing test from 36% to 75%.
9% of Hispanic students scored proficient on the MME Writing test.	**Increase** the percentage of Hispanic students scoring proficient on the MME Writing test from 9% to 75%.
15% of economically disadvantaged students scored proficient on the MME Writing test.	**Increase** the percentage of economically disadvantaged students scoring proficient on the MME Writing test from 15% to 75%.
None of the subgroups hit the AYP target of 55% for 2009-2010 on the MME Writing test.	**Increase** the number of subgroups hitting the AYP target of 67% on the MME Writing test from 0% to 100%. 55% (2009-2010 school year) 67% (2010-2011 school year)
70% of White students scored at or above benchmark on the ACT PLAN Writing test.	**Increase** the percentage of White students scoring at or above benchmark on the ACT PLAN Writing test from 70% to 80%.
57% of Hispanic students scored at or above benchmark on the ACT PLAN Writing test.	**Increase** the percentage of Hispanic students scoring at or above benchmark on the ACT PLAN Writing test from 57% to 75%.
59% of White students scored at or above benchmark on the ACT EXPLORE Writing test.	**Increase** the percentage of White students scoring at or above benchmark on the ACT EXPLORE Writing test from 59% to 75%.
21% of Hispanic students scored at or above benchmark on the ACT EXPLORE Writing test.	**Increase** the percentage of Hispanic students scoring at or above benchmark on the ACT EXPLORE Writing test from 21% to 75%.
HIGH SCHOOL WRITING PROCESS DATA In the area of **process data**, we are determining our success based on several sources of data including results on the MME Reading Test, ACT-Plan, and ACT Explore. In this case, we are using the data to help us monitor our efforts toward aligning curriculum, instruction, and assessment.	
27% of students scored proficient on the MME Writing test. In an aligned system, it is reasonable to expect at least 80% or more of the students to score proficient. An additional 41 students scoring proficient were needed and of these 41, only 11 were close.	**Increase** the percentage of students scoring proficient from 20% to 80%. or **Increase** the number of students who were close to scoring proficient from approximately 47% of the students needed 75% of the students needed.

0% of students scored at least 80% of the questions correctly on the ACT PLAN Writing test.	**Increase** the percentage of students scoring at least 80% of the questions correctly on the ACT PLAN Writing test from 0% to 5%.
0% of the five strands for the MME Writing test show tight alignment.	**Increase** the number of strands showing tight alignment from 0 to 3.
0 of the eight strands for ACT PLAN Writing show tight alignment.	**Increase** the alignment on the strands for ACT PLAN from 0 strands being tightly aligned to 3 strands.
5 of the eight strands for ACT EXPLORE Writing show tight alignment.	Increase the alignment of the ACT EXPLORE Writing test from 5 strands to 7.

ADDITIONAL PROCESS DATA – SCHOOL STRATEGY CARDS

During a work session on June 30, 2010, we participated in a three-hour, in-depth look at our curriculum, instruction, and assessment practices to better determine what we as adults are doing to improve the chances of high student achievement for our students. The School Strategy Cards, developed by Deborah Wahlstrom, are a tool and a protocol to help school staff determine specifically where it is in relation to where it needs to be to have a high quality program – whether it be in Writing, science, social studies or math. As with looking at data, we continue to study our school system and processes by content area.

During the work session, Deborah provided an overview of the School Strategy Cards and why they are important. She then demonstrated how to use the cards to ensure that each content area used them correctly. Teachers from each content area

Once each content area finished the Strategy Cards, including prioritization of areas that showed a weakness, we aligned the results to our school improvement plan.

We used our outcome and demographic data to determine our Indicators of Need and Indicators of Success and turned the action steps from the Strategy Cards into the action steps in our School Improvement Plan.

The school improvement plan meets the criteria required in Michigan's legislation. The parts of the action plan include:

Action Strategies/Tasks

The action strategies come directly from the analysis teachers completed when they worked with the research-based school strategy cards. The action tasks are presented by curriculum, instruction, and assessment – the three parts of the teaching for learning process. The tasks are prioritized in each area, with the most important to complete first appearing first on the list. So the first task under Curriculum is the first to be addressed this school year. The first under Instruction will be addressed first, and the first under Assessment will be addressed first.

There are more tasks than can be completed in a school year, thus this plan will serve us for several years.

Responsible Persons

This part of the action plan lays out the people who will be in charge of ensuring the task is implemented well and monitored.

Resources Needed to Complete Task

This column highlights critical items needed to implement the task. As you might imagine, many of these included ***embedded* professional development**. Embedded professional development is providing necessary skills for specific tasks when they are needed. This does not mean there will be after school workshops related to professional development needs. This does mean that staff will initiate when they are ready for learning skills they need. It's more a "We're beginning our work on curriculum alignment, let's have someone help us get started." This apprentice model honors that the learning of teachers can happen as a part of the work they are doing – and not as an add on that everyone must figure out how to implement.

Budget Implications

There are things that have a monetary cost and these are highlighted in the budget implications. Examples of budget implications include such things as: facilitators for embedded professional

development, books, DVDs, web-based subscriptions to sites that support the content areas, time for substitutes, time for teachers who work after the school day or on their own, payment for additional services provided to students, visits to other schools, student support materials, materials for areas in the curriculum where students are struggling, technology support for curriculum, instruction, and assessment development, online courses, and more. The budget is driven by the needs of our school and the plan that we develop.

Dates of Activity

This provides the calendar for each of the activities.

Monitoring Dates

These are the dates where we will formally look at where we are in terms of implementation of our strategies.

Monitoring Indicators

This provides the actual indicators that will be used to determine whether or not we are implementing our strategies.

Our action strategies and tasks for Writing follow.

WRITING ACTION PLAN – Improve Writing

Action Strategies/Tasks (Use action strategies from the School Strategy Cards here.)	**Responsible Persons**	**Resources Needed to Complete Task**	**Budget Implications**	**Dates of Activity** (start-to-end)	**Monitoring Dates**	**Monitoring Indicators** (Indicators that point to success during strategy implementation.)
Curriculum						
2.1 **Align** the curriculum to the Common Core standards and the ACT College and Career Readiness Standards		• Common Core standards • ACT College and Career Readiness Standards • High School Content Expectations • Michigan's Curriculum Framework				•
2.2 Determine an effective way to monitor our writing curriculum.		• Embedded professional development: DataDirector training for rubrics. • Collins Writing Folders				•
2.2 **Write** standards in student language.		• Examples of standards written in student language •				• Student Planners with writing standards
2.3 **Develop** curriculum posters for writing.		• Completed aligned standards •				•
2.4 **Identify** core vocabulary for writing.		• Refined curriculum for Mount Clemens • Common Core standards • ACT assessment				• List of vocabulary words by course and grade level

		examples • Past released test items for MME • Marzano's list – and others				(includes description of words)
2.5 **Identify and provide** professional development opportunities that are specific to Writing.		• Training: Writing to Learn				•
Instruction						
2.6 Provide training for Collins writing		• Professional development: Collins Writing				• Attendance list for Collins Writing workshop • Schedule for peer coaching • Schedule for classroom visits
2.7 Provide assistance to students who struggle with writing.		• Peer coaches to assist struggling writers	Hire a writing coach.			•
2.8 review current textbook to ensure alignment with refined curriculum.		• Green dots				• Alignment results.
2.9 Implement a voluntary writing club that brings together students, teachers, parents, and community members.		•				
Assessment						
2.10 Adopt and require a		• Examples of writing		1 year		•

school-wide writing rubric to ensure fairness and consistency.		rubrics, including Collins. • Embedded professional development: High-quality rubrics.				
2.11 Determine the writing level of all of the students we serve.		• Writing rubric • Embedded professional development: how to score student writing.				• Lists of students and where they fall on the writing baseline
2.12 Provide time for teachers to regularly talk about student work and how students are writing. (inside the school day)		• Training: Tying writing data to interventions.				• Minutes from PLC
2.13 Develop a standards-based report card for writing.		• Writing rubric				• Writing rubric

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Bloomingdale High School

Mathematics

Comprehensive Needs Assessment and Aligned School Improvement Plan

October 2010

DATA PRESENTATION AND ANALYSIS

MATHEMATICS

We analyze our data by content area to ensure an in-depth look at each. Looking at data by content area also provides us a way to bring different sources of data together to improve the area of mathematics.

We have analyzed the following data for the area of high school mathematics:

Michigan Merit Exam (MME)
Michigan EXPLORE
Michigan PLAN
Workkeys

In the first part of this analysis, we review the data for mathematics from each of the sources above. In the analyses, we look at overall results, subgroup performance, and process data.

In the second part of the analysis, we present one chart that highlights the Evidences of Needs from each data source, as well as the corresponding Evidence of Success. These are the specific data pieces that will be included in our school improvement plan and will be monitored from one year to the next.

MICHIGAN MERIT EXAM

Each year, juniors take the Michigan Merit Exam. The data for this section, provided by SmartData, shows results for students who have been in the school for a full academic year. The purpose of this is that when looking to make changes in the areas of curriculum, instruction, and assessment, you want to look at the data for students with whom you had the benefit of teaching

during the entire school year. Students who come to the school during the year have missed the educational opportunities for learning the curriculum that is to be tested, thereby giving misguided data.

What is the composition of this MME test?

All high-stakes tests have a blueprint. The blueprint summary shows the number and percentage of questions by strand on the MME Mathematics test. The blueprint is important to study because this is one of the ways that the Michigan Department of Education communicates topics that are more important than others within each mathematics strand. This can inform our decision-making at the class, school, and district levels. The chart below shows the blueprint for the MME test for the 2009-2010 school year.

2010 MME POINTS AND PERCENTAGES PER STANDARD

MATHEMATICS

		ACT		WorkKeys MATH		WorkKeys Locating Information		Michigan		Totals	
Standard	Standard Description	#	%	#	%	#	%	#	%	#	#
L1	Reasoning About Numbers	1	3%	1	8%	3	100%	1	6%	6	9%
L2	Calculations, Algorithms	2	6%	8	62%	0	0%	4	25%	14	21%
L3	Math Reasoning, Logic & Proof	0	0%	0	0%	0	0%	3	19%	3	4%
A1	Expressions, Equations	12	33%	0	0%	0	0%	0	0%	12	18%
A2	Functions	2	6%	0	0%	0	0%	3	19%	5	7%
A3	Families of Functions	2	6%	0	0%	0	0%	2	13%	4	6%
G1	Figures & Properties	16	44%	4	31%	0	0%	0	0%	20	29%
G2	Relationships Between Figures	1	3%	0	0%	0	0%	1	6%	2	3%
G3	Transformations of Figures	0	0%	0	0%	0	0%	1	6%	1	1%
S1	Univariate Data: Distributions	0	0%	0	0%	0	0%	0	0%	0	0%
S2	Bivariate Data: Relationships	0	0%	0	0%	0	0%	1	6%	1	1%
S3	Samples, Surveys, Experiments	0	0%	0	0%	0	0%	0	0%	0	0%
S4	Probability Models, Operations	0	0%	0	0%	0	0%	0	0%	0	0%
	TOTAL NUMBER OF OPERATIONAL ITEMS	36	100%	13	100%	3	100%	16	100%	68	65%
	TOTAL PERCENT OF OPERATIONAL ITEMS	53%		19%		4%		24%		100%	

The mathematics test comprises 68 questions with 53% from the ACT, 19% from the ACT-WorkKeys Math, 4% from ACT-WorkKeys Locating Information, and 24% from the Michigan Department of Education. Of these questions, the greatest percentage comes from the strand

Figures & Properties (29% of the test) followed by Calculations, Algorithms (23% of the test). Together, these two strands account for fifty percent of the test.

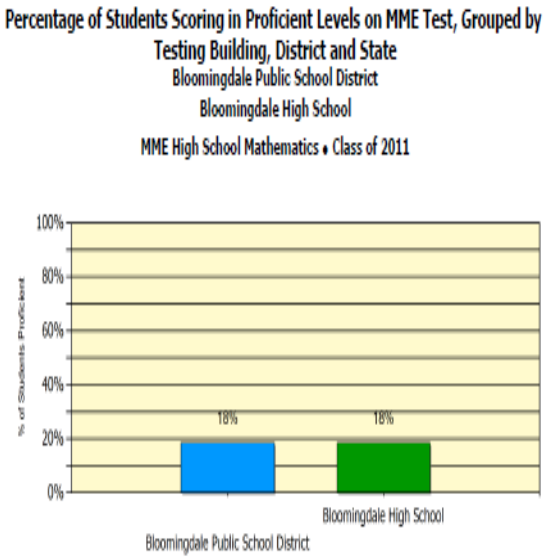
What are the demographics of the students who took the MME?

A total of 88 eleventh-grade students took the MME in the spring of 2010 (2009-2010 school year). Of these, 9 (10%) were Black, 14 (16%) were Hispanic, 1 (2%) were Hawaiian, and 64 (73%) were White.

Student Demographic Summary
Bloomingdale Public Schools
Bloomingdale High School

Test Records in System	Class of 2008		Class of 2009		Class of 2010		Class of 2011	
MME High School Mathematics	101	100%	85	100%	87	100%	88	100%
General Achievement (No Retest) Reporting								
Excluded Based on Exclusion Factors	6	6%	11	13%	5	6%	11	13%
Level of Proficiency is Unknown	11	11%	1	1%	1	1%	1	1%
Used for General Achievement Reporting	84	83%	73	86%	81	93%	76	86%
Test Form								
Form 1 (MME)	86	85%	76	89%	0	0%	0	0%
Form 3 (MME)	6	6%	4	5%	0	0%	0	0%
Form 4 (MME)	9	9%	2	2%	0	0%	0	0%
Unspecified Form (MME)	0	0%	3	4%	87	100%	88	100%
Grade when Tested								
Grade 11	83	82%	82	96%	87	100%	88	100%
Grade 12	18	18%	3	4%	0	0%	0	0%
Gender								
Female Students	57	56%	35	41%	42	48%	41	47%
Male Students	44	44%	50	59%	45	52%	47	53%
Race/Ethnicity								
Asian/Pacific Islander	1	1%	1	1%	0	0%	0	0%
Black	7	7%	6	7%	5	6%	9	10%
Hawaiian	0	0%	0	0%	1	1%	1	1%
Hispanic	13	13%	15	18%	17	20%	14	16%
Other	0	0%	1	1%	0	0%	0	0%
White	80	79%	62	73%	64	74%	64	73%
SWD								
Students with Disabilities	13	13%	6	7%	7	8%	9	10%
Students without Disabilities	88	87%	79	93%	80	92%	79	90%
Economic Status								
Economically Disadvantaged	49	49%	47	55%	58	67%	56	64%
Not Economically Disadvantaged	52	51%	38	45%	29	33%	32	36%

What is the performance of our students on the MME Mathematics test?



Breakdown of Students	Bloomingdale Public School District	Bloomingdale High School
Proficient	14	14
Not Proficient	62	62
Total # of Students	76	76

In spring 2010, 88 students took the MME High School Mathematics test. Of these students, twelve (12) are excluded in the achievement data because they were not with the district for at least a full academic year. Thus, this data represents the achievement of 76 juniors. When looking at the data in the rest of this section, we'll review and analyze three types: outcome, demographic, and process.

A total of 14 students (18%) scored at the proficient level on the mathematics test while 62 (82%) of the students scored not proficient. In order to be proficient, a student must score an 1100 on the mathematics test.

Evidence of Need: 18% of students scored proficient on the MME Mathematics Test, Class of 2010.

What proficiency levels did our students attain?

There are four levels of achievement on the mathematics test, with level 1 being the highest and level 4 being the lowest. The following graph shows the performance of our students by proficiency levels.

Proficiency Level Summary
Bloomingdale Public School District
Bloomingdale High School (Test Administrator)
MME High School Mathematics • Class of 2011

Proficiency Level Breakdowns			#	%
All Students	Level 2		14	18%
	Level 3		15	20%
	Level 4		47	62%
	Total for All Students		76	100%
Total for All Students			76	100%

Of our 76 students, 14 (18%) scored in Levels 1 or 2 while 62 (82%) scored in Levels 3 or 4. A student must score in Level 2 with a minimum score of 1100 to be proficient.

Evidences of Need

62% of students scored in Level 4 on the MME Mathematics Test.

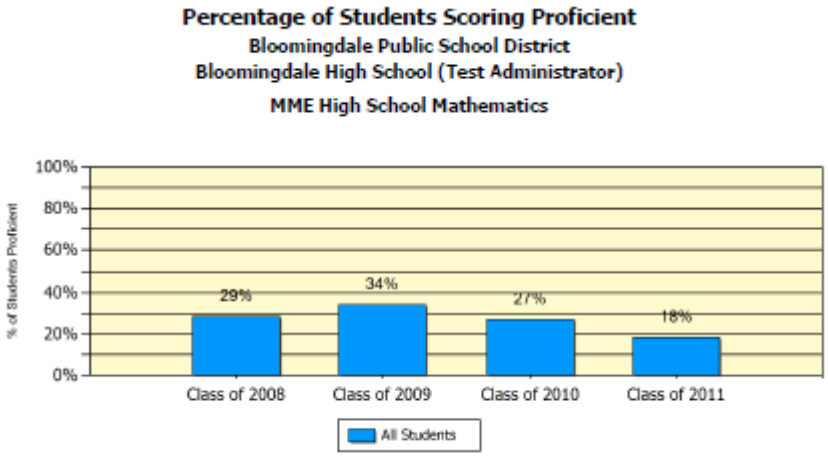
82% of students scored in Levels 3 or 4 on the MME Mathematics Test.

0% of students scored in Level 1 on the MME Mathematics Test.

18 % of students scored in Level 2 on the MME Mathematics Test.

What has been our trend in performance on the MME test?

One of the protocols that is important to do when looking at data is to look at student performance over time. One reason to do this is to see if the efforts we are making at the school level do impact student achievement. As we implement the strategies in our School Improvement Plan, we should see the pattern "interrupted" in a positive way.



Breakdown of Students		Class of 2008	Class of 2009	Class of 2010	Class of 2011
All Students	Not Proficient	60	48	59	62
	Proficient	24	25	22	14
	Total in Group	84	73	81	76
Total Number of Students		84	73	81	76

When looking at results over time and by graduating class, the proficiency rates for the mathematics test has fluctuated with 29% of the students proficient for the class of 2008, 34% proficient for the class of 2009, and 27% proficient for the class of 2010, and 18% proficient for the class of 2011 – an overall decrease of eleven (11) percentage points.

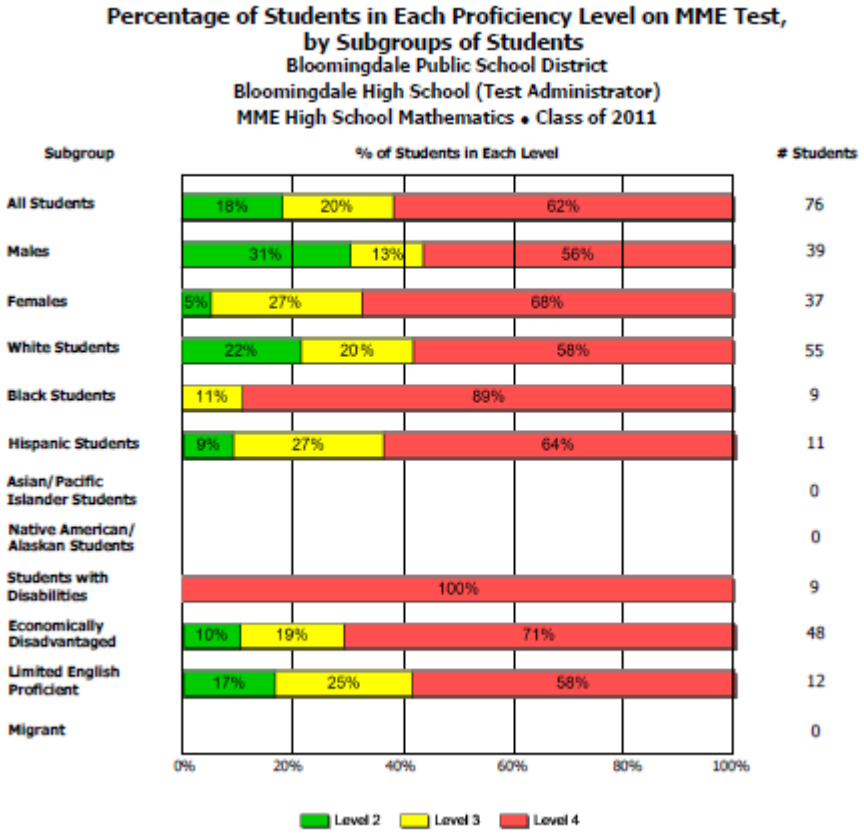
Evidence of Need

Since the 2006-2007 school year, the percentage of students scoring proficient on the MME Mathematics test has declined from 29% of students proficient for the Class of 2008 to 18% proficient for the Class of 2011, a decrease of eleven percentage points.

What is the performance, by proficiency levels, of subgroups of students?

As required by federal law, we track the results of subgroups. In Michigan, a subgroup is counted for Adequate Yearly Progress (AYP) when thirty (30) or more students are in a group. For example, in the graph below, there are 9 (nine) students with disabilities who took this mathematics test. This is not enough students to be counted as a group for AYP purposes, so the school would not have an AYP target for this subgroup of students. But, when looking at

Economically Disadvantaged students, there are 48 – well over the 30 needed to make a group. Thus the school will have to meet the AYP target for the subgroup, Economically Disadvantaged Students.



The AYP target for 2010 is 55%. Using the above graph, we can quickly see which subgroups hit the target. This AYP target increases in the 2010-2011 school year to 67% and again in the 2011-2012 school year to 78%.

The percentage of students scoring proficient from different subgroups of students include 22% of white students scored proficient, while 9% of Hispanic students did. This is a gap of 13 percentage points. Ten percent (10%) of the economically disadvantaged students scored proficient. None of these subgroups hit the 2009-2010 target of 55%.

Evidences of Need

22% of White students scored proficient on the MME Mathematics test.

9% of Hispanic students scored proficient on the MME Mathematics test.

10% of economically disadvantaged students scored proficient on the MME Mathematics test.

0% of the subgroups hit the AYP target of 55% for 2009-2010 (Class of 2011).

Is our mathematics curriculum aligned?

We've looked at the overall results of our students on this test as well as its demographic data. The next step is to review process data for mathematics. There are a number of items we'll review for this including: two charts for which the data analysis will inform curriculum alignment at the school level and the completion of going through the process of Successline's School Strategy Cards which reveal specific actions a school should take, in priority order, to begin to more tightly the alignment between curriculum, instruction, and assessment.

The following chart, Percentage *of Students Meeting or Exceeding Standards on the MME Test*, provides longitudinal data designed to provide information related to curriculum alignment.

Percentage of Students Meeting or Exceeding Standards on MME Test
Bloomingdale Public School District
Bloomingdale High School (Test Administrator)
MME High School Mathematics

	Total # Students Tested	# Students in Proficient Levels (Meet or Exceed Standards)	% Students in Proficient Levels (Meet or Exceed Standards)	# Students in Non-Proficient Levels	% Students in Non-Proficient Levels	# of students Needed for 80% of Students to Meet or Exceed Standards	If 80% of Students Didn't Meet or Exceed Standards, How Many More are Needed?	# of Students Close to Meeting the State's Standards
Class of 2011	76	14	18%	62	82%	61	47	13
Class of 2010	81	22	27%	59	73%	65	43	14
Class of 2009	73	25	34%	48	66%	59	34	10
Class of 2008	84	24	29%	60	71%	68	44	19

Based on the data in this chart, there is loose curriculum alignment for mathematics as measured by the MME. The loose alignment is true for the classes of 2008, 2009, 2010 and 2011.

Evidence of Need

18% of students scored proficient on the MME Mathematics test. In an aligned system it is reasonable to expect at least 80% or more of the students would score proficient. An additional 47 students scoring proficient were needed and of these 47, only 13 were close.

Where do we have curriculum alignment in mathematics?

The following chart, *Comparison of Strengths and Weaknesses*, also shows data that points to loose alignment.

Bloomingdale Public School District
Bloomingdale High School (Test Administrator)
MME High School Mathematics • Class of 2011

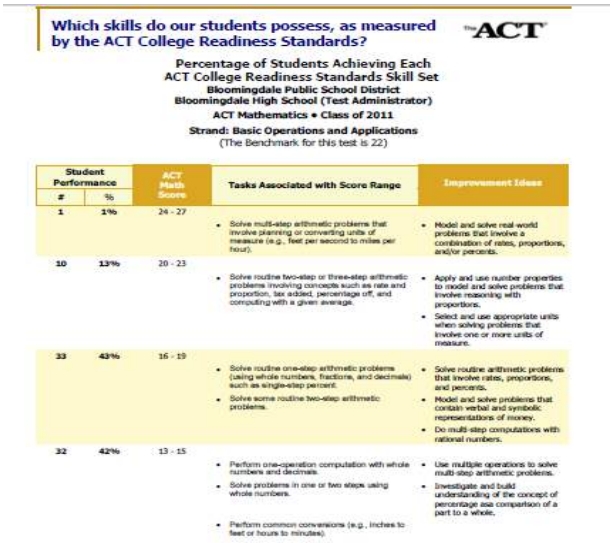
		NOT PROFICIENT				PROFICIENT			
		Weakness		Strength		Weakness		Strength	
	Total # Tested	#	%	#	%	#	%	#	%
Reasoning about Numbers	76	62	100%	0	0%	13	93%	1	7%
Calculations, Algorithms	76	62	100%	0	0%	13	93%	1	7%
Math Reasoning, Logic, & Proof	76	59	95%	3	5%	12	86%	2	14%
Expressions, Equations	76	62	100%	0	0%	14	100%	0	0%
Functions	76	62	100%	0	0%	13	93%	1	7%
Families of Functions	76	62	100%	0	0%	13	93%	1	7%
Figures & Properties	76	62	100%	0	0%	14	100%	0	0%
Relationships between Figures	76	54	87%	8	13%	6	43%	8	57%
Transformations of Figures	76	37	60%	25	40%	6	43%	8	57%
Bivariate Data: Relationships	76	30	48%	32	52%	5	36%	9	64%
Pre-Algebra/Elementary Algebra (ACT)	76	62	100%	0	0%	14	100%	0	0%
Algebra/Coordinate Geometry (ACT)	76	62	100%	0	0%	14	100%	0	0%
Plane Geometry/Trigonometry (ACT)	76	62	100%	0	0%	14	100%	0	0%

The data for each of the thirteen (13) strands show very loose or loose alignment. Tight alignment for a strand is represented by having 94-100% in the last column of the chart. The closer to 100% the tighter the alignment between what is taught and what is tested. In order for students to perform well on an assessment, it is imperative that they have an opportunity to learn the knowledge, concepts, and skills that will be tested.

Evidence of Need

0% of the thirteen strands for the MME Mathematics test show tight alignment.

Which skills do our students possess, as measured by the ACT College Readiness Standards?



Which skills do our students possess, as measured by the ACT College Readiness Standards?

Percentage of Students Achieving Each ACT College Readiness Standards Skill Set
Bloomingdale Public School District
Bloomingdale High School (Test Administrator)
ACT Mathematics • Class of 2011
Strand: Basic Operations and Applications
(The Benchmark for this test is 22)

Student Performance #	Student Performance %	ACT Math Score	Tasks Associated with Score Range	Improvement Ideas
1	1%	24 - 27	• Solve multi-step arithmetic problems that involve planning or converting units of measure (e.g., feet per second to miles per hour).	• Model and solve real-world problems that involve a combination of rates, proportions, and/or percents.
10	13%	20 - 23	• Solve routine two-step or three-step arithmetic problems involving concepts such as rate and proportion, tax added, percentage off, and computing with a given average.	• Apply and use number properties to model and solve problems that involve reasoning with proportions. • Select and use appropriate units when solving problems that involve one or more units of measure.
33	43%	16 - 19	• Solve routine one-step arithmetic problems (using whole numbers, fractions, and decimals) such as single-step percent. • Solve some routine two-step arithmetic problems.	• Solve routine arithmetic problems that involve rates, proportions, and percents. • Model and solve problems that contain verbal and symbolic representations of money. • Do multi-step computations with rational numbers.
32	42%	13 - 15	• Perform one-operation computation with whole numbers and decimals. • Solve problems in one or two steps using whole numbers. • Perform common conversions (e.g., inches to feet or hours to minutes).	• Use multiple operations to solve multi-step arithmetic problems. • Investigate and build understanding of the concept of percentage asa comparison of a part to a whole.

We also looked at the percentage of students achieving each ACT College Readiness Standards skill set, by strand, to determine three things: the number and percent of students performing at each ACT Math score range, the tasks students have to know in order to have performed well at that range, and improvement ideas for ensuring that more students achieve at higher levels as measured by this test.

Evidences of Need

14% of students scored in the range of 20-27on the ACT portion of the MME. The benchmark for this test is 22.

Which skills do our students possess, as measured by the WorkKeys test?

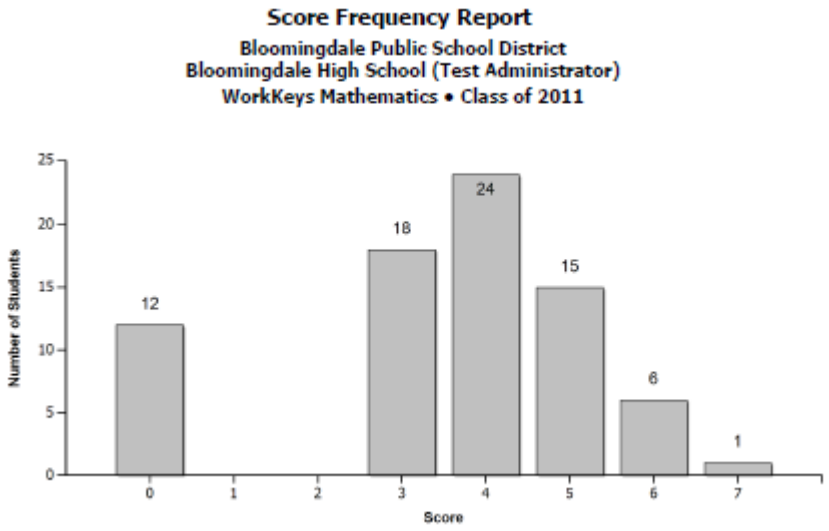
WorkKeys Foundational Skills assessments measure cognitive abilities such as applied mathematics, reading for information, and locating information.

The applied mathematics test measures the skill people use when they apply mathematical reasoning, critical thinking, and problem-solving techniques to work-related problems. The test questions require the student to set up and solve the types of problems and do the types of calculations that actually occur in the workplace.

The WorkKeys test is designed to be taken with a calculator. A formula sheet includes all formulas required for the assessment is provided. While individuals may use calculators and

conversion tables to help with the problems, they still need to use math skills to think them through.

There are five levels of difficulty on the WorkKeys test. Level 3 is the least complex and Level 7 is the most complex. The levels build on each other, each incorporating the skills assessed at the previous levels. For example, at Level 5, individuals need the skills from Levels 3, 4, and 5. The following chart shows the number and percentage of Bloomingdale students performing at each skill level.



A total of 76 students had WorkKey scores. Of these, 12 (16%) scored a 0, 18 (44%) scored a 3, 24 (32%) scored a 4, 15 (20%) scored a 5, 6 (8%) scored a 6, and 1 (1%) scored the highest score of 7.

Careers that require *Applied Mathematics* plus commonly used life skills include the following:

Level 7: Engineers and Scientists – plus tax, mortgage, insurance, and credit card decisions
Level 6: Auditors and Technicians – plus Brickmason and Carpenter Apprenticeship programs
Level 5, Managers and Loan Officers – plus College and Workforce Readiness programs
Level 4: Judges and Social Workers – plus balancing a checkbook

Level 3: School Counselors and Drivers – plus making change

Evidence of Need

7% of students scored in Level 6 or 7 on the Workkeys test.

MICHIGAN ACT PLAN

Students take the ACT PLAN in grade ten.

What is the composition of the ACT PLAN?

The following chart shows the composition of the ACT PLAN test. Students answer forty questions in eight strands.

ACT PLAN Blueprint Summary
Bloomingdale Public School District
Bloomingdale High School
ACT-PLAN Mathematics • Spring 2009-10
Form 30B

Strand	# of Points	% of Items	Designator*	Prompt Type	# Items	# Points	% of Strand
Basic Operations and Applications	**11**	**28%**	201.BOA	Multiple-Choice	1	1	9%
			401.BOA	Multiple-Choice	4	4	36%
			601.BOA	Multiple-Choice	1	1	9%
			701.BOA	Multiple-Choice	5	5	45%
Probability, Statistics, and Data Analysis	**2**	**5%**	701.PSD	Multiple-Choice	1	1	50%
			702.PSD	Multiple-Choice	1	1	50%
Numbers: Concepts and Properties	**2**	**5%**	201.NCP	Multiple-Choice	1	1	50%
			401.NCP	Multiple-Choice	1	1	50%
Expressions, Equations, and Inequalities	**6**	**15%**	202.XEI	Multiple-Choice	3	3	50%
			502.XEI	Multiple-Choice	1	1	17%
			602.XEI	Multiple-Choice	2	2	33%
Graphical Representations	**8**	**20%**	401.GRE	Multiple-Choice	2	2	25%
			601.GRE	Multiple-Choice	5	5	63%
			704.GRE	Multiple-Choice	1	1	13%
Properties of Plane Figures	**1**	**3%**	402.PPF	Multiple-Choice	1	1	100%
Measurement	**9**	**23%**	401.MEA	Multiple-Choice	3	3	33%
			501.MEA	Multiple-Choice	1	1	11%
			502.MEA	Multiple-Choice	1	1	11%
			503.MEA	Multiple-Choice	1	1	11%
			601.MEA	Multiple-Choice	2	2	22%
			702.MEA	Multiple-Choice	1	1	11%
Functions	**1**	**3%**	401.FUN	Multiple-Choice	1	1	100%
TOTAL NUMBER OF ITEMS/POINTS	**40**	**100%**	This is the total number of operational questions on the test. Note that there may be a varying number of field test items, but these are not counted toward a student's results.				

Of the eight strands, the greatest number of points and weight are in Basic Operations and Applications (28%), followed by Measurement (23%), Graphical Representations (20%), Expressions, Equations, and Inequalities (15%), Probability, Statistics, and Data Analysis (5%), Numbers: Concepts and Properties (5%), Properties of Plane Figures (3%), and Functions (3%).

What are the demographics of the students who took the ACT PLAN?

A total of 99 tenth-grade students took the ACT PLAN in the spring of 2010 (2009-2010 school year). Of these, 1 (1%) were American Indian/Native Alaskan, 1 (1%) Asian/Pacific Islander, 6 (6%) were Black, 21 (21%) were Hispanic, 6 (6%) were Multiracial, and 54 (55%) were White. Ten students (10%) were designated as either Not Specified or Other.

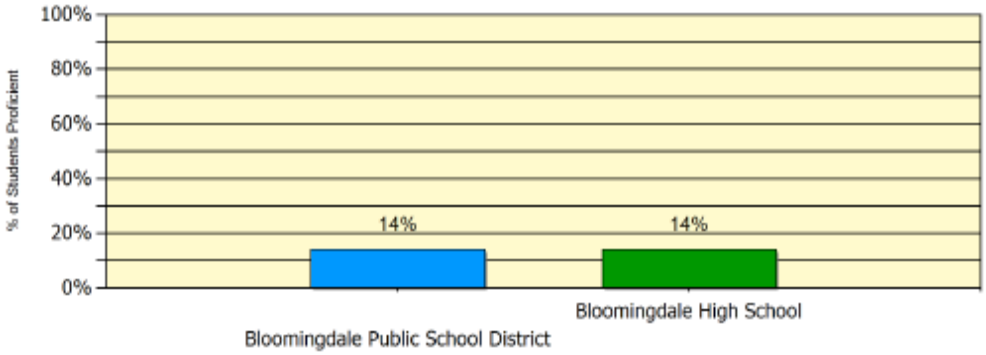
Student Demographics Summary
Bloomingdale School District
Bloomingdale High School

Test Records in System	Spring 2008-09		Spring 2009-10	
ACT-PLAN Mathematics	84	100%	99	100%
Test Form				
Form 29B (ACT-PLAN)	0	0%	8	8%
Form 30A (ACT-PLAN)	84	100%	0	0%
Form 30B (ACT-PLAN)	0	0%	91	92%
Grade when Tested				
Grade 10	84	100%	99	100%
Gender				
Female Students	42	50%	56	57%
Male Students	42	50%	43	43%
Race/Ethnicity				
American Indian/Native Alaskan	1	1%	1	1%
Asian/Pacific Islander	0	0%	1	1%
Black	8	10%	6	6%
Hispanic	14	17%	21	21%
Multiracial	8	10%	6	6%
Not Specified	1	1%	6	6%
Other	0	0%	4	4%
White	52	62%	54	55%
SWD				
Students without Disabilities	84	100%	99	100%
Economic Status				
Not Economically Disadvantaged	84	100%	99	100%
English Proficiency				
English Proficient	84	100%	99	100%
Migrant				
Not Migrant	84	100%	99	100%
Less than Full Academic Year				
Full Academic Year	84	100%	99	100%

What is the performance of our students on the ACT PLAN?

A total of 14 students (14%) scored at or above the benchmark on the ACT PLAN test while 85 (86%) did not meet the benchmark.

Percentage of Students Scoring At or Above Benchmark on ACT PLAN Test, Grouped by Building and District
Bloomingdale Public School District
Bloomingdale High School
ACT-PLAN Mathematics • Spring 2009-10



Breakdown of Students	Bloomingdale Public School District	Bloomingdale High School
Proficient	14	14
Not Proficient	85	85
Total # of Students	99	99

Evidence of Need

14% of students scored at or above benchmark on the ACT PLAN Mathematics test.

What proficiency levels did our students attain?

The following chart, Benchmark Level Summary, shows the proficiency level breakdown of the number and percentage of students in three levels: At or above Benchmark, Close to Benchmark, and Below Benchmark.

Benchmark Level Summary
Bloomingdale Public School District
Bloomingdale High School
ACT-PLAN Mathematics • Spring 2009-10

Proficiency Level Breakdowns			#	%
All Students	At or Above Benchmark		14	14%
	Close to Benchmark		24	24%
	Below Benchmark		61	62%
	Total for All Students		99	100%
Total for All Students			99	100%

Of the 99 students who took the ACT PLAN, 14 (14%) scored At or Above Benchmark, 24 (24%) scored Close to Benchmark, and 61 (62%) scored Below Benchmark.

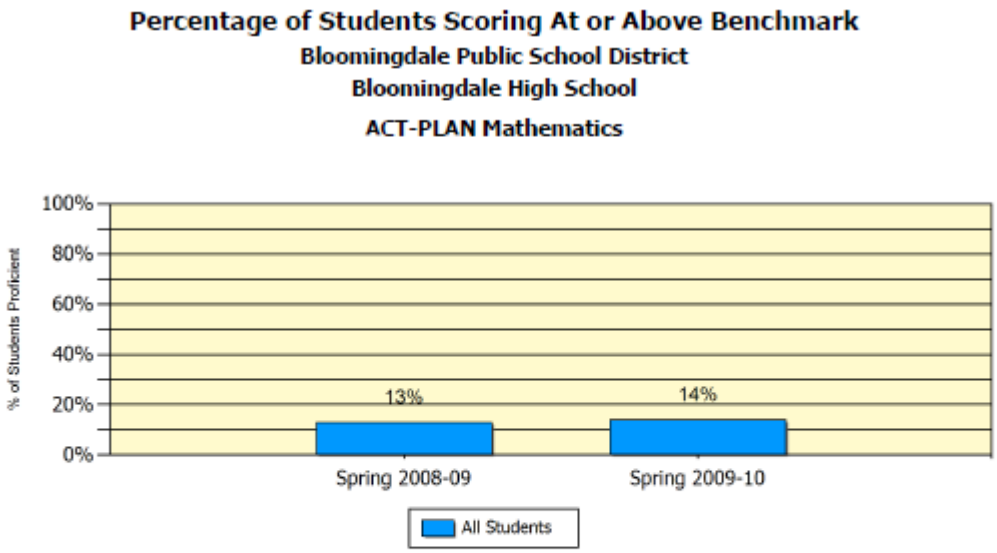
Evidence of Need

14 % of students scored at or above benchmark on the ACT PLAN Mathematics test.

24% of students scored Close to Benchmark on the ACT PLAN Mathematics test.

What has been our trend in performance on the ACT PLAN Mathematics test?

We currently have two years worth of ACT PLAN data, but still want to compare the results from one year to the next. The following graph shows the percentage of students scoring at or above benchmark from spring 2009 (2008-2009 school year) to spring 2010 (2009-2010 school year). THIS WILL POSSIBLY BE UPDATED TO HAVE ADDITIONAL YEARS OF DATA.



Breakdown of Students		Spring 2008-09	Spring 2009-10
All Students	Not Proficient	73	85
	Proficient	11	14
	Total in Group	84	99
Total Number of Students		84	99

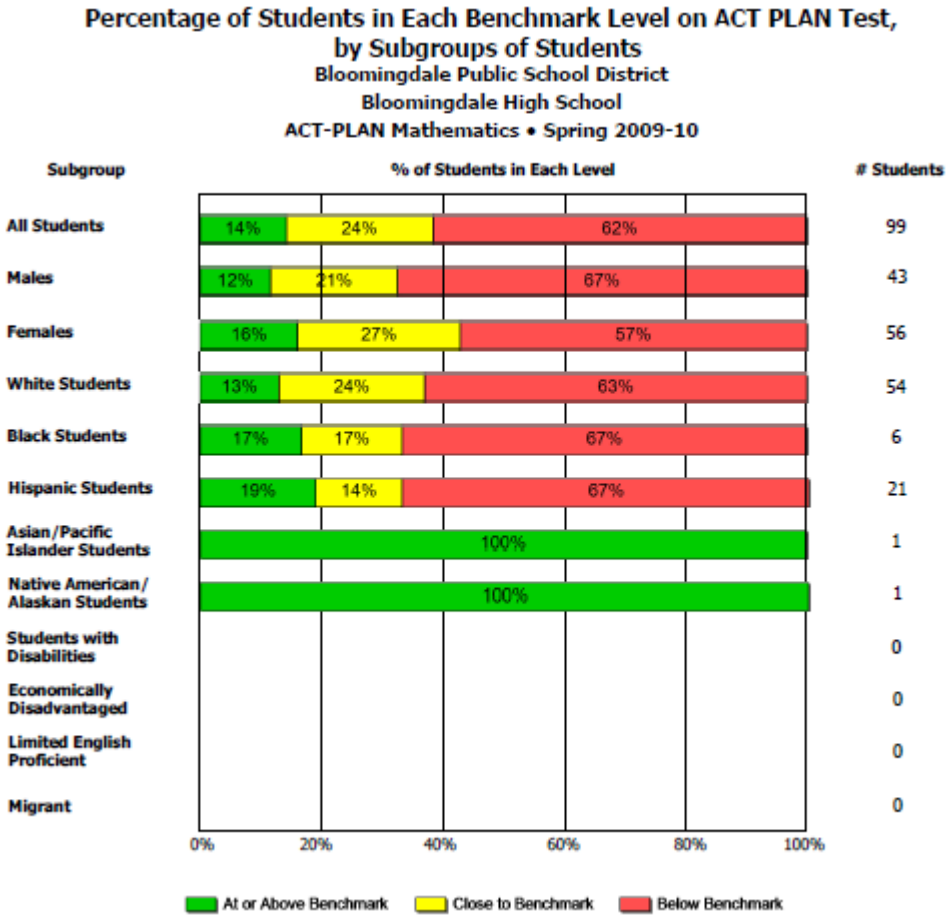
A total of 99 students took the ACT PLAN Mathematics test in the Spring of 2010. Of these, 14 (14%) were proficient

Evidence of Need

14% of the students scored at or above the benchmark level on the ACT PLAN Mathematics test in 2009-2010.

What is the performance, by benchmark levels, of subgroups of students?

As one indicator of equity in quality, we look at the results of subgroup performance. The following graph shows the data for subgroup performance on the ACT PLAN Mathematics test.



Of the 99 students who took the test, 14% overall scored at or above benchmark. When looking at the White students who took the test, 37% scored at benchmark or close to benchmark. Of the Hispanic students who took this test, 34% scored at or close to benchmark.

There are two subgroups that can be compared because they each have enough students in the group (30 or 15% of total testtakers) to do this comparison. There is a difference in the achievement of White students (13%) scoring at or above benchmark and Hispanic students (19%) scoring at or above benchmark. This is a gap in achievement between these two groups of students of 6 percentage points.

Evidence of Need

13% of White students scored at or above benchmark on the ACT PLAN Mathematics test.
19% of Hispanic students scored at or above benchmark on the ACT PLAN Mathematics test.
There is a gap in achievement between White and Hispanic students of 6 percentage points on the ACT PLAN Mathematics test.

Is our mathematics curriculum aligned as compared to the ACT PLAN Mathematics test?

The following chart, *Percentage of Students Correctly Answering 80% or More of Questions on ACT PLAN Test*, begins to provide longitudinal data designed to provide information related to curriculum alignment.

Percentage of Students Correctly Answering 80% or More of Questions on ACT PLAN Test
Bloomingdale Public School District
Bloomingdale High School
ACT-PLAN Mathematics

	Total # Students Tested	# Students Correctly Answering 80% or More of Questions	% Students Correctly Answering 80% or More of Questions	# Students NOT Correctly Answering 80% or More of Questions	% Students NOT Correctly Answering 80% or More of Questions	# of Students Needed for 80% of Students to have Correctly Answered 80%	If 80% of Students Didn't Correctly Answer 80%, How Many More are Needed?	# of Students Correctly Answering 75-79% of Questions
Spring 2009-10	99	0	0%	99	100%	80	80	0
Spring 2008-09	84	0	0%	84	100%	68	68	0

Based on the data in this chart, there is loose curriculum alignment for mathematics as measured by the ACT PLAN Mathematics test (2009-2010 school year).

Evidence of Need

0% of the students scored 80% or more of the questions correctly on the ACT PLAN Mathematics test.

Where do we have curriculum alignment in mathematics?

The following chart, Comparison of Strengths and Weaknesses, by Benchmark level, on ACT PLAN Test shows data that point to loose alignment.

Comparison of Strengths and Weaknesses, by Benchmark Level, on ACT PLAN Test

Bloomingdale Public School District
Bloomingdale High School
ACT-PLAN Mathematics • Spring 2009-10

		BELOW BENCHMARK				AT OR ABOVE BENCHMARK			
		Weakness		Strength		Weakness		Strength	
	Total # Tested	#	%	#	%	#	%	#	%
Pre-Algebra/Algebra	99	85	100%	0	0%	12	86%	2	14%
Geometry	99	85	100%	0	0%	14	100%	0	0%
Basic Operations and Applications	99	85	100%	0	0%	11	79%	3	21%
Probability, Statistics, and Data Analysis	99	66	78%	19	22%	3	21%	11	79%
Numbers: Concepts and Properties	99	47	55%	38	45%	2	14%	12	86%
Expressions, Equations, and Inequalities	99	79	93%	6	7%	9	64%	5	36%
Graphical Representations	99	85	100%	0	0%	13	93%	1	7%
Properties of Plane Figures	99	53	62%	32	38%	2	14%	12	86%
Measurement	99	85	100%	0	0%	14	100%	0	0%
Functions	99	57	67%	28	33%	6	43%	8	57%

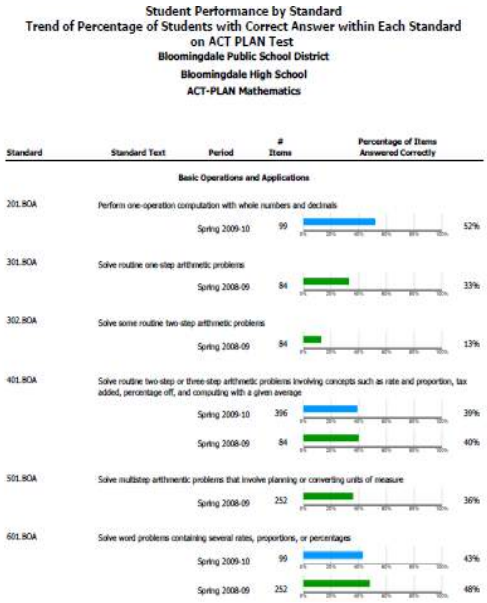
TOTAL STUDENTS BELOW BENCHMARK	85	TOTAL STUDENTS AT OR ABOVE BENCHMARK	14
PERCENT BELOW BENCHMARK	86%	PERCENT AT OR ABOVE BENCHMARK	14%

The data shows that 5 of the 8 strands show very loose alignment. The strands that show the tightest alignment are Probability, Statistics, and Data Analysis, Numbers: Concepts and Properties and Properties of Plane Figures.

Of these strands that are not yet aligned, Basic Operations and Applications counts 28% of the PLAN, Measurement counts 23%, Graphical Representations counts 20%, and Expressions, Equations, and Inequalities counts 15%.

Evidence of Need

3 of the eight strands for the ACT PLAN Mathematics show tight alignment.



What specific standards should be a focus?

When looking at the data, we have determined the strands that need the most work in terms of tightening alignment. These include Basic Operations and Applications, Measurement, Graphical Representations, and Expressions, Equations, and Inequalities.

After looking at the Item Analysis, we have identified specific standards that merit additional curriculum alignment work in each of our designated strands. These include:

Basic Operations and Applications

201.BOA

Perform one-operation computation with whole numbers and decimals.

301.BOA

Solve routine one-step arithmetic problems

302.BOA

Solve some routine two-step arithmetic problems

401.BOA

Solve routine two-step or three-step arithmetic problems involving concepts such as rate and proportion, tax added, percentage off, and computing with a given average.

501.BOA

Solve multistep arithmetic problems that involve planning or converting units of measure

601.BOA

Solve word problems containing several rates, proportions, or percentages.

701.BOA

Solve complex arithmetic problems involving percent of increase or decrease and problems requiring integration of several concepts from pre-algebra and/or pre-geometry.

Expressions, Equations, and Inequalities

201.XEI

Exhibit knowledge of basic expressions

202.XEI

Solve equations in the form x + b = b, where a and b are whole numbers or decimals.

302.XEI

Solve one-step equations having integer or decimal answers

401.XEI

Evaluate algebraic expressions by substituting integers for unknown quantities

502.XEI

Write expressions, equations, or inequalities with a single variable for common pre-algebra settings (e.g., rate and distance problems and problems that can be solved by using proportions)

602 XEI

Write expressions, equations, and inequalities for common algebra settings.

Graphical Representations

201.GRE

Identify the location of a point with a positive coordinate on the number line

401.GRE

Locate points in the coordinate plane.

502.GRE

Determine the slope of a line from points or equations

503.GRE

Match linear graphs with their equations

601.GRE

Interpret and use information from graphs in the coordinate plane.

604.GRE

Use properties of parallel and perpendicular lines to determine an equation of a line or coordinates of a point

605.GRE

Recognize special characteristics of parabolas and circles

702.GRE

Identify characteristics of graphs based on a set of conditions or on a general equation such as y = ax(squared) + c)

704.GRE

Analyze and draw conclusions based on information from graphs in the coordinate plane

Measurement

401.MEA

Compute the area and perimeter of triangles and rectangles in simple problems.

501.MEA

Compute the area of triangles and rectangles when one or more additional simple steps are required

502.MEA

Compute the area and circumference of circles after identifying necessary information

503.MEA

Compute the perimeter of simple composite geometric figures with unknown side lengths

601.MEA

Use relationships involving area, perimeter, and volume of geometric figures to compute another measure.

702.MEA

Compute the area of composite geometric figures when planning or visualization is required

MICHIGAN EXPLORE

In terms of a continuum, students take ACT EXPLORE in grade 8, EXPLORE PLAN in grade 10, and ACT in grade 11. The results of the EXPLORE test provides information about what students are likely to know and are able to do. This is provided in the form of the College Readiness Standards. The College Readiness Standards are also tightly aligned to the Common Core Standards, released in June 2010 as representatives from ACT fully participated in the development, review, and refinement of the Common Core Standards.

The Standards describe the types of skills and knowledge typically demonstrated by students who score in particular score ranges on each test of EXPLORE. Standards are provided for four score ranges along the EXPLORE score scale (13-15, 16-19, 20-23, and 24-25). If students in our school obtain a score between 1 and 12, they are most likely beginning to develop the knowledge and skills described in the 13-15 score range for that particular EXPLORE test.

What is the composition of the ACT EXPLORE test?

The blueprint summary below shows the number and percentage of questions by strand on the ACT EXPLORE test.

ACT EXPLORE Blueprint Summary

Bloomingdale Public School District

Bloomingdale High School

ACT-EXPLORE Mathematics • Spring 2009-10

Form 03A

Strand	# of Points	% of Items	Designator*	Prompt Type	# Items	# Points	% of Strand
Basic Operations and Applications	**7**	**23%**	301.BOA	Multiple-Choice	4	4	57%
			601.BOA	Multiple-Choice	3	3	43%
Probability, Statistics, and Data Analysis	**4**	**13%**	201.PSD	Multiple-Choice	1	1	25%
			402.PSD	Multiple-Choice	1	1	25%
			403.PSD	Multiple-Choice	1	1	25%
			503.PSD	Multiple-Choice	1	1	25%
Numbers: Concepts and Properties	**2**	**7%**	201.NCP	Multiple-Choice	1	1	50%
			401.NCP	Multiple-Choice	1	1	50%
Expressions, Equations, and Inequalities	**6**	**20%**	202.XEI	Multiple-Choice	2	2	33%
			501.XEI	Multiple-Choice	1	1	17%
			502.XEI	Multiple-Choice	1	1	17%
			503.XEI	Multiple-Choice	2	2	33%
Graphical Representations	**5**	**17%**	604.GRE	Multiple-Choice	3	3	60%
			704.GRE	Multiple-Choice	2	2	40%
Properties of Plane Figures	**4**	**13%**	402.PPF	Multiple-Choice	2	2	50%
			501.PPF	Multiple-Choice	1	1	25%
			701.PPF	Multiple-Choice	1	1	25%
Measurement	**2**	**7%**	601.MEA	Multiple-Choice	1	1	50%
			702.MEA	Multiple-Choice	1	1	50%
TOTAL NUMBER OF ITEMS/POINTS	**30**	**100%**	This is the total number of *operational* questions on the test. Note that there may be a varying number of field test items, but these are not counted toward a student's results.				

The mathematics portion of EXPLORE has 30 questions. Basic Operations and Applications has seven questions (23%), Probability, Statistics, and Data Analysis has four questions (13%), Numbers: Concepts and Properties has two questions (7%), Expressions, Equations, and Inequalities has six questions (20%), Graphical Representations has five questions (17%) as does Properties of Plane figures. Measurement has 2 questions and accounts for 7% of the EXPLORE test.

What is the makeup of students who took the ACT Explore test?

A total of 79 students in Grade 8 took the ACT EXPLORE test in Fall 2010. The chart below shows the makeup of the students who took this test.

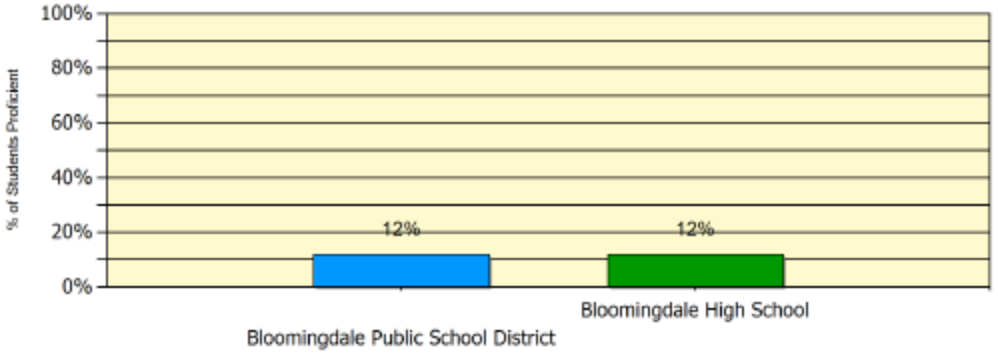
Student Demographics Summary
Bloomingdale School District
Bloomingdale Middle School 7/8 Building

Test Records in System	Spring 2009-10	
ACT-EXPLORE Mathematics	79	100%
General Achievement (No Retest) Reporting		
Used for General Achievement Reporting	79	100%
Test Form		
Form 03A (ACT-EXPLORE)	5	6%
Form 03B (ACT-EXPLORE)	74	94%
Grade when Tested		
Grade 08	79	100%
Gender		
Female Students	42	53%
Male Students	37	47%
Race/Ethnicity		
American Indian/Native Alaskan	2	3%
Black	2	3%
Hispanic	11	14%
Multiracial	8	10%
Not Specified	6	8%
Other	1	1%
White	49	62%
SWD		
Students without Disabilities	79	100%
Economic Status		
Not Economically Disadvantaged	79	100%
English Proficiency		
English Proficient	79	100%
Migrant		
Not Migrant	79	100%

Of the 79 students who took this test, 2 (3%) were American Indian/Native Alaskan, 2 (3%) were Black, 11 (14%) were Hispanic, 8 (10%) were Multiracial, and 49 (62%) were White.

How did our students perform on the ACT EXPLORE test over time?

Percentage of Students Scoring At or Above Benchmark on ACT EXPLORE Test, Grouped by Building and District
Bloomingdale Public School District
Bloomingdale High School
ACT-EXPLORE Mathematics • Spring 2009-10



Breakdown of Students	Bloomingdale Public School District	Bloomingdale High School
Proficient	10	10
Not Proficient	73	73
Total # of Students	83	83

Of the 83 students who took the ACT EXPLORE, 10 (12%) scored at or above the test's benchmark.

Evidence of Need

12% of students scored at or above the benchmark on the ACT EXPLORE Mathematics test.

What benchmark levels did our students attain?

The chart below shows the different performance levels of Bloomingdale students on the ACT EXPLORE Mathematics test.

Benchmark Level Summary
Bloomingdale Public School District
Bloomingdale High School
ACT-EXPLORE Mathematics • Spring 2009-10

Proficiency Level Breakdowns			#	%
All Students	At or Above Benchmark		10	12%
	Close to Benchmark		13	16%
	Below Benchmark		60	72%
	Total for All Students		83	100%
Total for All Students			83	100%

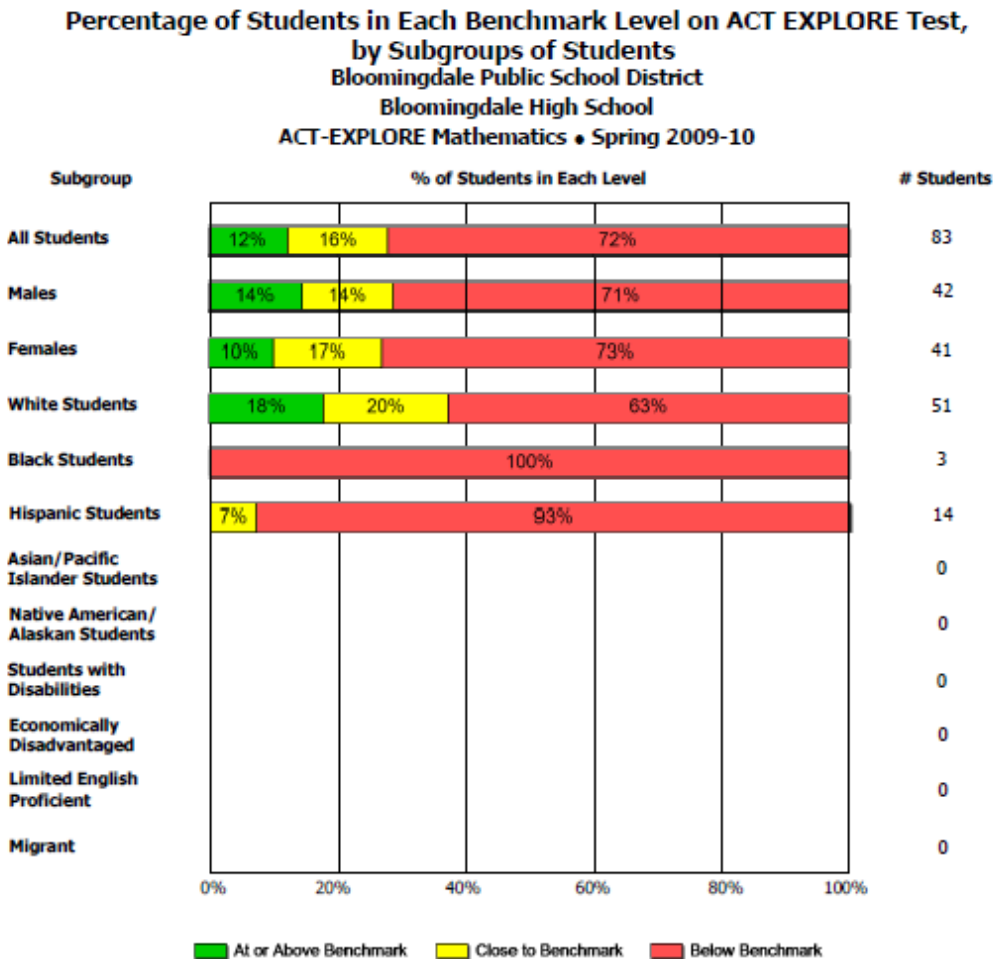
Of the 83 students who took the ACT EXPLORE in the spring of 2010, 10 (12%) scored at or above the test's benchmark, while another 13 (16%) were close to the benchmark, and 60 (72%) were below the benchmark.

Evidence of Need

13% of students scored at or above benchmark on the Spring 2010 administration of the ACT EXPLORE test.

What is the performance, by benchmark levels, of subgroups of students?

Even though EXPLORE is not a required test nor used for federal accountability purposes, we study its data as the test is a predictor for student performance on the ACT. With that in mind, we look at data in a similar way as we do for the MME High School Mathematics test which includes the ACT.



When looking at results by subgroups, 28% of the students in All Students scored at or above benchmark or close to benchmark (the green and yellow bars). For other AYP subgroups (with at least 30 students or the subgroup makes up 15% of the population tested), 18% of White Students scored at or above benchmark while 7% of Hispanic students did.

Evidence of Need

28% of students scored at or above the benchmark on the ACT EXPLORE Mathematics test.

18% of white students scored at or above the benchmark on the ACT EXPLORE Mathematics test.

7% of Hispanic students scored at or above the benchmark on the ACT EXPLORE Mathematics test.

Is our mathematics curriculum aligned?

We've looked at the overall results on the ACT EXPLORE as well as the demographics of the students who took this test. The following chart, *Percentage of Students Correctly Answering 80% or More of Questions on ACT Explore Test*, provides baseline data for information related to curriculum alignment.

Percentage of Students Correctly Answering 80% or More of Questions on ACT EXPLORE Test
Bloomingdale Public School District
Bloomingdale High School
ACT-EXPLORE Mathematics

	Total # Students Tested	# Students Correctly Answering 80% or More of Questions	% Students Correctly Answering 80% or More of Questions	# Students NOT Correctly Answering 80% or More of Questions	% Students NOT Correctly Answering 80% or More of Questions	# of Students Needed for 80% of Students to have Correctly Answered 80%	If 80% of Students Didn't Correctly Answer 80%, How Many More are Needed?	# of Students Correctly Answering 75-79% of Questions
Spring 2009-10	83	0	0%	83	100%	67	67	0
Fall 2008-09	95	0	0%	95	100%	76	76	0

Based on the data in this chart, there is loose curriculum alignment between the school's curriculum and standards measured by ACT EXPLORE.

Evidence of Need

0% of students scored at least 80% of the questions correct on the ACT EXPLORE test. In an aligned system it is reasonable to expect at least 80% or more of the students to meet the benchmark.

Where do we have curriculum alignment?

The following chart, *Comparison of Strengths and Weaknesses,by Benchmark Level, on ACT EXPLORE Test*, shows data that points various levels of alignment.

Comparison of Strengths and Weaknesses, by Benchmark Level, on ACT EXPLORE Test

Bloomingdale Public School District
Bloomingdale High School
ACT-EXPLORE Mathematics • Spring 2009-10

		BELOW BENCHMARK				AT OR ABOVE BENCHMARK			
		Weakness		Strength		Weakness		Strength	
	Total # Tested	#	%	#	%	#	%	#	%
Basic Operations and Applications	83	62	85%	11	15%	2	20%	8	80%
Probability, Statistics, and Data Analysis	83	73	100%	0	0%	10	100%	0	0%
Numbers: Concepts and Properties	83	28	38%	45	62%	1	10%	9	90%
Expressions, Equations, and Inequalities	83	57	78%	16	22%	1	10%	9	90%
Graphical Representations	83	56	77%	17	23%	1	10%	9	90%
Properties of Plane Figures	83	73	100%	0	0%	10	100%	0	0%
Measurement	83	61	84%	12	16%	5	50%	5	50%

TOTAL STUDENTS BELOW BENCHMARK	73	TOTAL STUDENTS AT OR ABOVE BENCHMARK	10
PERCENT BELOW BENCHMARK	88%	PERCENT AT OR ABOVE BENCHMARK	12%

Three of the seven strands show very loose alignment indicated by strands showing a 0-50% alignment.

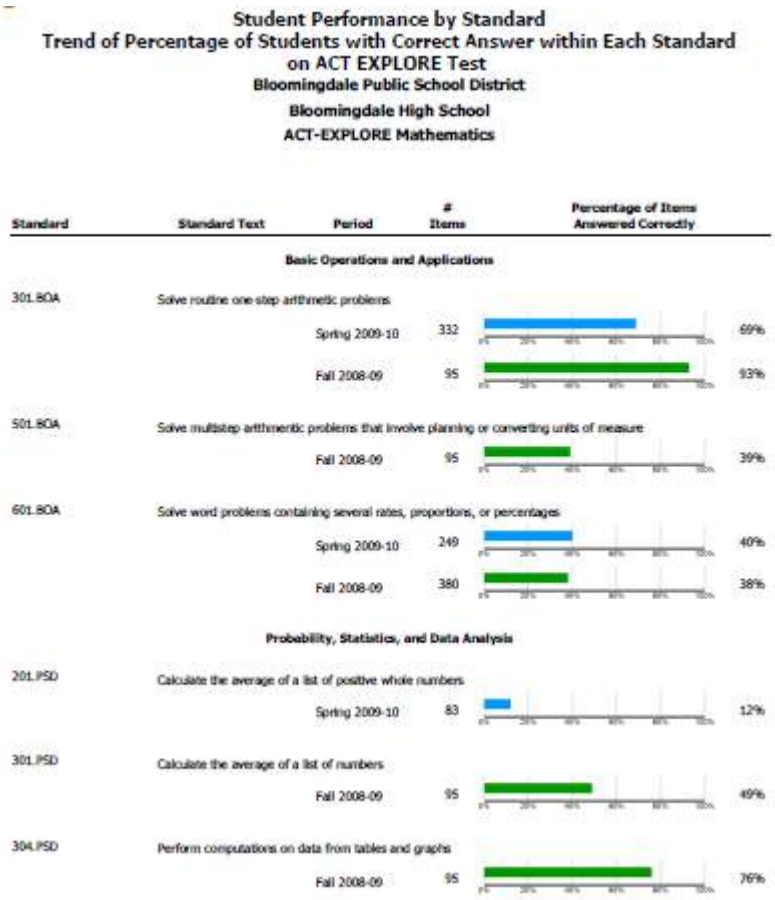
Tight alignment for a strand is represented by having 94-100% in the last column of the chart. The closer to 100%, the tighter the alignment between what is taught and what is tested. In order for students to perform well on the assessment, it is imperative that they have an opportunity to learn the knowledge, concepts, and skills that will be tested.

Evidence of Need

4 of the 7 strands show tight alignment.

For which items did students show a strong performance? A weak performance?

When looking at the data from the ACT EXPLORE Mathematics test, teachers identified several strands for which students struggled most. Each of these strands also makes up the largest percent of the EXPLORE test.



Student Performance by Standard
Trend of Percentage of Students with Correct Answer within Each Standard
on ACT EXPLORE Test
Bloomingdale Public School District
Bloomingdale High School
ACT-EXPLORE Mathematics

Standard	Standard Text	Period	# Items	Percentage of Items Answered Correctly
	Basic Operations and Applications			
301.BOA	Solve routine one-step arithmetic problems			
		Spring 2009-10	332	69%
		Fall 2008-09	95	93%
501.BOA	Solve multistep arithmentic problems that involve planning or converting units of measure			
		Fall 2008-09	95	39%
601.BOA	Solve word problems containing several rates, proportions, or percentages			
		Spring 2009-10	249	40%
		Fall 2008-09	380	38%
	Probability, Statistics, and Data Analysis			
201.PSD	Calculate the average of a list of positive whole numbers			
		Spring 2009-10	83	12%
301.PSD	Calculate the average of a list of numbers			
		Fall 2008-09	95	49%
304.PSD	Perform computations on data from tables and graphs			
		Fall 2008-09	95	76%

After looking at student performance by standard, we identified the following as specific areas of concern:

Probability and Statistics

201.PSD

Calculate the average of a list of positive whole numbers

301.PSD

Calculate the average of a list of numbers

402.PSD

Translate from one representation of data to another

503.PSD

Compute straightforward probabilities for common situations

702.PSD

Analyze and draw conclusions based on information from figures, tables, and graphs.

Properties of Plane Figures

402.PPF

Exhibit knowledge of basic angle properties and special sums of angle measures

501.PPF

Compute the area of triangles and rectangles when one or more additional simple steps are required.

701.PPF

Draw conclusions based on a set of conditions.

703.PPF

Use relationships among angles, arcs, and distances in a circle.

Measurement

302.MEA

Compute the area and perimeter of triangles and rectangles in simple problems

401.MEA

Compute the area and perimeter of triangles and rectangles in simple problems.

702.MEA

Compute the area of composite geometric figures when planing or visualization is required

Which skills do our students possess, as measured by the ACT College Readiness Standards?

Percentage of Students Achieving Each ACT College Readiness Standards Skill Set
Bloomingdale Public School District
Bloomingdale High School
ACT-EXPLORE Mathematics • Spring 2009-10
Strand: Basic Operations and Applications
(The Benchmark for this test is 18)

Student Performance #	Student Performance %	ACT-EXPLORE Math Score	Tasks Associated with Score Range	Improvement Ideas
5	8%	20 - 23	• Solve routine two-step or three-step arithmetic problems involving concepts such as rate and proportion, tax added, percentage off, and computing with a given average. • Solve routine two-step or three-step arithmetic problems involving concepts such as rate and proportion, tax added, percentage off, and computing with a given average.	• Select and use appropriate units when solving problems that involve one or more units of measure. • Apply and use number properties to model and solve problems that involve reasoning with proportions.
23	36%	16 - 19	• Solve routine one-step arithmetic problems (using whole numbers, fractions, and decimals) such as single-step percent.	• Solve routine arithmetic problems that involve rates, proportions, and percents. • Do multi-step computations with rational numbers. • Model and solve problems that contain verbal and symbolic representations of money.
36	56%	13 - 15	• Perform one-operation computation with whole numbers and decimals. • Perform common conversions (e.g., inches to feet or hours to minutes).	• Use multiple operations to solve multi-step arithmetic problems. • Investigate and build understanding of the concept of percentage asa comparison of a part to a whole.

We have identified the specific skills needed in order for students to show success on the ACT EXPLORE Mathematics test. These skills will be a key part of our overall alignment process.

DATA SUMMARY AND HIGHLIGHTS

After reviewing outcome, demographic, and select process data, we used the data to determine **Evidences of Need** and **Evidences of Success** for the area of mathematics.

The Evidences of Need indicate the specific data that points to a need to work on. These data points are included because they do not yet reflect the standard that teachers have set for themselves or standards placed upon them by others.

The Evidences of Success correspond directly to the needs in that they state, through data, the measurement change that staff is working toward. This column will be closely monitored each year to determine and verify progress toward the school's goals.

High School Mathematics Data Overview

Evidences of Need and Evidences of Success for the School Plan

HIGH SCHOOL MATHEMATICS
OUTCOME DATA

In the area of **outcome data**, we are determining our success based on several sources of data including results on the MME Reading Test, ACT-Plan, and ACT Explore. We are also

monitoring our goal to determine if we have more students moving from the level 2 proficiency level to the level 1 proficiency level.	
Evidences of Need Beginning of Year Data (Where we are now)	**Evidences of Success** End-of-Year Data and Measurement Goals (Where we want to be)
18% of students scored proficient on the MME Mathematics Test, Class of 2010.	**Increase** the percentage of students scoring proficient on the MME Mathematics Test from 20% to 75%
62% of students scored in Level 4 on the MME Mathematics Test.	**Decrease** the percentage of students scoring in Level 4 on the MME from 62% to 5%.
82% of students scored in Levels 3 or 4 on the MME Mathematics Test.	**Decrease** the percentage of students scoring in Levels 3 or 4 on the MME Mathematics Test from 82% to 25%
0% of students scored in Level 1 on the MME Mathematics Test.	**Increase** the percentage of students scoring in Level 1 on the MME Mathematics Test from 0% to 10%.
18 % of students scored in Level 2 on the MME Mathematics Test.	**Increase** the percentage of students scoring in Level 2 on the MME Mathematics Test from 18% to 75%.
14% of students scored in the range of 20-27 on the **ACT portion of the MME**. The benchmark for this test is 22.	**Increase** the percentage of students scoring in the range of 20-27 on the ACT portion of the MME from 14% to 75%.
7% of students scored in Level 6 or 7 on the WorkKeys test.	**Increase** the percentage of students scoring a Level 6 or 7 on the WorkKeys test from 7% to 25%.
14% of students scored at or above benchmark on the ACT PLAN Mathematics test.	**Increase** the percentage of students scoring at or above benchmark on the ACT PLAN Mathematics test from 14% to 75%.
24% of students scored close to benchmark on the ACT PLAN Mathematics test.	**Increase** the percentage of students scoring close to benchmark on the ACT PLAN Mathematics test from 24% to 50%.
0% of the students scored 80% or more of the questions correctly on the ACT PLAN Mathematics test.	**Increase** the percentage of students scoring 80% or more of the questions correctly from 0% to 5%.
12% of students scored at or above the benchmark on the ACT EXPLORE Mathematics test.	Increase the percentage of students scoring at or above benchmark on the ACT EXPLORE Mathematics test from 12% to 75%.
HIGH SCHOOL MATHEMATICS **DEMOGRAPHIC DATA** In the area of **demographic data**, we are determining our success based on looking at the performance of our subgroups of students on the MME Reading Test, ACT-Plan, and ACT Explore.	
22% of White students scored proficient on the MME Mathematics test.	**Increase** the percentage of White students scoring proficient on the MME Mathematics test from 22% to 75%.

9% of Hispanic students scored proficient on the MME Mathematics test.	**Increase** the percentage of Hispanic students scoring proficient on the MME Mathematics test from 9% to 75%.
10% of economically disadvantaged students scored proficient on the MME Mathematics test.	**Increase** the percentage of economically disadvantaged students scoring proficient on the MME Mathematics test from 10% to 75%.
None of the subgroups hit the AYP target of 55% for 2009-2010 on the MME Mathematics test.	**Increase** the number of subgroups hitting the AYP target of 67% on the MME Mathematics test from 0% to 100% 55% (2009-2010 school year) 67% (2010-2011 school 78% (2011-2012 school year)
13% of White students scored at or above benchmark on the ACT PLAN Mathematics test.	**Increase** the percentage of White students scoring at or above benchmark on the ACT PLAN Mathematics test from 13% to 75%.
19% of Hispanic students scored at or above benchmark on the ACT PLAN Mathematics test.	**Increase** the percentage of Hispanic students scoring at or above benchmark on the ACT PLAN Mathematics test from 0% to 75%.
18% of White students scored at or above benchmark on the ACT EXPLORE mathematics test.	**Increase** the percentage of White students scoring at or above benchmark on the ACT EXPLORE mathematics test from 18% to 75%.
7% of Hispanic students scored at or above benchmark on the ACT EXPLORE mathematics test.	**Increase** the percentage of Hispanic students scoring at or above benchmark on the ACT EXPLORE mathematics test from 7% to 75%.
HIGH SCHOOL MATHEMATICS **PROCESS DATA** In the area of **process data**, we are determining our success based on several sources of data including results on the MME Reading Test, ACT-Plan, and ACT Explore. In this case, we are using the data to help us monitor our efforts toward aligning curriculum, instruction, and assessment.	
18% of students scored proficient on the MME Mathematics test. In an aligned system, it is reasonable to expect at least 80% or more of the students to score proficient. An additional 47 students scoring proficient were needed and of these 47, only 13 were close.	**Increase** the percentage of students scoring proficient from 18% to 75%. or **Increase** the number of students who were close to scoring proficient from approximately 1/3 of the students needed to 100% of the students needed.
0% of students scored at least 80% of the questions correctly on the ACT PLAN Mathematics test.	**Increase** the percentage of students scoring at least 80% of the questions correctly on the ACT PLAN Mathematics test from 0% to 5%.
0% of the thirteen strands for the MME Mathematics test show tight alignment.	**Increase** the number of strands showing tight alignment from 0 to 5.
3 of the eight strands for ACT PLAN	**Increase** the alignment on the strands for ACT

Mathematics show tight alignment.	PLAN from 3 strands being tightly aligned to 5 strands being aligned (priority strands).
4 of the seven strands for ACT EXPLORE Mathematics show tight alignment.	Increase the alignment of the ACT EXPLORE Mathematics test from 4 strands to 5.

ADDITIONAL PROCESS DATA – SCHOOL STRATEGY CARDS

During a work session on June 30, 2010, we participated in a three-hour, in-depth look at our curriculum, instruction, and assessment practices to better determine what we as adults are doing to improve the chances of high student achievement for our students. The School Strategy Cards, developed by Deborah Wahlstrom, are a tool and a protocol to help school staff determine specifically where it is in relation to where it needs to be to have a high quality program – whether it be in mathematics, reading, science, social studies or writing. As with looking at data, we continue to study our school system and processes by content area.

During the work session, Deborah provided an overview of the School Strategy Cards and why they are important. She then demonstrated how to use the cards to ensure that each content area used them correctly. Teachers from each content area

Once each content area finished the Strategy Cards, including prioritization of areas that showed a weakness, we aligned the results to our school improvement plan.

We used our outcome and demographic data to determine our Indicators of Need and Indicators of Success and turned the action steps from the Strategy Cards into the action steps in our School Improvement Plan.

The school improvement plan meets the criteria required in Michigan's legislation. The parts of the action plan include:

Action Strategies/Tasks

The action strategies come directly from the analysis teachers completed when they worked with the research-based school strategy cards. The action tasks are presented by curriculum,

instruction, and assessment – the three parts of the teaching for learning process. The tasks are prioritized in each area, with the most important to complete first appearing first on the list. So the first task under Curriculum is the first to be addressed this school year. The first under Instruction will be addressed first, and the first under Assessment will be addressed first.

There are more tasks than can be completed in a school year, thus this plan will serve us for several years.

Responsible Persons

This part of the action plan lays out the people who will be in charge of ensuring the task is implemented well and monitored.

Resources Needed to Complete Task

This column highlights critical items needed to implement the task. As you might imagine, many of these included ***embedded*** **professional development**. Embedded professional development is providing necessary skills for specific tasks when they are needed. This does not mean there will be after school workshops related to professional development needs. This does mean that staff will initiate when they are ready for learning skills they need. It's more a "We're beginning our work on curriculum alignment, let's have someone help us get started." This apprentice model honors that the learning of teachers can happen as a part of the work they are doing – and not as an add on that everyone must figure out how to implement.

Budget Implications

There are things that have a monetary cost and these are highlighted in the budget implications. Examples of budget implications include such things as: facilitators for embedded professional development, books, DVDs, web-based subscriptions to sites that support the content areas, time for substitutes, time for teachers who work after the school day or on their own, payment for additional services provided to students, visits to other schools, student support materials, materials for areas in the curriculum where students are struggling, technology support for

curriculum, instruction, and assessment development, online courses, and more. The budget is driven by the needs of our school and the plan that we develop.

Dates of Activity

This provides the calendar for each of the activities.

Monitoring Dates

These are the dates where we will formally look at where we are in terms of implementation of our strategies.

Monitoring Indicators

This provides the actual indicators that will be used to determine whether or not we are implementing our strategies.

Our action strategies and tasks for Mathematics follow.

MATHEMATICS ACTION PLAN – Improve Mathematics

Action Strategies/Tasks (Use action strategies from the School Strategy Cards here.)	**Responsible Persons**	**Resources Needed to Complete Task**	**Budget Implications**	**Dates of Activity** (start-to-end)	**Monitoring Dates**	**Monitoring Indicators** (Indicators that point to success during strategy implementation.)
Curriculum						
3.1 **Align** curriculum with ACT standards and **write** these in student language.		• ACT College and Career Readiness Standards • Common Core standards • Embedded Professional Development: How to Unpack and Align Standards				•
3.2 **Develop** a core list of math vocabulary for each mathematics subject.		• Completed aligned standards. •				• Copy of vocabulary list for each course. • List of descriptions for each vocabulary word.
3.3 **Review and refine** report cards to be more standards-based.		• Completed aligned standards •				•
3.4 **Prioritize** ACT/MME standards.		• Examples of power standards from ISD's and school districts. • ACT/MME Assessment Blueprints.				• List of priority standards (i.e., power standards).

		• ACT/MME data. • Embedded Professional Development: How to Target a Weak Standard.				
3.5 **Identify and provide** professional development opportunities that are specific to mathematics.		•				•
Instruction						
3.6 Regularly use classroom data to improve student learning.		• Data Director – to ensure assessments are targeting the power standards. • Uniform unit tests for each grade level.	Pay teachers after school to talk about students work			•
3.7 Provide remediation outside the "grade level" course (double-dose, tutoring) to allow more in-class time to focus on the power standards.		•				•
3.8 Develop a remediation program (to be implemented prior to students coming to high school) for students.		•		SUMMER 2011 SUMMER 2012		•
3.9 Integrate thinking skills (e.g., reading, writing, listening, speaking,		• Embedded professional development: Writing Across the curriculum				• List of specific thinking skills. • Teacher lesson plans.

thinking) into the math curriculum.		(MATH) • Embedded professional development: Reading Across the Curriculum (MATH)				
Assessment						
3.10 Identify high-quality core assessments for our standards.		• Software that comes with textbooks • Pacing guides • Pre-course assessments • Examples of end-of-course assessments		1 year		•
3.11 Make testing experiences positive for students.		• Professional development to examine different testing options. • Opportunities for students to make-up test after math support has been given.				•
3.12 Regularly use classroom assessments that are aligned to our math standards.		• Embedded Professional Development: Designing and Using High-Quality Assessments, including Formative Assessments. • Northwest Problem Solving Rubric. • Embedded Professional Development: Tying Data to Interventions.		1 year		• Copies of assessments. • Data Analysis from assessments. • Examples of student work.
3.13 Use state data to		• Lesson plans that		1 year		•

improve student learning.		deliberately target weak standards • Data Director to monitor effectiveness.				

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Bloomingdale High School

Science

Comprehensive Needs Assessment *and* Aligned School Improvement Plan

September 2010

DATA PRESENTATION AND ANALYSIS

SCIENCE

We analyze our data by content area to ensure an in-depth look at each. Looking at data by content area also provides us a way to bring different sources of data together to improve the area of Science.

We have analyzed the following data for the area of high school Science:

Michigan Merit Exam (MME)
Michigan EXPLORE
Michigan PLAN
Workkeys

In the first part of this analysis, we review the data for Science from each of the sources above. In the analyses, we look at overall results, subgroup performance, and process data.

In the second part of the analysis, we present one chart that highlights the Evidences of Needs from each data source, as well as the corresponding Evidence of Success. These are the specific data pieces that will be included in our school improvement plan and will be monitored from one year to the next.

MICHIGAN MERIT EXAM

Each year, juniors take the Michigan Merit Exam. The data for this section, provided by SmartData, shows results for students who have been in the school for a full academic year. The purpose of this is that when looking to make changes in the areas of curriculum, instruction, and assessment, you want to look at the data for students with whom you had the benefit of teaching

during the entire school year. Students who come to the school during the year have missed the educational opportunities for learning the curriculum that is to be tested, thereby giving misguided data.

What is the composition of this MME test?

All high-stakes tests have a blueprint. The blueprint summary shows the number and percentage of questions by strand on the MME Science test. The blueprint is important to study because this is one of the ways that the Michigan Department of Education communicates topics that are more important than others within each Science strand. This can inform our decision-making at the class, school, and district levels. The chart below shows the blueprint for the MME test for the school year 2009-2010.

2010 MME POINTS AND PERCENTAGES PER STANDARD
SCIENCE

		ACT		WorkKeys		Michigan		Totals	
Standard	Standard Description	#	%	#	%	#	%	#	#
R1	Inquiry & Reflection	20	100%	0	0%	2	6%	22	42%
E2	Earth Systems	0	0%	0	0%	2	6%	2	4%
E3	The Solid Earth	0	0%	0	0%	2	6%	2	4%
E4	The Fluid Earth	0	0%	0	0%	2	6%	2	4%
E5	Earth in Space & Time	0	0%	0	0%	2	6%	2	4%
B2	Organization of Living Systems	0	0%	0	0%	2	6%	2	4%
B3	Living Systems & Environment	0	0%	0	0%	2	6%	2	4%
B4	Genetics	0	0%	0	0%	2	6%	2	4%
B5	Evolution & Biodiversity	0	0%	0	0%	2	6%	2	4%
P2	Motion of Objections	0	0%	0	0%	2	6%	2	4%
P3	Forces & Motion	0	0%	0	0%	2	6%	2	4%
P4a	Energy Part a	0	0%	0	0%	2	6%	2	4%
P4b	Energy Part b	0	0%	0	0%	2	6%	2	4%
C23	Energy Transfer & Conservation	0	0%	0	0%	2	6%	2	4%
C4	Properties of Matter	0	0%	0	0%	2	6%	2	4%
C5	Changes in Matter	0	0%	0	0%	2	6%	2	4%
	TOTAL NUMBER OF OPERATIONAL ITEMS	20	100%	0	0%	32	100%	52	100%
	TOTAL PERCENT OF OPERATIONAL ITEMS	38%		0%		62%		100%	

The Science test comprises 52 questions with 38% from the ACT, and 62% from the Michigan Department of Education. Of these questions, the greatest percentage comes from the strand Inquiry and Reflection (42% of the test).

What are the demographics of the students who took the MME?

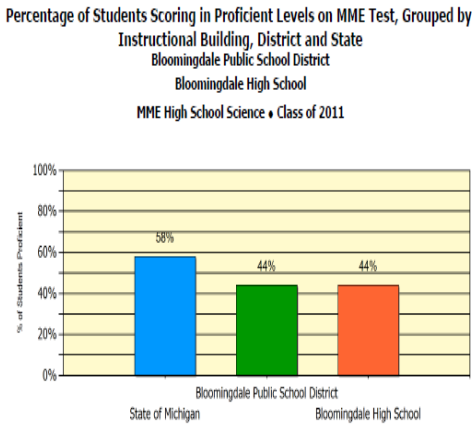
A total of 88 eleventh-grade students took the MME in the spring of 2010 (2009-2010 school year). Of these students, eleven (11) are excluded in the achievement data because they were not with the district for at least a full academic year. Thus, this data represents the achievement of 77 juniors. Of these, 9 (10%) were Black, 1 (1%) were Hawaiian, 14 (16%) were Hispanic, and 64 (73%) were White.

Student Demographic Summary

Bloomingdale Public School District
Bloomingdale High School

Test Records in System	Class of 2008		Class of 2009		Class of 2010		Class of 2011	
MME High School Science	100	100%	85	100%	87	100%	88	100%
General Achievement (No Retest) Reporting								
Excluded Based on Exclusion Factors	5	5%	11	13%	5	6%	11	13%
Level of Proficiency is Unknown	9	9%	1	1%	0	0%	0	0%
Used for General Achievement Reporting	86	86%	73	86%	82	94%	77	88%
Test Form								
Form 1 (MME)	93	93%	75	88%	0	0%	0	0%
Form 3 (MME)	5	5%	4	5%	0	0%	0	0%
Form 4 (MME)	2	2%	3	4%	0	0%	0	0%
Unspecified Form (MME)	0	0%	3	4%	87	100%	88	100%
Grade when Tested								
Grade 11	83	83%	82	96%	87	100%	88	100%
Grade 12	17	17%	3	4%	0	0%	0	0%
Gender								
Female Students	56	56%	35	41%	42	48%	41	47%
Male Students	44	44%	50	59%	45	52%	47	53%
Race/Ethnicity								
Asian/Pacific Islander	1	1%	1	1%	0	0%	0	0%
Black	7	7%	6	7%	5	6%	9	10%
Hawaiian	0	0%	0	0%	1	1%	1	1%
Hispanic	13	13%	15	18%	17	20%	14	16%
Other	0	0%	1	1%	0	0%	0	0%
White	79	79%	62	73%	64	74%	64	73%
SWD								
Students with Disabilities	13	13%	6	7%	7	8%	9	10%
Students without Disabilities	87	87%	79	93%	80	92%	79	90%
Economic Status								
Economically Disadvantaged	49	49%	47	55%	58	67%	56	64%
Not Economically Disadvantaged	51	51%	38	45%	29	33%	32	36%

What is the performance of our students on the MME Science test?



Breakdown of Students	State of Michigan	Bloomingdale Public School District	Bloomingdale High School
Not Proficient	45,892	43	43
Proficient	63,375	34	34
Total # of Students	109,267	77	77

In spring 2010, 88 students took the MME High School Science test. Of these students, eleven (11) are excluded in the achievement data because they were not with the district for at least a full academic year or have an unknown level of proficiency. Thus, this data represents the achievement of 77 juniors. When looking at the data in the rest of this section, we'll review and analyze three types: outcome, demographic, and process.

A total of 34 students (44%) scored at the proficient level on the Science test while 43 (56%) of the students scored not proficient. In order to be proficient, a student must score an 1100 on the Science test.

Evidence of Need: 44% of students scored proficient on the MME Science Test, Class of 2011.

What proficiency levels did our students attain?

There are four levels of achievement on the Science test, with level 1 being the highest and level 4 being the lowest. The following graph shows the performance of our students by proficiency levels.

Proficiency Level Summary
Bloomingdale Public School District
Bloomingdale High School
MME High School Science • Class of 2011

Proficiency Level Breakdowns			#	%
All Students	Level 1		2	3%
	Level 2		32	42%
	Level 3		12	16%
	Level 4		31	40%
	Total for All Students		77	100%
Total for All Students			77	100%

Of our 77 students, 34 (45%) scored in Levels 1 or 2 while 43 (56%) scored in Levels 3 or 4. A student must score in Level 2 with a minimum score of 1100 to be proficient.

Evidences of Need

40% of students scored in Level 4 on the MME Science Test.

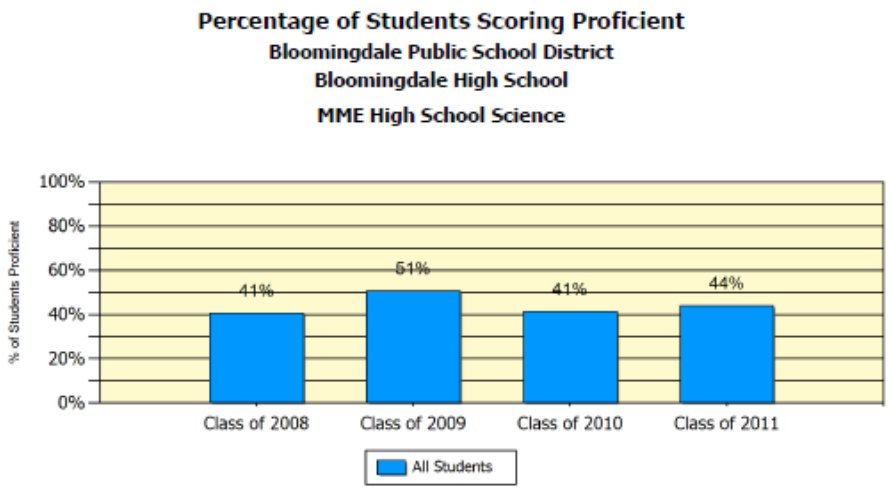
56% of students scored in Levels 3 or 4 on the MME Science Test.

2% of students scored in Level 1 on the MME Science Test.

42 % of students scored in Level 2 on the MME Science Test.

What has been our trend in performance on the MME test?

One of the protocols that is important to do when looking at data is to look at student performance over time. One reason to do this is to see if the efforts we are making at the school level do impact student achievement. As we implement the strategies in our School Improvement Plan, we should see the pattern "interrupted" in a positive way.



Breakdown of Students		Class of 2008	Class of 2009	Class of 2010	Class of 2011
All Students	Not Proficient	51	36	48	43
	Proficient	35	37	34	34
	Total in Group	86	73	82	77
Total Number of Students		86	73	82	77

When looking at results over time and by graduating class, the proficiency rates for the Science test has fluctuated with 41% of the students proficient for the class of 2008, 51% proficient for the class of 2009, and 41% proficient for the class of 2010, and 44% proficient for the class of 2011 – a decrease of seven (7) percentage points for the class of 2011 as compared with the class of 2009.

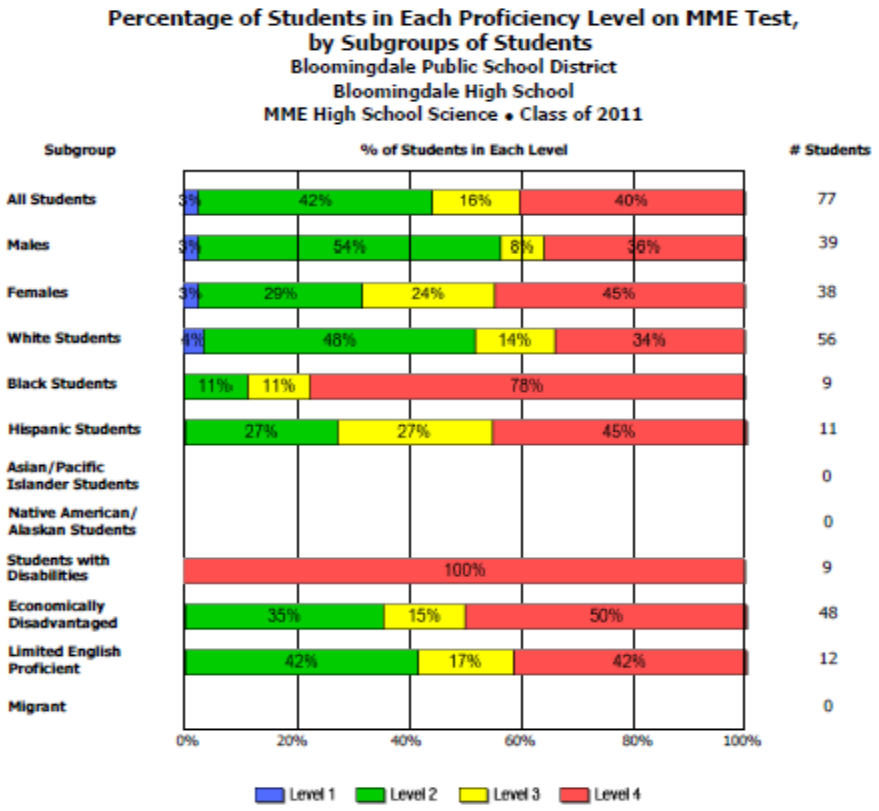
Evidence of Need

Since the 2007-2008 school year, the percentage of students scoring proficient on the MME Science test has declined from 51% of students proficient for the Class of 2009 to 44% proficient for the Class of 2011, an overall decrease of seven (7) percentage points for three years.

What is the performance, by proficiency levels, of subgroups of students?

As required by federal law, we track the results of subgroups. In Michigan, a subgroup is counted for Adequate Yearly Progress (AYP) when thirty (30) or more students are in a group. For example, in the graph below, there are nine (9) black students who took this Science test. This is not enough students to be counted as a group for AYP purposes, so the school would not have an AYP target for this subgroup of students. But, when looking at economically

disadvantaged students, there are 48 – well over the 30 needed to make a group. Thus the school will have to meet the AYP target for the subgroup, Economically Disadvantaged Students.



The AYP target for 2010 is 55%. Using the above graph, we can quickly see which subgroups hit the target. This AYP target increases in the 2010-2011 school year to 67% and again in the 2011-2012 school year to 78%.

The percentage of students scoring proficient from different subgroups of students include 32% of white students scored proficient, while 27% of Hispanic students did. This is a gap of 12 percentage points. Thirty-five percent (35%) of the economically disadvantaged students scored proficient. None of these subgroups hit the 2009-2010 target of 55%.

Evidences of Need

32% of White students scored proficient on the MME Science test.

27% of Hispanic students scored proficient on the MME Science test.

35% of economically disadvantaged students scored proficient on the MME Science test.

0% of the subgroups hit the AYP target of 55% for 2009-2010 (Class of 2011).

Is our Science curriculum aligned?

We've looked at the overall results of our students on this test as well as its demographic data. The next step is to review process data for Science. There are a number of items we'll review for this including: two charts for which the data analysis will inform curriculum alignment at the school level and the completion of going through the process of Successline's School Strategy Cards which reveal specific actions a school should take, in priority order, to begin to more tightly the alignment between curriculum, instruction, and assessment.

The following chart, Percentage *of Students Meeting or Exceeding Standards on the MME Test*, provides longitudinal data designed to provide information related to curriculum alignment.

Percentage of Students Meeting or Exceeding Standards on MME Test
Bloomingdale Public School District
Bloomingdale High School
MME High School Science

	Total # Students Tested	# Students in Proficient Levels (Meet or Exceed Standards)	% Students in Proficient Levels (Meet or Exceed Standards)	# Students in Non-Proficient Levels	% Students in Non-Proficient Levels	# of students Needed for 80% of Students to Meet or Exceed Standards	If 80% of Students Didn't Meet or Exceed Standards, How Many More are Needed?	# of Students Close to Meeting the State's Standards
Class of 2011	77	34	44%	43	56%	62	28	11
Class of 2010	82	34	41%	48	59%	66	32	11
Class of 2009	73	37	51%	36	49%	59	22	13
Class of 2008	86	35	41%	51	59%	69	34	22

Based on the data in this chart, there is loose curriculum alignment for Science as measured by the MME. The loose alignment is true for the classes of 2008, 2009, 2010 and 2011.

Evidence of Need

44% of students scored proficient on the MME Science test. In an aligned system it is reasonable to expect at least 80% or more of the students would score proficient. An additional 28 students scoring proficient were needed to achieve 80%. There were eleven (11) students close to passing in the class of 2011.

Where do we have curriculum alignment in Science?

The following chart, *Comparison of Strengths and Weaknesses*, also shows data that points to loose alignment.

Bloomingdale Public School District
Bloomingdale High School
MME High School Science • Class of 2011

		NOT PROFICIENT				PROFICIENT			
		Weakness		Strength		Weakness		Strength	
	Total # Tested	#	%	#	%	#	%	#	%
Inquiry and Reflections	77	43	100%	0	0%	34	100%	0	0%
Earth Systems	77	38	88%	5	12%	19	56%	15	44%
The Solid Earth	77	37	86%	6	14%	22	65%	12	35%
The Fluid Earth	77	35	81%	8	19%	29	85%	5	15%
Earth in Space and Time	77	42	98%	1	2%	24	71%	10	29%
Organization of Living Systems	77	38	88%	5	12%	21	62%	13	38%
Living Systems and Environment	77	40	93%	3	7%	15	44%	19	56%
Genetics	77	41	95%	2	5%	19	56%	15	44%
Evolution and Biodiversity	77	38	88%	5	12%	14	41%	20	59%
Motion of Objects	77	38	88%	5	12%	17	50%	17	50%
Forces and Motion	77	41	95%	2	5%	27	79%	7	21%
Energy Part A	77	35	81%	8	19%	24	71%	10	29%
Energy Part B	77	38	88%	5	12%	20	59%	14	41%
Energy Transfer and Conservation	77	35	81%	8	19%	10	29%	24	71%
Properties of Matter	77	41	95%	2	5%	26	76%	8	24%

The data for each of the fifteen (15) strands show very loose or loose alignment. Tight alignment for a strand is represented by having 94-100% in the last column of the chart. The strand that shows a tighter alignment is in the area of Energy Transfer and Conservation (71%). The closer to 100% the tighter the alignment between what is taught and what is tested. In order for students to perform well on an assessment, it is imperative that they have an opportunity to learn the knowledge, concepts, and skills that will be tested.

Evidence of Need

1% of the fifteen strands for the MME Science test show tight alignment.

Which skills do our students possess, as measured by the ACT College Readiness Standards?

Percentage of Students Achieving Each ACT College Readiness Standards Skill Set
Bloomingdale Public School District
Bloomingdale High School
ACT Science • Class of 2011
Strand: Interpretation of Data
(The Benchmark for this test is 24)

Student Performance #	Student Performance %	ACT Science Score	Tasks Associated with Score Range	Improvement Ideas
1	1%	28 - 32	• Compare or combinedata from a simple data presentation with data from a complex data presentation. • Identify and/or use a complex (e.g., nonlinear) mathematical relationship between data. • Extrapolate from data points in a table or graph.	• Examine two or more related sets of data and then combine those data in ways that are useful.
2	3%	24 - 27	• Compare or combine data from two or more simple data presentations (e.g., categorize data from a table using a scale from another table). • Compare or combine data from a complex data presentation. • Interpolate between data points in a table or graph. • Determine how the value of one variable changes as the value of another variable changes in a complex data presentation. • Identify and/or use a simple (e.g., linear) mathematical relationship between data. • Analyze given information when presented with new, simple information.	• Relate scientific information contained in written text to numerical data. • Manipulate algebraic equations that represent data.
21	28%	20 - 23	• Select data from a complex data presentation (e.g., a table or graph with more than three variables; a phase diagram). • Translate information into a table, graph, or diagram. • Compare or combine data from a simple data presentation (e.g., order or sum data from a table).	• Examine line graphs to determine if they show a direct or inverse relationship between variables. • Determine a simple mathematical relationship between two variables. • Become familiar with scatterplots. • Integrate scientific information from popular sources (e.g., newspapers, magazines, the Internet) with that found in textbooks.

We also looked at the percentage of students achieving each ACT College Readiness Standards skill set, by strand, to determine three things: the number and percent of students performing at each ACT Science score range, the tasks students have to know in order to have performed well at that range, and improvement ideas for ensuring that more students achieve at higher levels as measured by this test.

Evidences of Need

32% of students scored in the range of 20-32 on the ACT portion of the MME. The benchmark for this test is 24.

Which skills do our students possess, as measured by the WorkKeys test?

WorkKeys Foundational Skills assessments measure cognitive abilities such as applied Science, Science for information, and locating information.

The WorkKeys *Locating Information* test measures the skill people use in the workplace when they compare, summarize, and analyze information from charts, graphs, tables and forms. The test questions require the student to set up and solve the types of problems and do the types of calculations that actually occur in the workplace. There are 38 questions on the test and a time limit of 45 minutes.

There are four skill levels of difficulty on the WorkKeys *Locating Information* test. Level 3 is the least complex and Level 7 is the most complex. The levels build on each other, each incorporating the skills assessed at the previous levels. For example, at Level 5, individuals need the skills from Levels 3, 4, and 5. The following chart shows the number and percentage of Bloomingdale students performing at each skill level.

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Percentage of Students Achieving WorkKeys Characteristics and Skill Sets
Bloomingdale Public School District
Bloomingdale High School
WorkKeys Locating Information • Class of 2011
Strand: Locating Information

Student Performance #	Student Performance %	WorkKeys Loc Info Score	Item Characteristics	Skills
16	21%	5	• Complicated workplace graphics, such as detailed forms, tables, graphs, diagrams, maps, or instrument gauges. • Graphics may have less common formats. • One or more graphics are used at a time.	
43	57%	4	• Straightforward workplace graphics such as basic order forms, diagrams, line graphs, tables, flowcharts, instrument gauges, or maps. • One or two graphics are used at a time.	
10	13%	3	• Elementary workplace graphics such as simple order forms, bar graphs, tables, flowcharts, maps, instrument gauges, or floor plans. • One graphic used at a time.	
7	9%	0	• No score received.	

A total of 76 students had WorkKey scores. Of these, 7 (9%) scored a 0, 10 (13%) scored a 3, 43 (57%) scored a 4, 16 (21%) scored a 5.

Careers that require *Applied Science* plus commonly used life skills include the following:

Level 7: Engineers and Scientists – plus tax, mortgage, insurance, and credit card decisions
Level 6: Auditors and Technicians – plus Brickmason and Carpenter Apprenticeship programs
Level 5, Managers and Loan Officers – plus College and Workforce Readiness programs
Level 4: Judges and Social Workers – plus balancing a checkbook

Level 3: School Counselors and Drivers – plus making change

Evidence of Need

21% of students scored in Level 5 on the WorkKeys test.

MICHIGAN ACT PLAN

Students take the ACT PLAN in grade ten.

What is the composition of the ACT PLAN?

The following chart shows the composition of the ACT PLAN test. Students answer thirty questions in three strands.

ACT PLAN Blueprint Summary

Bloomingdale Public School District

Bloomingdale High School

ACT-PLAN Science • Spring 2009-10

Form 30B

Strand	# of Points	% of Items	Designator*	Prompt Type	# Items	# Points	% of Strand
Interpretation of Data	**15**	**50%**	201.IOD	Multiple-Choice	8	8	53%
			301.IOD	Multiple-Choice	1	1	7%
			401.IOD	Multiple-Choice	2	2	13%
			402.IOD	Multiple-Choice	1	1	7%
			505.IOD	Multiple-Choice	1	1	7%
			506.IOD	Multiple-Choice	1	1	7%
			701.IOD	Multiple-Choice	1	1	7%
Scientific Investigation	**3**	**10%**	501.SIN	Multiple-Choice	1	1	33%
			503.SIN	Multiple-Choice	2	2	67%
Evaluation of Models, Inferences, and Experimental Results	**12**	**40%**	401.EMI	Multiple-Choice	8	8	67%
			501.EMI	Multiple-Choice	1	1	8%
			502.EMI	Multiple-Choice	2	2	17%
			601.EMI	Multiple-Choice	1	1	8%
TOTAL NUMBER OF ITEMS/POINTS	**30**	**100%**	This is the total number of *operational* questions on the test. Note that there may be a varying number of field test items, but these are not counted toward a student's results.				

Of the three strands, the greatest number of points and weight are in Interpretation of Data (50%), followed by Evaluation of Models, Inferences, and Experimental Results (40%), and Scientific Investigation (10%).

What are the demographics of the students who took the ACT PLAN?

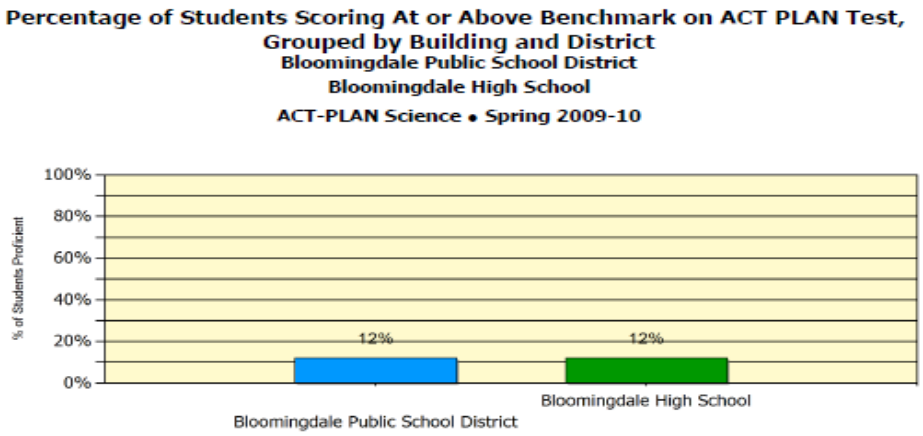
A total of 99 tenth-grade students took the ACT PLAN in the spring of 2010 (2009-2010 school year). Of these, 1 (1%) were American Indian/Native Alaskan, 1 (1%) Asian/Pacific Islander, 6 (6%) were Black, 21 (21%) were Hispanic, 6 (6%) were Multiracial, and 54 (55%) were White. Ten students (10%) were designated as either Not Specified or Other.

Student Demographics Summary
Bloomingdale School District
Bloomingdale High School

Test Records in System	Spring 2008-09		Spring 2009-10	
ACT-PLAN Science	84	100%	99	100%
Test Form				
Form 29B (ACT-PLAN)	0	0%	8	8%
Form 30A (ACT-PLAN)	84	100%	0	0%
Form 30B (ACT-PLAN)	0	0%	91	92%
Grade when Tested				
Grade 10	84	100%	99	100%
Gender				
Female Students	42	50%	56	57%
Male Students	42	50%	43	43%
Race/Ethnicity				
American Indian/Native Alaskan	1	1%	1	1%
Asian/Pacific Islander	0	0%	1	1%
Black	8	10%	6	6%
Hispanic	14	17%	21	21%
Multiracial	8	10%	6	6%
Not Specified	1	1%	6	6%
Other	0	0%	4	4%
White	52	62%	54	55%
SWD				
Students without Disabilities	84	100%	99	100%
Economic Status				
Not Economically Disadvantaged	84	100%	99	100%
English Proficiency				
English Proficient	84	100%	99	100%
Migrant				
Not Migrant	84	100%	99	100%
Less than Full Academic Year				
Full Academic Year	84	100%	99	100%

What is the performance of our students on the ACT PLAN?

A total of 12 students (12%) scored at or above the benchmark on the ACT PLAN test while 87 (88%) did not meet the benchmark.



Breakdown of Students	Bloomingdale Public School District	Bloomingdale High School
Proficient	12	12
Not Proficient	87	87
Total # of Students	99	99

Evidence of Need

12% of students scored at or above benchmark on the ACT PLAN Science test.

What proficiency levels did our students attain?

The following chart, Benchmark Level Summary, shows the proficiency level breakdown of the number and percentage of students in three levels: At or above Benchmark, Close to Benchmark, and Below Benchmark.

Benchmark Level Summary
Bloomingdale Public School District
Bloomingdale High School
ACT-PLAN Science • Spring 2009-10

Proficiency Level Breakdowns			#	%
All Students	At or Above Benchmark		12	12%
	Close to Benchmark		26	26%
	Below Benchmark		61	62%
	Total for All Students		99	100%
Total for All Students			99	100%

Of the 99 students who took the ACT PLAN, 12 (12%) scored At or Above Benchmark, 26 (26%) scored Close to Benchmark, and 61 (62%) scored Below Benchmark.

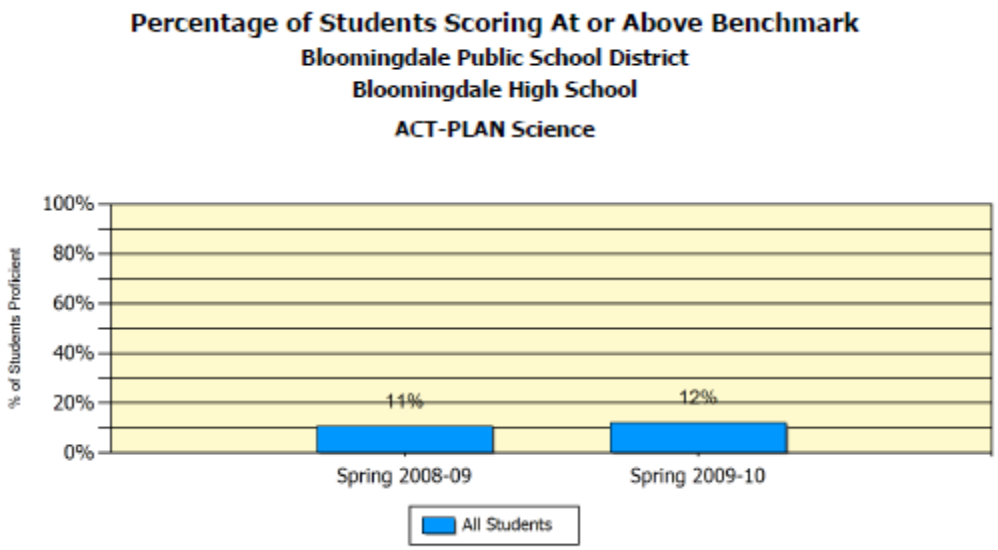
Evidence of Need

12 % of students scored at or above benchmark on the ACT PLAN Science test.

26% of students scored Close to Benchmark on the ACT PLAN Science test.

What has been our trend in performance on the ACT PLAN Science test?

We currently have two years worth of ACT PLAN data, but still want to compare the results from one year to the next. The following graph shows the percentage of students scoring at or above benchmark from spring 2009 (2008-2009 school year) to spring 2010 (2009-2010 school year). THIS WILL POSSIBLY BE UPDATED TO HAVE ADDITIONAL YEARS OF DATA.



Breakdown of Students		Spring 2008-09	Spring 2009-10
All Students	Not Proficient	75	87
	Proficient	9	12
	Total in Group	84	99
Total Number of Students		84	99

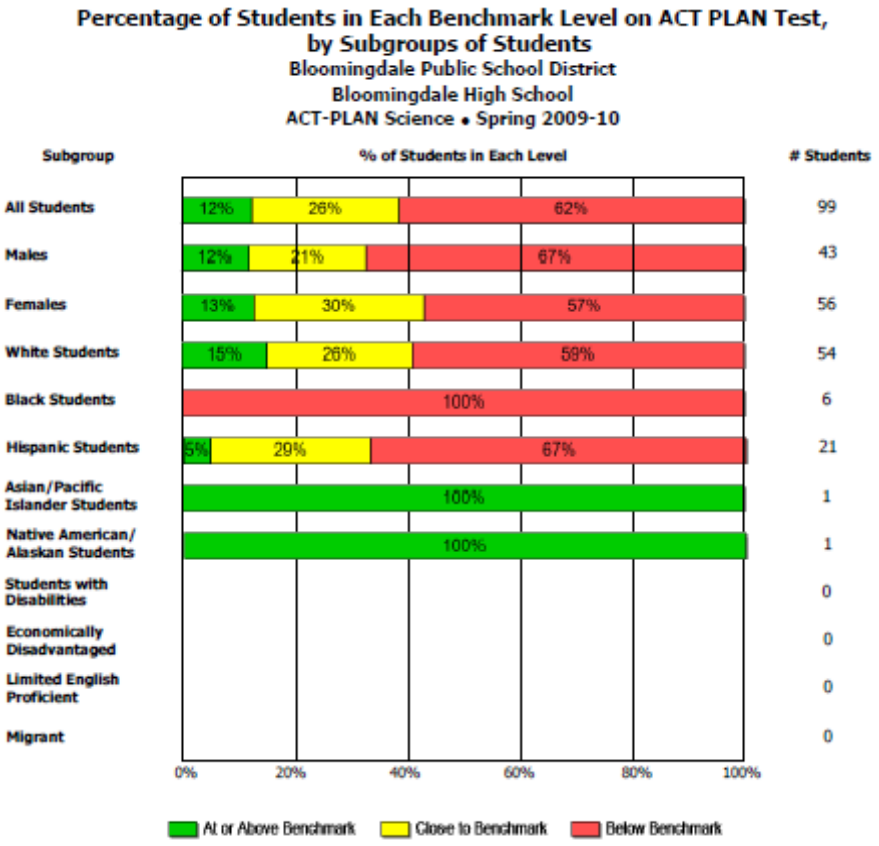
A total of 99 students took the ACT PLAN Science test in the Spring of 2010. Of these, 12 (12%) were proficient.

Evidence of Need

12% of the students scored at or above the benchmark level on the ACT PLAN Science test in 2009-2010.

What is the performance, by benchmark levels, of subgroups of students?

As one indicator of equity in quality, we look at the results of subgroup performance. The following graph shows the data for subgroup performance on the ACT PLAN Science test.



Of the 99 students who took the test, 12% overall scored at or above benchmark. When looking at the White students who took the test, 41% scored at benchmark or close to benchmark. Of the Hispanic students who took this test, 34% scored at or close to benchmark.

There are two subgroups that can be compared because they each have enough students in the group (30 or 15% of total test takers) to do this comparison. There is a difference in the achievement of White students (41%) scoring at benchmark or close to benchmark and Hispanic students (34%) scoring at or close to benchmark. This is a gap in achievement between these two groups of students of 7 percentage points.

Evidence of Need

41% of White students scored at or close to benchmark on the ACT PLAN Science test.
34% of Hispanic students scored at or close to benchmark on the ACT PLAN Science test.

There is a gap in achievement between White and Hispanic students of 7 percentage points on the ACT PLAN Science test.

Is our Science curriculum aligned as compared to the ACT PLAN Science test?

The following chart, *Percentage of Students Correctly Answering 80% or More of Questions on ACT PLAN Test*, begins to provide longitudinal data designed to provide information related to curriculum alignment.

Percentage of Students Correctly Answering 80% or More of Questions on ACT PLAN Test
Bloomingdale Public School District
Bloomingdale High School
ACT-PLAN Science

	Total # Students Tested	# Students Correctly Answering 80% or More of Questions	% Students Correctly Answering 80% or More of Questions	# Students NOT Correctly Answering 80% or More of Questions	% Students NOT Correctly Answering 80% or More of Questions	# of Students Needed for 80% of Students to have Correctly Answered 80%	If 80% of Students Didn't Correctly Answer 80%, How Many More are Needed?	# of Students Correctly Answering 75-79% of Questions
Spring 2009-10	99	0	0%	99	100%	80	80	0
Spring 2008-09	84	0	0%	84	100%	68	68	0

Based on the data in this chart, there is loose curriculum alignment for Science as measured by the ACT PLAN Science test (2009-2010 school year).

Evidence of Need

0% of the students scored 80% or more of the questions correctly on the ACT PLAN Science test.

Where do we have curriculum alignment in Science?

The following chart, Comparison of Strengths and Weaknesses, by Benchmark level, on ACT PLAN Test shows data that point to loose alignment.

Comparison of Strengths and Weaknesses, by Benchmark Level, on ACT PLAN Test

Bloomingdale Public School District
Bloomingdale High School
ACT-PLAN Science • Spring 2009-10

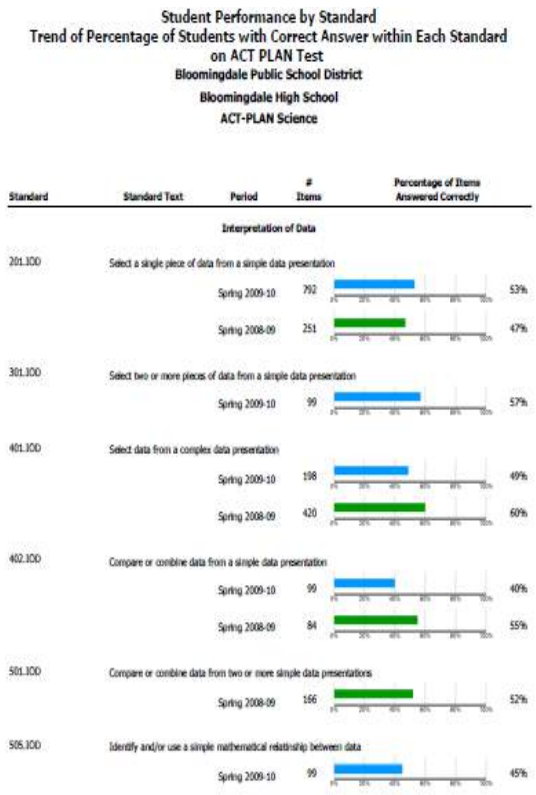
		BELOW BENCHMARK				AT OR ABOVE BENCHMARK			
		Weakness		Strength		Weakness		Strength	
	Total # Tested	#	%	#	%	#	%	#	%
Interpretation of Data	99	84	97%	3	3%	2	17%	10	83%
Scientific Investigation	99	83	95%	4	5%	8	67%	4	33%
Evaluation of Models, Inferences, and Experimental Results	99	87	100%	0	0%	10	83%	2	17%
		TOTAL STUDENTS BELOW BENCHMARK			87	TOTAL STUDENTS AT OR ABOVE BENCHMARK			12
		PERCENT BELOW BENCHMARK			88%	PERCENT AT OR ABOVE BENCHMARK			12%

The data shows that two of the three strands show very loose alignment. The strand that shows the tightest alignment is in Interpretation of Data with an alignment of 83% of the students at or above the benchmark showing strength. There were only 9 (12%) of the students at or above benchmark.

Of the three strands, the greatest number of points and weight are in Interpretation of Data (50%), followed by Evaluation of Models, Inferences, and Experimental Results (40%), and Scientific Investigation (10%).

Evidence of Need

0 of the three strands for the ACT PLAN Science show tight alignment. Only 12% of the students are at or above benchmark.



What specific standards should be a focus?

When looking at the data, we have determined the strands that need the most work in terms of tightening alignment. These include Interpretation of Data, Evaluation of Models, Inferences, and Experimental Results, and Scientific Investigation.

After looking at the Item Analysis, we have identified specific standards that merit additional curriculum alignment work in each of our designated strands. Although 83% of the students showed strength in the strand Interpretation of Data, there are still some standards that need attention. These include:

Interpretation of Data

201.IOD

Select a single piece of data from a simple data presentation.

301.IOD

Select two or more pieces of data from a simple data presentation.

401.IOD

Select data from a complex data presentation.

402.IOD

Compare or combine data from a simple data presentation.

505.IOD

Identify and/or use a simple mathematical relationship between data.

506.IOD

Analyze given information when presented with new, simple information.

601.IOD

Compare or combine data from a simple data presentation with data from a complex data presentation

Scientific Investigation

501.SIN

Understand the methods and tools used in a simple experiment.

503.SIN

Predict the results of an additional trial or measurement in an experiment.

Evaluation of Models, Inferences, and Experimental Results

401.EMI

Select a simple hypothesis, prediction, or conclusion that is supported by a data presentation or a model.

501.EMI

Select a simple hypothesis, prediction, or conclusion that is supported by two or more data presentations or models.

502.EMI

Determine whether given information supports or contradicts a simple hypothesis or conclusion, and why.

601.EMI

Select a complex hypothesis, prediction, or conclusion that is supported by a data presentation or model.

MICHIGAN EXPLORE

In terms of a continuum, students take ACT EXPLORE in grade 8, EXPLORE PLAN in grade 10, and ACT in grade 11. The results of the EXPLORE test provides information about what students are likely to know and are able to do. This is provided in the form of the College Readiness Standards. The College Readiness Standards are also tightly aligned to the Common Core Standards, released in June 2010 as representatives from ACT fully participated in the development, review, and refinement of the Common Core Standards.

The Standards describe the types of skills and knowledge typically demonstrated by students who score in particular score ranges on each test of EXPLORE. Standards are provided for four score ranges along the EXPLORE score scale (13-15, 16-19, 20-23, and 24-25). If students in our school obtain a score between 1 and 12, they are most likely beginning to develop the knowledge and skills described in the 13-15 score range for that particular EXPLORE test.

What is the composition of the ACT EXPLORE test?

The blueprint summary below shows the number and percentage of questions by strand on the ACT EXPLORE test.

ACT EXPLORE Blueprint Summary
Bloomingdale Public School District
Bloomingdale Middle School
ACT-EXPLORE Science • Spring 2009-10
Form 03B

Strand	# of Points	% of Items	Designator*	Prompt Type	# Items	# Points	% of Strand
Interpretation of Data	**14**	**50%**	301.IOD	Multiple-Choice	3	3	21%
			401.IOD	Multiple-Choice	6	6	43%
			501.IOD	Multiple-Choice	4	4	29%
			602.IOD	Multiple-Choice	1	1	7%
Scientific Investigation	**3**	**11%**	301.SIN	Multiple-Choice	2	2	67%
			504.SIN	Multiple-Choice	1	1	33%
Evaluation of Models, Inferences, and Experimental Results	**11**	**39%**	401.EMI	Multiple-Choice	8	8	73%
			402.EMI	Multiple-Choice	1	1	9%
			501.EMI	Multiple-Choice	1	1	9%
			601.EMI	Multiple-Choice	1	1	9%
TOTAL NUMBER OF ITEMS/POINTS	**28**	**100%**	This is the total number of *operational* questions on the test. Note that there may be a varying number of field test items, but these are not counted toward a student's results.				

The Science portion of EXPLORE has 28 questions. Interpretation of Data has fourteen questions (50%), Scientific Investigation has five questions (18%), and Evaluation of Models, Inferences, and Experimental Results has 9 questions and accounts for 32% of the EXPLORE test.

What is the makeup of students who took the ACT Explore test?

A total of 79 students in Grade 8 took the ACT EXPLORE test in Fall 2010. The chart below shows the makeup of the students who took this test.

Student Demographics Summary
Bloomingdale School District
Bloomingdale Middle School

Test Records in System	Spring 2009-10	
ACT-EXPLORE Science	79	100%

General Achievement (No Retest) Reporting

Used for General Achievement Reporting	79	100%

Test Form

Form 03A (ACT-EXPLORE)	5	6%
Form 03B (ACT-EXPLORE)	74	94%

Grade when Tested

Grade 08	79	100%

Gender

Female Students	42	53%
Male Students	37	47%

Race/Ethnicity

American Indian/Native Alaskan	2	3%
Black	2	3%
Hispanic	11	14%
Multiracial	8	10%
Not Specified	6	8%
Other	1	1%
White	49	62%

SWD

Students without Disabilities	79	100%

Economic Status

Not Economically Disadvantaged	79	100%

English Proficiency

English Proficient	79	100%

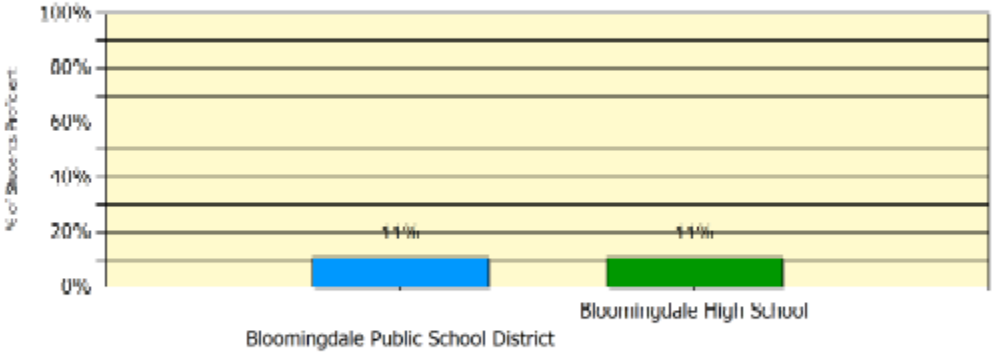
Migrant

Not Migrant	79	100%

Of the 79 students who took this test, 2 (3%) were American Indian/Native Alaskan, 2 (3%) were Black, 11 (14%) were Hispanic, 8 (10%) were Multiracial, and 49 (62%) were White. Seven (9%) were not specified or identified as other.

How did our students perform on the ACT EXPLORE test over time?

Percentage of Students Scoring At or Above Benchmark on ACT EXPLORE Test, Grouped by Building and District
Bloomingdale Public School District
Bloomingdale High School
ACT-EXPLORE Science • Spring 2009-10



Breakdown of Students	Bloomingdale Public School District	Bloomingdale High School
Proficient	9	9
Not Proficient	75	75
Total # of Students	84	84

Of the 84 students who took the ACT EXPLORE in grade 9, 9 (11%) scored at or above the test's benchmark.

Evidence of Need

11% of students scored at or above the benchmark on the ACT EXPLORE Science test.

What benchmark levels did our students attain?

The chart below shows the different performance levels of Bloomingdale students on the ACT EXPLORE Science test.

Benchmark Level Summary
Bloomingdale Public School District
Bloomingdale High School
ACT-EXPLORE Science • Spring 2009-10

Proficiency Level Breakdowns			#	%
All Students	At or Above Benchmark		9	11%
	Close to Benchmark		10	12%
	Below Benchmark		65	77%
	Total for All Students		84	100%
Total for All Students			84	100%

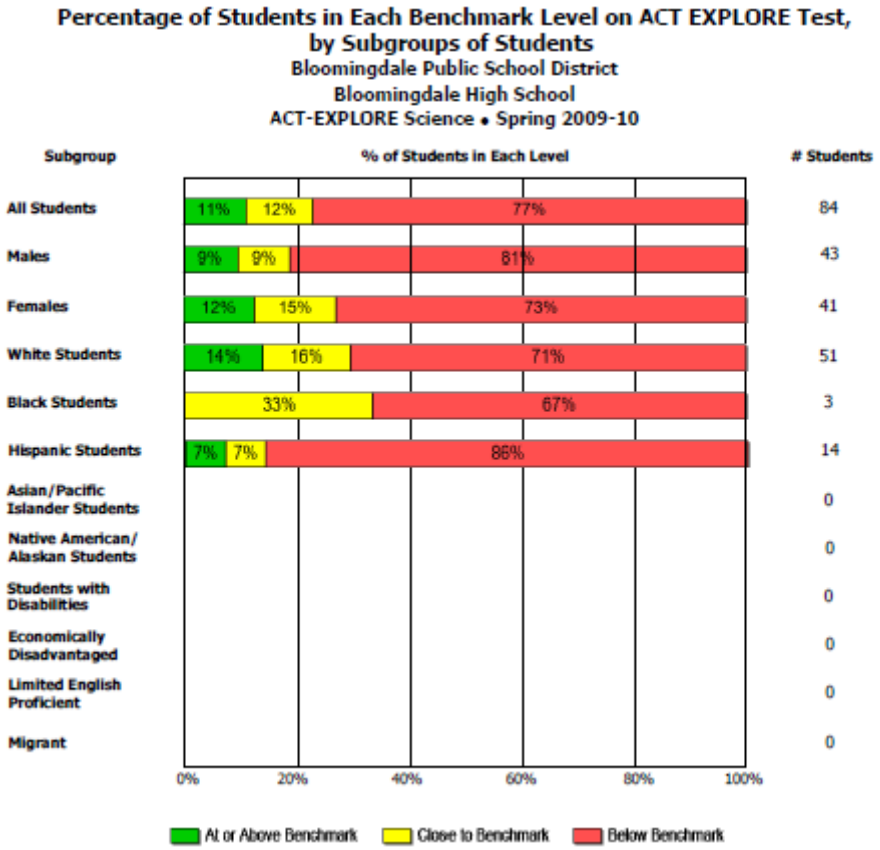
Of the 84 students who took the ACT EXPLORE in the spring of 2010, 9 (11%) scored at or above the test's benchmark, while another 10 (12%) were close to the benchmark, and 65 (77%) were below the benchmark.

Evidence of Need

11% of students scored at or above benchmark on the spring 2010 administration of the ACT EXPLORE test.

What is the performance, by benchmark levels, of subgroups of students?

Even though EXPLORE is not a required test nor used for federal accountability purposes, we study its data as the test is a predictor for student performance on the ACT. With that in mind, we look at data in a similar way as we do for the MME High School Science test which includes the ACT.



When looking at results by subgroups, 23% of the students in All Students scored at or above benchmark or close to benchmark (the green and yellow bars). For other AYP subgroups (with at least 30 students or the subgroup makes up 15% of the population tested), 14% of White Students scored at or above benchmark while 7% of Hispanic students did.

Evidence of Need

23% of students scored at or above the benchmark on the ACT EXPLORE Science test.

14% of white students scored at or above the benchmark on the ACT EXPLORE Science test.

7% of Hispanic students scored at or above the benchmark on the ACT EXPLORE Science test.

Is our Science curriculum aligned?

We've looked at the overall results on the ACT EXPLORE as well as the demographics of the students who took this test. The following chart, *Percentage of Students Correctly Answering*

80% or More of Questions on ACT Explore Test, provides baseline data for information related to curriculum alignment.

Percentage of Students Correctly Answering 80% or More of Questions on ACT EXPLORE Test
Bloomingdale Public School District
Bloomingdale High School
ACT-EXPLORE Science

	Total # Students Tested	# Students Correctly Answering 80% or More of Questions	% Students Correctly Answering 80% or More of Questions	# Students NOT Correctly Answering 80% or More of Questions	% Students NOT Correctly Answering 80% or More of Questions	# of Students Needed for 80% of Students to have Correctly Answered 80%	If 80% of Students Didn't Correctly Answer 80%, How Many More are Needed?	# of Students Correctly Answering 75-79% of Questions
Spring 2009-10	84	0	0%	84	100%	68	68	0
Fall 2008-09	96	0	0%	96	100%	77	77	0

Based on the data in this chart, there is loose curriculum alignment between the school's curriculum and standards measured by ACT EXPLORE.

Evidence of Need

0% of students scored at least 80% of the questions correct on the ACT EXPLORE test. In an aligned system it is reasonable to expect at least 80% or more of the students to meet the benchmark.

Where do we have curriculum alignment?

The following chart, *Comparison of Strengths and Weaknesses, by Benchmark Level, on ACT EXPLORE Test*, shows data that points various levels of alignment.

Comparison of Strengths and Weaknesses, by Benchmark Level, on ACT EXPLORE Test

Bloomingdale Public School District
Bloomingdale High School
ACT-EXPLORE Science • Spring 2009-10

		BELOW BENCHMARK				AT OR ABOVE BENCHMARK			
		Weakness		Strength		Weakness		Strength	
	Total # Tested	#	%	#	%	#	%	#	%
Interpretation of Data	84	64	85%	11	15%	0	0%	9	100%
Scientific Investigation	84	68	91%	7	9%	5	55%	4	44%
Evaluation of Models, Inferences, and Experimental Results	84	75	100%	0	0%	3	33%	6	67%

TOTAL STUDENTS BELOW BENCHMARK	75	TOTAL STUDENTS AT OR ABOVE BENCHMARK	9
PERCENT BELOW BENCHMARK	89%	PERCENT AT OR ABOVE BENCHMARK	11%

The data for the three strands shows very loose alignment overall.

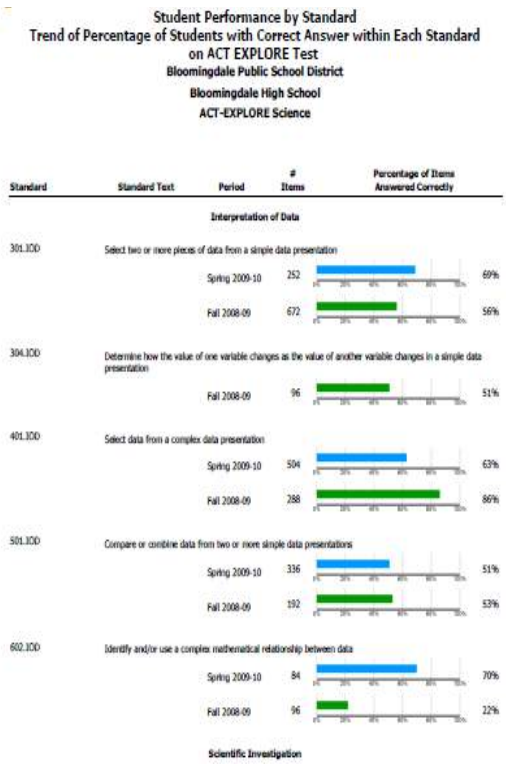
Tight alignment for a strand is represented by having 94-100% in the last column of the chart. Although Interpretation of Data shows a strength of 100% in the last column, only 9 out of 84 (11%) of students were at or above the benchmark. The closer to 100%, the tighter the alignment between what is taught and what is tested. In order for students to perform well on the assessment, it is imperative that they have an opportunity to learn the knowledge, concepts, and skills that will be tested.

Evidence of Need

0 of the 3 strands show tight alignment.

For which items did students show a strong performance? A weak performance?

When looking at the data from the ACT EXPLORE Science test, teachers identified several strands for which students struggled most. Each of these strands also makes up the largest percent of the EXPLORE test.



After looking at student performance by standard, we identified the following as specific areas of concern:

Interpretation of Data

501.IOD

Compare or combine data from two or more simple data presentations.

Scientific Investigation

301.SIN

Understand the methods and tools used in a simple experiment

401.SIN

Understand the methods and tools used in a moderately complex experiment.

504.SIN

Determine the experimental conditions that would produce specified results.

702.SIN

Predict how modifying the design or methods of an experiment will affect results.

Evaluation of Models, Inferences, and Experimental Results

401.EMI

Select a simple hypothesis, prediction, or conclusion that is supported by a data presentation or a model.

402.EMI

Identify key issues or assumptions in a model.

501.EMI

Select a simple hypothesis, prediction, or conclusion that is supported by two or more data presentations or models.

601.EMI

Select a complex hypothesis, prediction, or conclusion that is supported by a data presentation or model

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Which skills do our students possess, as measured by the ACT College Readiness Standards?

Percentage of Students Achieving Each ACT College Readiness Standards Skill Set
Bloomingdale Public School District
Bloomingdale High School
ACT-EXPLORE Science • Spring 2009-10
Strand: Interpretation of Data
(The Benchmark for this test is 20)

Student Performance #	Student Performance %	ACT-EXPLORE Science Score	Tasks Associated with Score Range	Improvement Ideas
1	1%	24 - 25	• Compare or combine data from two or more simple data presentations (e.g., categorize data from a table using a scale from another table). • Interpolate between data points in a table or graph. • Determine how the value of one variable changes as the value of another variable changes in a complex data presentation. • Identify and/or use a simple (e.g., linear) mathematical relationship between data. • Analyze given information when presented with new, simple information.	• Relate scientific information contained in written text to numerical data. • Manipulate algebraic equations that represent data.
8	10%	20 - 23	• Select data from a complex data presentation (e.g., a table or graph with more than three variables; a phase diagram).	• Examine line graphs to determine if they show a direct or inverse relationship between variables. • Determine a simple mathematical relationship between two variables. • Integrate scientific information from popular sources (e.g., newspapers, magazines, the Internet) with that found in textbooks. • Become familiar with scatterplots.
39	49%	16 - 19	• Determine how the value of one variable changes as the value of another variable changes in a simple data presentation. • Understand basic scientific terminology. • Find basic information in a brief body of text. • Select two or more pieces of data from a simple data presentation.	• Display data gathered in laboratory exercises in a variety of formats (e.g., line graphs, pie charts, bar graphs).

We have identified the specific skills needed in order for students to show success on the ACT EXPLORE Science test. These skills will be a key part of our overall alignment process.

DATA SUMMARY AND HIGHLIGHTS

After reviewing outcome, demographic, and select process data, we used the data to determine **Evidences of Need** and **Evidences of Success** for the area of Science.

The Evidences of Need indicate the specific data that points to a need to work on. These data points are included because they do not yet reflect the standard that teachers have set for themselves or standards placed upon them by others.

The Evidences of Success correspond directly to the needs in that they state, through data, the measurement change that staff is working toward. This column will be closely monitored each year to determine and verify progress toward the school's goals.

High School Science Data Overview

Evidences of Need and Evidences of Success for the School Plan

OUTCOME DATA	
Evidences of Need Beginning of Year Data	**Evidences of Success** End-of-Year Data and Measurement Goals
44% of students scored proficient on the MME Science Test, Class of 2011.	**Increase** the percentage of students scoring proficient on the MME Science Test from 44% to 64%.
40% of students scored in Level 4 on the MME Science Test.	**Decrease** the percentage of students scoring in Level 4 on the MME from 40% to 20%.
56% of students scored in Levels 3 or 4 on the MME Science Test.	**Decrease** the percentage of students scoring in Levels 3 or 4 on the MME Science Test from 56% to 20%.
2% of students scored in Level 1 on the MME Science Test.	**Increase** the percentage of students scoring in Level 1 on the MME Science Test from 2% to 15%.
42 % of students scored in Level 2 on the MME Science Test.	**Increase** the percentage of students scoring in Level 2 on the MME Science Test from 42% to 60%.
32% of students scored in the range of 20-32 on the **ACT portion of the MME**. The benchmark for this test is 22.	**Increase** the percentage of students scoring in the range of 20-32 on the ACT portion of the MME from 32% to _52__%.

12% of students scored at or above benchmark on the ACT PLAN Science test.	**Increase** the percentage of students scoring at or above benchmark on the ACT PLAN Science test from 12% to 70%.
26% of students scored close to benchmark on the ACT PLAN Science test.	**Increase** the percentage of students scoring close to benchmark on the ACT PLAN Science test from 26% to 15%.
0% of the students scored 80% or more of the questions correctly on the ACT PLAN Science test.	**Increase** the percentage of students scoring 80% or more of the questions correctly from 0% to 70%.
23% of students scored at or above the benchmark on the ACT EXPLORE Science test.	Increase the percentage of students scoring at or above benchmark on the ACT EXPLORE Science test from 23% to 70%.
DEMOGRAPHIC DATA	
32% of White students scored proficient on the MME Science test.	**Increase** the percentage of White students scoring proficient on the MME Science test from 32% to 70%.
27% of Hispanic students scored proficient on the MME Science test.	**Increase** the percentage of Hispanic students scoring proficient on the MME Science test from 27% to 70%.
35% of economically disadvantaged students scored proficient on the MME Science test.	**Increase** the percentage of economically disadvantaged students scoring proficient on the MME Science test from 35% to 70%.
None of the subgroups hit the AYP target of 55% for 2009-2010 on the MME Science test.	**Increase** the number of subgroups hitting the AYP target of 67% on the MME Science test from 0% to 70%. 55% (2009-2010 school year) 67% (2010-2011 school year)
41% of White students scored at or close to benchmark on the ACT PLAN Science test.	**Increase** the percentage of White students scoring at or close to benchmark on the ACT PLAN Science test from 41% to 70%.
34% of Hispanic students scored at or close to benchmark on the ACT PLAN Science test.	**Increase** the percentage of Hispanic students scoring at or close to benchmark on the ACT PLAN Science test from 34% to 70%.
14% of White students scored at or above benchmark on the ACT EXPLORE Science test.	**Increase** the percentage of White students scoring at or above benchmark on the ACT EXPLORE Science test from 14% to 70%.
7% of Hispanic students scored at or above benchmark on the ACT EXPLORE Science test.	**Increase** the percentage of Hispanic students scoring at or above benchmark on the ACT EXPLORE Science test from 7% to 70%.
PROCESS DATA	

44% of students scored proficient on the MME Science test. In an aligned system it is reasonable to expect at least 80% or more of the students to score proficient. An additional 28 students scoring proficient were needed and of these 28, only 11 were close. Smart Data Percentage of Students Meeting and Exceeding Standards (The Hope Report)	**Increase** the percentage of students scoring proficient from 44% to 70%.
0% of students scored at least 80% of the questions correctly on the ACT PLAN Science test.	**Increase** the percentage of students scoring at least 80% of the questions correctly on the ACT PLAN Science test from 0% to 70%.
1% of the fifteen strands for the MME Science test show tight alignment.	**Increase** the number of strands showing tight alignment from 1% to 94%.
0 of the three strands for ACT PLAN Science show tight alignment.	**Increase** the alignment on the strands for ACT PLAN from 0 strands being tightly aligned to ___ strands.
0 of the three strands for ACT EXPLORE Science show tight alignment.	Increase the alignment of the ACT EXPLORE Science test from 0 strands to all.

ADDITIONAL PROCESS DATA – SCHOOL STRATEGY CARDS

During a work session on June 30, 2010, we participated in a three-hour, in-depth look at our curriculum, instruction, and assessment practices to better determine what we as adults are doing to improve the chances of high student achievement for our students. The School Strategy Cards, developed by Deborah Wahlstrom, are a tool and a protocol to help school staff determine specifically where it is in relation to where it needs to be to have a high quality program – whether it be in Science, Science, science, social studies or Science. As with looking at data, we continue to study our school system and processes by content area.

During the work session, Deborah provided an overview of the School Strategy Cards and why they are important. She then demonstrated how to use the cards to ensure that each content area used them correctly. Teachers from each content area

Once each content area finished the Strategy Cards, including prioritization of areas that showed a weakness, we aligned the results to our school improvement plan.

We used our outcome and demographic data to determine our Indicators of Need and Indicators of Success and turned the action steps from the Strategy Cards into the action steps in our School Improvement Plan.

The school improvement plan meets the criteria required in Michigan's legislation. The parts of the action plan include:

Action Strategies/Tasks

The action strategies come directly from the analysis teachers completed when they worked with the research-based school strategy cards. The action tasks are presented by curriculum, instruction, and assessment – the three parts of the teaching for learning process. The tasks are prioritized in each area, with the most important to complete first appearing first on the list. So the first task under Curriculum is the first to be addressed this school year. The first under Instruction will be addressed first, and the first under Assessment will be addressed first.

There are more tasks than can be completed in a school year, thus this plan will serve us for several years.

Responsible Persons

This part of the action plan lays out the people who will be in charge of ensuring the task is implemented well and monitored.

Resources Needed to Complete Task

This column highlights critical items needed to implement the task. As you might imagine, many of these included ***embedded* professional development**. Embedded professional development is providing necessary skills for specific tasks when they are needed. This does not mean there will be after school workshops related to professional development needs. This does mean that staff will initiate when they are ready for learning skills they need. It's more a "We're beginning our work on curriculum alignment, let's have someone help us get started." This apprentice model honors that the learning of teachers can happen as a part of the work they are doing – and not as an add on that everyone must figure out how to implement.

Budget Implications

There are things that have a monetary cost and these are highlighted in the budget implications. Examples of budget implications include such things as: facilitators for embedded professional development, books, DVDs, web-based subscriptions to sites that support the content areas, time for substitutes, time for teachers who work after the school day or on their own, payment for additional services provided to students, visits to other schools, student support materials, materials for areas in the curriculum where students are struggling, technology support for curriculum, instruction, and assessment development, online courses, and more. The budget is driven by the needs of our school and the plan that we develop.

Dates of Activity

This provides the calendar for each of the activities.

Monitoring Dates

These are the dates where we will formally look at where we are in terms of implementation of our strategies.

Monitoring Indicators

This provides the actual indicators that will be used to determine whether or not we are implementing our strategies.

Our action strategies and tasks for Science follow.

SCIENCE ACTION PLAN – Improve Science

Action Strategies/Tasks (Use action strategies from the School Strategy Cards here.)	Responsible Persons	Resources Needed to Complete Task	Budget Implications	Dates of Activity (start-to-end)	Monitoring Dates	Monitoring Indicators (Indicators that point to success during strategy implementation.)
Curriculum						
4.1 Identify core vocabulary for each grade level and science course.		Time to develop vocabulary list and descriptions	Time after school	1 week		• List of vocabulary by course and/or grade level. • List of descriptions for each word.
4.2 Write standards so they are clear to students.		•		20 minutes per course per chapter		• Visual form of objectives
4.3 Create curriculum posters or organizers that layout the science program for the school year.		• Examples of year-long curriculum posters •		1 day		• Curriculum posters or map
Instruction						
4.4 Reduce class size for science classes and labs.		•				• List of options for reducing class size (e.g., smaller classes, teacher's aide)
4.5 Review school schedule to ensure there is		• Current school schedule.		Two hours		• Evidence of school schedule changes.

	enough time for teaching a hands-on, minds-on science program.						
4.6	Provide sufficient materials and supplies to support a hands-on, minds-on science program.		• List of items needed, especially for core or priority standards.		1 year		• List of items purchased
4.7	Integrate thinking skills (e.g., Science, listening, speaking, thinking) into the science curriculum.		•		6-12 months		•
4.8	Provide training in content areas where additional training is needed.		• Teacher survey to determine priority training areas.	Teacher training and classes			• Teacher survey results • Lists of course offerings based on the survey results
4.9	Reintroduce science fairs and extra-curricular activities.		• Examples of extra-curricular activities for science • Examples of how other districts embed scientific investigation (purpose of science fairs) into the regular curriculum	Science Fair Materials for students Student work center	1 year		• Science Fair
Assessment							
4.10	Identify the format of all assessments that students are required to take.		• Released test items				• Examples of test formats • Evidence of teaching format

						to students
4.11 Ensure that students know the format of the assessments.		•				•
4.12 Develop and use aligned classroom assessments.		• Embedded professional development: Design and use of high-quality assessments.		1 year		•
4.13 Align a science report card – or progess sheet to our science standards.		• .		1 year		•

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Bloomingdale High School

Social Science

Comprehensive Needs Assessment *and* Aligned School Improvement Plan

SEPTEMBER 2010

SOCIAL SCIENCE

We analyze our data by content area to ensure an in-depth look at each. Looking at data by content area also provides us a way to bring different sources of data together to improve the area of Social Science.

We have analyzed the following data for the area of high school Social Science:

Michigan Merit Exam (MME)
Michigan Education Assessment Program (MEAP)
Workkeys

In the first part of this analysis, we review the data for Social Science from each of the sources above. In the analyses, we look at overall results, subgroup performance, and process data.

In the second part of the analysis, we present one chart that highlights the Evidences of Needs from each data source, as well as the corresponding Evidence of Success. These are the specific data pieces that will be included in our school improvement plan and will be monitored from one year to the next.

MICHIGAN MERIT EXAM

Each year, juniors take the Michigan Merit Exam. The data for this section, provided by SmartData, shows results for students who have been in the school for a full academic year. The purpose of this is that when looking to make changes in the areas of curriculum, instruction, and

assessment, you want to look at the data for students with whom you had the benefit of teaching during the entire school year. Students who come to the school during the year have missed the educational opportunities for learning the curriculum that is to be tested, thereby giving misguided data.

What is the composition of this MME test?

All high-stakes tests have a blueprint. The blueprint summary shows the number and percentage of questions by strand on the MME Social Science test. The blueprint is important to study because this is one of the ways that the Michigan Department of Education communicates topics that are more important than others within each Social Science strand. This can inform our decision-making at the class, school, and district levels. The chart below shows the blueprint for the MME test for the school year 2009-2010.

2010 MME POINTS AND PERCENTAGES PER STANDARD

SOCIAL STUDIES

		ACT		WorkKeys		Michigan		Totals	
Standard	Standard Description	#	%	#	%	#	%	#	#
H	History	0	0%	0	0%	7	0%	7	21%
G	Geography	0	0%	0	0%	7	0%	7	21%
C	Civics	0	0%	0	0%	7	0%	7	21%
E	Economics	0	0%	0	0%	7	0%	7	21%
I	Inquiry	0	0%	6	0%	0	0%	6	18%
	TOTAL NUMBER OF OPERATIONAL ITEMS	0	0%	6	0%	28	0%	34	100%
	TOTAL PERCENT OF OPERATIONAL ITEMS	0%		18%		82%		100%	

The Social Science test comprises 34 questions with 0% from the ACT, 18% from ACT-WorkKeys Locating Information, and 82% from the Michigan Department of Education. Of these questions, History, Geography, Civics and Economics all have seven questions each and each counts 21% percentage points. Inquiry has 6 questions and counts for 18% of the test.

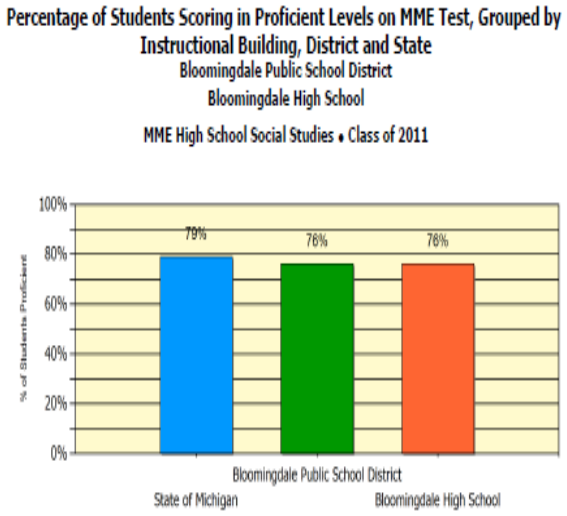
What are the demographics of the students who took the MME?

A total of 88 eleventh-grade students took the MME in the spring of 2010 (2009-2010 school year), eighteen (18) were excluded because they had less than a full academic year. Of these, 9 (10%) were Black, 14 (16%) were Hispanic, 1 (1%) were Hawaiian, and 64 (73%) were White.

Student Demographic Summary
Bloomingdale Public Schools
Bloomingdale High School

Test Records in System	Class of 2008		Class of 2009		Class of 2010		Class of 2011	
MME High School Social Studies	99	100%	84	100%	87	100%	88	100%
General Achievement (No Retest) Reporting								
Excluded Based on Exclusion Factors	5	5%	11	13%	5	6%	11	13%
Level of Proficiency is Unknown	3	3%	0	0%	1	1%	1	1%
Used for General Achievement Reporting	91	92%	73	87%	81	93%	76	86%
Test Form								
Form 1 (MME)	93	94%	75	89%	0	0%	0	0%
Form 2 (MME)	1	1%	2	2%	0	0%	0	0%
Form 3 (MME)	5	5%	4	5%	0	0%	0	0%
Unspecified Form (MME)	0	0%	3	4%	87	100%	88	100%
Grade when Tested								
Grade 11	83	84%	81	96%	87	100%	88	100%
Grade 12	16	16%	3	4%	0	0%	0	0%
Gender								
Female Students	56	57%	35	42%	42	48%	41	47%
Male Students	43	43%	49	58%	45	52%	47	53%
Race/Ethnicity								
Asian/Pacific Islander	1	1%	1	1%	0	0%	0	0%
Black	7	7%	6	7%	5	6%	9	10%
Hawaiian	0	0%	0	0%	1	1%	1	1%
Hispanic	13	13%	15	18%	17	20%	14	16%
Other	0	0%	1	1%	0	0%	0	0%
White	78	79%	61	73%	64	74%	64	73%
SWD								
Students with Disabilities	13	13%	6	7%	7	8%	9	10%
Students without Disabilities	86	87%	78	93%	80	92%	79	90%
Economic Status								
Economically Disadvantaged	48	48%	46	55%	58	67%	56	64%
Not Economically Disadvantaged	51	52%	38	45%	29	33%	32	36%

What is the performance of our students on the MME Social Science test?



Breakdown of Students	State of Michigan	Bloomingdale Public School District	Bloomingdale High School
Proficient	86,431	58	58
Not Proficient	22,975	18	18
Total # of Students	**109,406**	**76**	**76**

In spring 2010, 88 students took the MME High School Social Science test. Of these students, twelve (14%) are excluded in the achievement data because they were not with the district for at least a full academic year. Thus, this data represents the achievement of 76 juniors.

When looking at the data in the rest of this section, we'll review and analyze three types: outcome, demographic, and process.

A total of 58 students (76%) scored at the proficient level on the Social Science test while 18 (24%) of the students scored not proficient. In order to be proficient, a student must score an 1100 on the Social Science test.

Evidence of Need: 24% of students scored proficient on the MME Social Science Test, Class of 2010.

What proficiency levels did our students attain?

There are four levels of achievement on the Social Science test, with level 1 being the highest and level 4 being the lowest. The following graph shows the performance of our students by proficiency levels.

Proficiency Level Summary
Bloomingdale Public School District
Bloomingdale High School
MME High School Social Studies • Class of 2011

Proficiency Level Breakdowns			#	%
All Students	Level 1		30	39%
	Level 2		28	37%
	Level 3		13	17%
	Level 4		5	7%
	Total for All Students		76	100%
Total for All Students			76	100%

Of our 76 students, 58 (76%) scored in Levels 1 or 2 while 18 (24%) scored in Levels 3 or 4. A student must score in Level 2 with a minimum score of 1100 to be proficient.

Evidences of Need

7% of students scored in Level 4 on the MME Social Science Test.

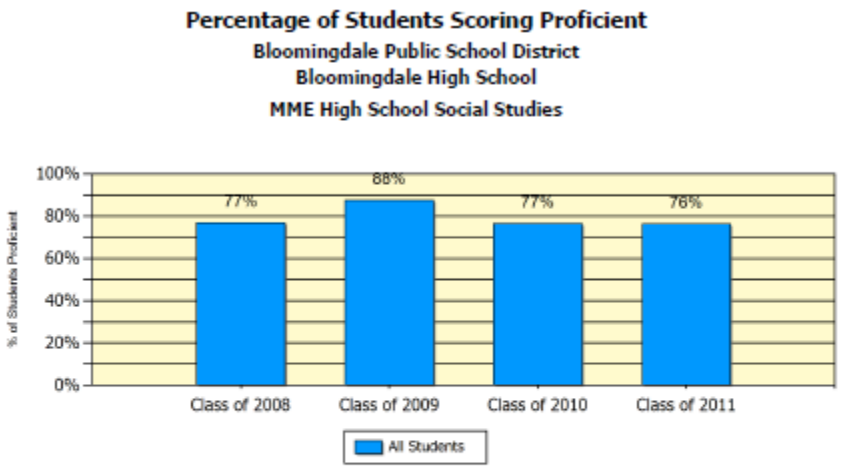
24% of students scored in Levels 3 or 4 on the MME Social Science Test.

39% of students scored in Level 1 on the MME Social Science Test.

37 % of students scored in Level 2 on the MME Social Science Test.

What has been our trend in performance on the MME test?

One of the protocols that is important to do when looking at data is to look at student performance over time. One reason to do this is to see if the efforts we are making at the school level do impact student achievement. As we implement the strategies in our School Improvement Plan, we should see the pattern "interrupted" in a positive way.



Breakdown of Students		Class of 2008	Class of 2009	Class of 2010	Class of 2011
All Students	Not Proficient	21	9	19	18
	Proficient	70	64	62	58
	Total in Group	91	73	81	76
Total Number of Students		91	73	81	76

When looking at results over time and by graduating class, the proficiency rates for the Social Science test has fluctuated with 77% of the students proficient for the class of 2008, 88% proficient for the class of 2009, a ten percent decrease of 77% proficient for the class of 2010, and a 1% decrease of 76% proficient for the class of 2011 – a decrease of twelve (12) percentage points when comparing the class of 2009 with the class of 2011.

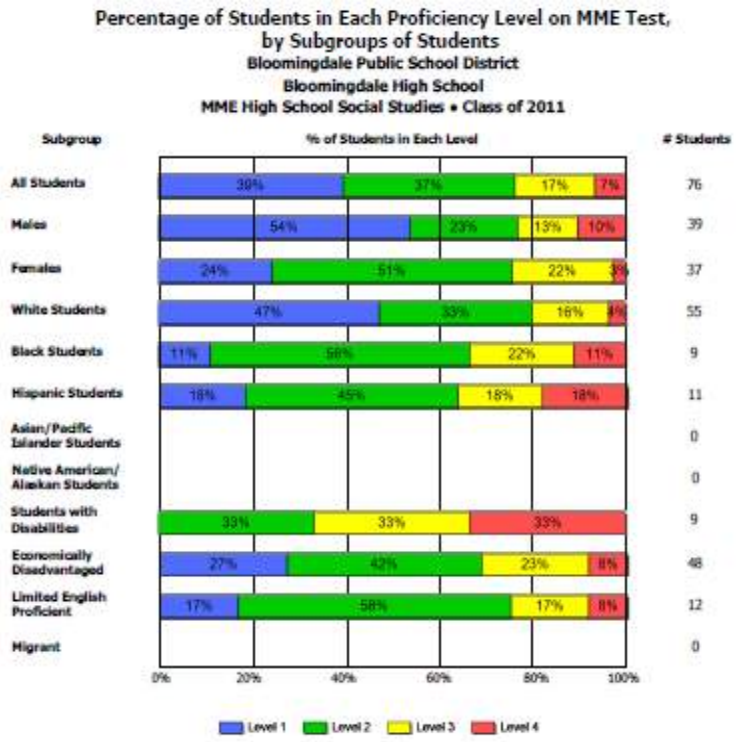
Evidence of Need

Since the 2006-2007 school year, the percentage of students scoring proficient on the MME Social Science test has fluctuated from 77% of students proficient for the Class of 2008; a significant increase of students scoring proficient in the class of 2009 (88%) back to 77% of students proficient for the Class of 2011, a decrease of twelve percentage points.

What is the performance, by proficiency levels, of subgroups of students?

As required by federal law, we track the results of subgroups. In Michigan, a subgroup is counted for Adequate Yearly Progress (AYP) when thirty (30) or more students are in a group. For example, in the graph below, there are 9 (nine) black students who took this Social Science

test. This is not enough students to be counted as a group for AYP purposes, so the school would not have an AYP target for this subgroup of students. But, when looking at economically disadvantaged students, there are 48 – well over the 30 needed to make a group. Thus the school will have to meet the AYP target for the subgroup, Economically Disadvantaged Students.



The AYP target for 2010 is 55%. Using the above graph, we can quickly see which subgroups hit the target. This AYP target increases in the 2010-2011 school year to 67% and again in the 2011-2012 school year to 78%.

The percentage of students scoring proficient from different subgroups of students include 47% of white students scored proficient, while 18 % of Hispanic students did. This is a gap of 29 percentage points. Twenty-seven percent (27%) of the economically disadvantaged students scored proficient. None of these subgroups hit the 2009-2010 target of 55%.

Evidences of Need

47% of White students scored proficient on the MME Social Science test.

18% of Hispanic students scored proficient on the MME Social Science test.

27% of economically disadvantaged students scored proficient on the MME Social Science test.

0% of the subgroups hit the AYP target of 55% for 2009-2010 (Class of 2011).

Is our Social Science curriculum aligned?

We've looked at the overall results of our students on this test as well as its demographic data. The next step is to review process data for Social Science. There are a number of items we'll review for this including: three charts for which the data analysis will inform curriculum alignment at the school level and the completion of going through the process of Successline's School Strategy Cards which reveal specific actions a school should take, in priority order, to begin to more tightly the alignment between curriculum, instruction, and assessment.

The following chart, Percentage *of Students Meeting or Exceeding Standards on the MME Test*, provides longitudinal data designed to provide information related to curriculum alignment.

Percentage of Students Meeting or Exceeding Standards on MME Test
Bloomingdale Public School District
Bloomingdale High School
MME High School Social Studies

	Total # Students Tested	# Students in Proficient Levels (Meet or Exceed Standards)	% Students in Proficient Levels (Meet or Exceed Standards)	# Students in Non-Proficient Levels	% Students in Non-Proficient Levels	# of students Needed for 80% of Students to Meet or Exceed Standards	If 80% of Students Didn't Meet or Exceed Standards, How Many More are Needed?	# of Students Close to Meeting the State's Standards
Class of 2011	76	58	76%	18	24%	61	3	7
Class of 2010	81	62	77%	19	23%	65	3	6
Class of 2009	73	64	88%	9	12%	59		4
Class of 2008	91	70	77%	21	23%	73	3	8

Based on the data in this chart, there appears to be a fairly tight curriculum alignment for Social Science as measured by the MME for the classes of 2008, 2009, 2010 and 2011.

Where do we have curriculum alignment in Social Science?

Although the percentage of students meeting or exceeding standards on MME test appears to have a fairly tight curriculum alignment, the following chart, *Comparison of Strengths and Weaknesses*, shows data that point to a loose alignment.

Comparison of Strengths and Weaknesses, by Proficiency, on MME Test

Bloomingdale Public School District
Bloomingdale High School
MME High School Social Studies • Class of 2011

		NOT PROFICIENT				PROFICIENT			
		Weakness		Strength		Weakness		Strength	
	Total # Tested	#	%	#	%	#	%	#	%
History	76	18	100%	0	0%	36	62%	22	38%
Geography	76	18	100%	0	0%	37	64%	21	36%
Civics	76	18	100%	0	0%	42	72%	16	28%
Economics	76	18	100%	0	0%	46	79%	12	21%
Inquiry	76	16	89%	2	11%	45	78%	13	22%
		TOTAL STUDENTS NOT PROFICIENT			18	TOTAL STUDENTS PROFICIENT			58
		PERCENT NOT PROFICIENT			24%	PERCENT PROFICIENT			76%

The data for each of the five (5) strands show very loose alignment. Tight alignment for a strand is represented by having 94-100% in the last column of the chart. The closer to 100% the tighter the alignment between what is taught and what is tested. In order for students to perform well on an assessment, it is imperative that they have an opportunity to learn the knowledge, concepts, and skills that will be tested.

Using the chart below we break it into 10% brackets using an 80% cutoff between strength and weakness and can better determine where our evidence of need is for the class of 2011.

Comparison of Strengths and Weaknesses, by 10% Brackets, on MME Test
Bloomingdale Public School District
Bloomingdale High School
MME High School Social Studies • Class of 2011
76 Students

		Weakness									Strength		
Strand	Total # Tested	0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	0-79	80-89	90-100	80-100
History	76	0	4	8	0	12	17	0	13	54	17	5	22
		0%	5%	11%	0%	16%	22%	0%	17%	71%	22%	7%	29%
Geography	76	2	3	6	0	10	14	0	20	55	13	8	21
		3%	4%	8%	0%	13%	18%	0%	26%	72%	17%	11%	28%
Civics	76	1	8	5	0	12	18	0	16	60	10	6	16
		1%	11%	7%	0%	16%	24%	0%	21%	79%	13%	8%	21%
Economics	76	7	8	16	0	15	8	0	10	64	8	4	12
		9%	11%	21%	0%	20%	11%	0%	13%	84%	11%	5%	16%
Inquiry	76	0	3	0	1	0	33	24	0	61	14	1	15
		0%	4%	0%	1%	0%	43%	32%	0%	80%	18%	1%	20%

These are students with significant deficiencies

These are students that are right on the cusp of performing at 80%

80% is used as the cutoff between a Strength and a Weakness because it is an effective measure of adequate performance on the test

Breaking the data into 10% brackets we are better able to determine where our students show a weakness and strength. When looking at each of the strands, we can see that 22 (29%) of the 76 students tested performed at 80% or above on history, 21 (28%) for geography, 16 (21%) for civics, 12 (16%) for economics and 15 (20%) performed at 80% or better for inquiry.

Evidence of Need

0% of the five strands for the MME Social Science test show tight alignment.

Which skills do our students possess, as measured by the WorkKeys test?

WorkKeys Foundational Skills assessments measure cognitive abilities such as applied Social Science, Social Science for information, and locating information.

The WorkKeys *Locating Information* test measures the skill people use in the workplace when they compare, summarize, and analyze information from charts, graphs, tables and forms. The test questions require the student to set up and solve the types of problems and do the types of calculations that actually occur in the workplace. There are 38 questions on the test and a time limit of 45 minutes.

There are four skill levels of difficulty on the WorkKeys *Locating Information* test. Level 3 is the least complex and Level 7 is the most complex. The levels build on each other, each incorporating the skills assessed at the previous levels. For example, at Level 5, individuals need the skills from Levels 3, 4, and 5. The following chart shows the number and percentage of Bloomingdale students performing at each skill level.

Percentage of Students Achieving WorkKeys Characteristics and Skill Sets
Bloomingdale Public School District
Bloomingdale High School
WorkKeys Locating Information • Class of 2011
Strand: Locating Information

Student Performance		WorkKeys Loc Info Score	Item Characteristics	Skills
#	%			
16	21%	5	• Complicated workplace graphics, such as detailed forms, tables, graphs, diagrams, maps, or instrument gauges. • Graphics may have less common formats. • One or more graphics are used at a time.	
43	57%	4	• Straightforward workplace graphics such as basic order forms, diagrams, line graphs, tables, flowcharts, instrument gauges, or maps. • One or two graphics are used at a time.	
10	13%	3	• Elementary workplace graphics such as simple order forms, bar graphs, tables, flowcharts, maps, instrument gauges, or floor plans. • One graphic used at a time.	
7	9%	0	• No score received.	

A total of 76 students had WorkKey scores. Of these, 7 (9%) scored a 0, 10 (13%) scored a 3, 43 (57%) scored a 4, 16 (21%) scored a 5.

Careers that require *Applied Social Science* plus commonly used life skills include the following:

Level 7: Engineers and Scientists – plus tax, mortgage, insurance, and credit card decisions

Level 6: Auditors and Technicians – plus Brickmason and Carpenter Apprenticeship programs

Level 5, Managers and Loan Officers – plus College and Workforce Readiness programs

Level 4: Judges and Social Workers – plus balancing a checkbook

Level 3: School Counselors and Drivers – plus making change

Evidence of Need

21% of students scored in Level 5 on the WorkKeys test.

MICHIGAN EDUCATION ASSESSMENT PROGRAM

Students take the MEAP in grade nine.

What is the composition of the MEAP?

The following chart shows the composition of the MEAP test. Students answer thirty-eight questions in four strands.

MEAP Blueprint Summary
Bloomingdale Public School District
Bloomingdale High School (Test Administrator)
MEAP Grade 9 Social Studies • Fall 2009-10
Form 01

Strand	# of Points	% of Items	Designator*	Prompt Type	# Items	# Points	% of Strand
Historical Perspective	**9**	**24%**	H.1.m.02	Multiple-Choice	1	1	11%
			H.1.m.03	Multiple-Choice	1	1	11%
			H.2.m.01	Multiple-Choice	1	1	11%
			H.2.m.04	Multiple-Choice	1	1	11%
			H.3.m.01	Multiple-Choice	2	2	22%
			H.4.m.01	Multiple-Choice	1	1	11%
			H.4.m.03	Multiple-Choice	2	2	22%
Geographic Perspective	**10**	**26%**	G.1.m.01	Multiple-Choice	1	1	10%
			G.1.m.02	Multiple-Choice	2	2	20%
			G.2.m.01	Multiple-Choice	1	1	10%
			G.2.m.02	Multiple-Choice	1	1	10%
			G.2.m.03	Multiple-Choice	1	1	10%
			G.2.m.04	Multiple-Choice	1	1	10%
			G.2.m.05	Multiple-Choice	1	1	10%
			G.3.m.01	Multiple-Choice	1	1	10%
			G.5.m.03	Multiple-Choice	1	1	10%
Civics Perspective	**9**	**24%**	C.1.m.01	Multiple-Choice	1	1	11%
			C.1.m.02	Multiple-Choice	1	1	11%
			C.2.m.01	Multiple-Choice	1	1	11%
			C.2.m.02	Multiple-Choice	1	1	11%
			C.2.m.03	Multiple-Choice	1	1	11%
			C.4.m.01	Multiple-Choice	1	1	11%
			C.5.m.01	Multiple-Choice	1	1	11%
			C.5.m.02	Multiple-Choice	2	2	22%

Of the four strands, the greatest number of points and weight are in Geographic Perspective (26%) and Economic Perspective (26%), followed by Historical Perspective (24%), and Civic Perspective (24%).

Strand	# of Points	% of Items	Designator*	Prompt Type	# Items	# Points	% of Strand
Economic Perspective	10	26%	E.1.m.01	Multiple-Choice	1	1	10%
			E.1.m.02	Multiple-Choice	1	1	10%
			E.1.m.03	Multiple-Choice	1	1	10%
			E.2.m.03	Multiple-Choice	1	1	10%
			E.3.m.02	Multiple-Choice	2	2	20%
			E.4.m.02	Multiple-Choice	1	1	10%
			E.4.m.03	Multiple-Choice	1	1	10%
			E.4.m.04	Multiple-Choice	1	1	10%
			E.5.m.03	Multiple-Choice	1	1	10%
TOTAL NUMBER OF ITEMS/POINTS	38	100%	This is the total number of operational questions on the test. Note that there may be a varying number of field test items, but these are not counted toward a student's results.				

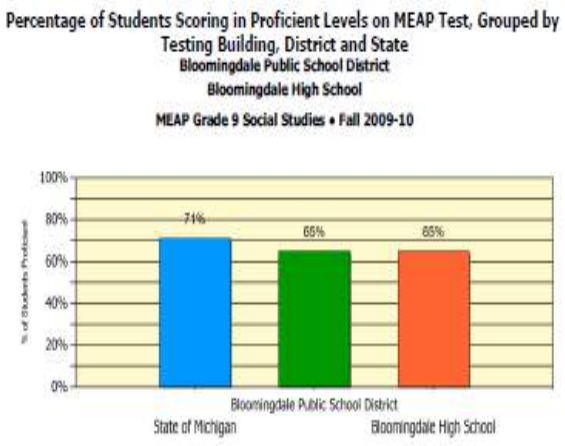
What are the demographics of the students who took the MEAP?

A total of 86 ninth-grade students took the MEAP in the fall of 2009 (2009-2010 school year). Six (6) were excluded because they had less than a full academic year. Thus, this data represents the achievement of 80 ninth grade students. Of these, 5(6%) were Black, 16 (19%) were Hispanic, and 65 (76%) were White.

Student Demographics Summary
Bloomingdale School District
Bloomingdale High School

Test Records in System	Fall 2006-07		Fall 2007-08		Fall 2008-09		Fall 2009-10	
MEAP Grade 9 Social Studies	105	100%	105	100%	97	100%	86	100%
General Achievement (No Retest) Reporting								
Excluded Based on Exclusion Factors	0	0%	15	14%	11	11%	6	7%
Used for General Achievement Reporting	105	100%	90	86%	86	89%	80	93%
Test Form								
Form 01 (MEAP)	18	17%	9	9%	0	0%	6	7%
Form 03 (MEAP)	0	0%	0	0%	0	0%	80	93%
Form 05 (MEAP)	0	0%	30	29%	0	0%	0	0%
Form 06 (MEAP)	0	0%	31	30%	0	0%	0	0%
Form 07 (MEAP)	0	0%	32	30%	0	0%	0	0%
Form 08 (MEAP)	0	0%	0	0%	97	100%	0	0%
Form 12 (MEAP)	87	83%	0	0%	0	0%	0	0%
Form KG (MEAP)	0	0%	3	3%	0	0%	0	0%
Grade when Tested								
Grade 09	105	100%	105	100%	97	100%	86	100%
Gender								
Female Students	50	48%	53	50%	52	54%	40	47%
Male Students	55	52%	52	50%	45	46%	46	53%
Race/Ethnicity								
Asian/Pacific Islander	1	1%	0	0%	1	1%	0	0%
Black	6	6%	8	8%	6	6%	5	6%
Hawaiian	0	0%	1	1%	0	0%	0	0%
Hispanic	26	25%	11	10%	22	23%	16	19%
Other	0	0%	2	2%	0	0%	0	0%
White	72	69%	83	79%	68	70%	65	76%
SWD								
Students with Disabilities	13	12%	11	10%	10	10%	13	15%
Students without Disabilities	92	88%	94	90%	87	90%	73	85%
Economic Status								
Economically Disadvantaged	70	67%	61	58%	65	67%	49	57%
Not Economically Disadvantaged	35	33%	44	42%	32	33%	37	43%

What is the performance of our students on the MEAP Social Science test?



Breakdown of Students	State of Michigan	Bloomingdale Public School District	Bloomingdale High School
Proficient	89,896	52	52
Not Proficient	36,718	28	28
Total # of Students	126,614	80	80

In fall 2009, 86 students took the MEAP Grade 9 Social Science test. Six (6) were excluded because they had less than a full academic year. Thus, this data represents the achievement of 80 ninth grade students. When looking at the data in the rest of this section, we'll review and analyze three types: outcome, demographic, and process.

A total of 52 students (65%) scored at the proficient level on the Social Science test while 28 (35%) of the students scored not proficient. In order to be proficient, a student must score an 1100 on the Social Science test.

Evidence of Need

65% of students scored at the proficiency level on the Social Science test.

What proficiency levels did our students attain?

There are four levels of achievement on the Social Science test, with level 1 being the highest and level 4 being the lowest. The following graph shows the performance of our students by proficiency levels.

Proficiency Level Summary
Bloomingdale Public School District
Bloomingdale High School (Test Administrator)
MEAP Grade 9 Social Studies • Fall 2009-10

Proficiency Level Breakdowns			#	%
All Students	Level 1		23	29%
	Level 2		29	36%
	Level 3		16	20%
	Level 4		12	15%
	Total for All Students		80	100%
Total for All Students			80	100%

Of our 80 students, 52 (65%) scored in Levels 1 or 2 while 28 (35%) scored in Levels 3 or 4. A student must score in Level 2 with a minimum score of 1100 to be proficient.

Evidences of Need

15% of students scored in Level 4 on the MEAP Social Science Test.

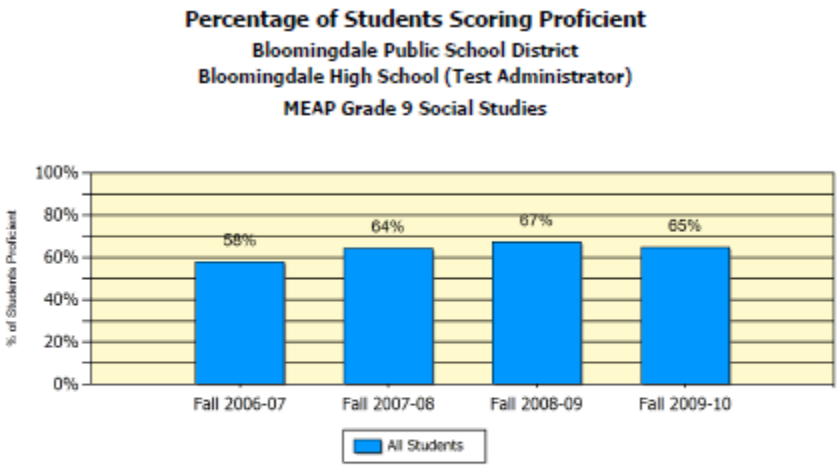
20% of students scored in Levels 3 on the MEAP Social Science Test.

29% of students scored in Level 1 on the MEAP Social Science Test.

36 % of students scored in Level 2 on the MEAP Social Science Test.

What has been our trend in performance on the MEAP test?

One of the protocols that is important to do when looking at data is to look at student performance over time. One reason to do this is to see if the efforts we are making at the school level do impact student achievement. As we implement the strategies in our School Improvement Plan, we should see the pattern “interrupted” in a positive way.



Breakdown of Students		Fall 2006-07	Fall 2007-08	Fall 2008-09	Fall 2009-10
All Students	Proficient	61	58	58	52
	Not Proficient	44	32	28	28
	Total in Group	105	90	86	80
Total Number of Students		105	90	86	80

When looking at results over time and by graduating class, the proficiency rates for the Social Science test has fluctuated with 58% of the students proficient for the class of 2008, 64% proficient for the class of 2009, and 67% proficient for the class of 2010, and 65% proficient for the class of 2011 – a decrease of about two (2) percentage points.

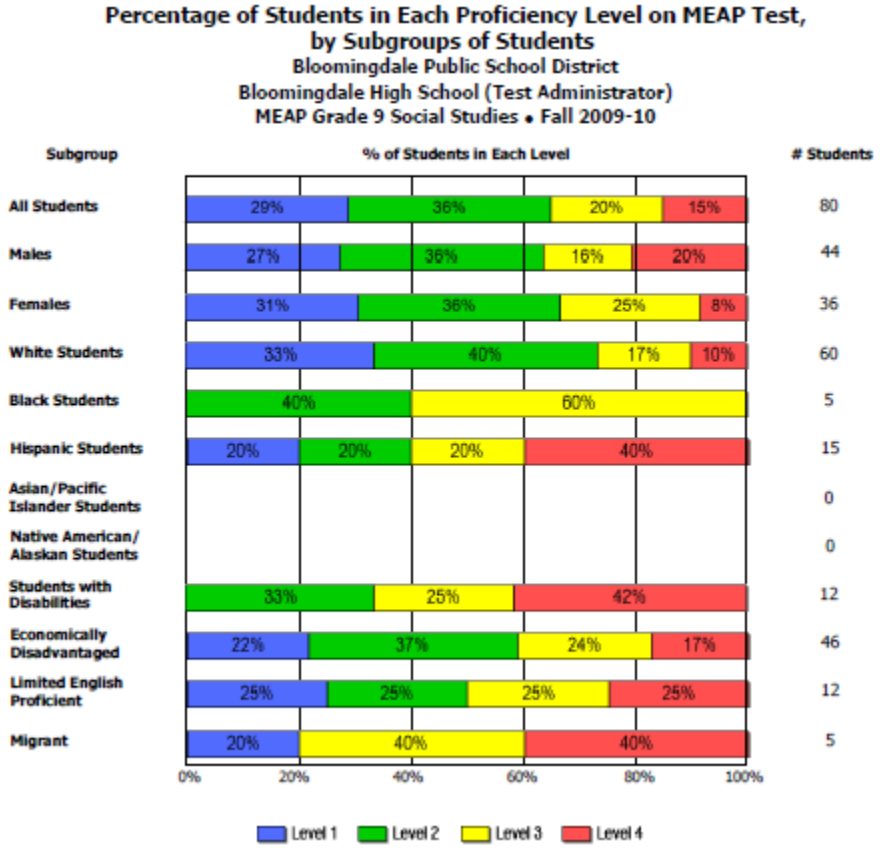
Evidence of Need

Since the 2008-2009 school year, the percentage of students scoring proficient on the MEAP Social Science test has declined from 67% of students proficient for the Class of 2010 to 65% proficient for the Class of 2011, a decrease of two percentage points.

What is the performance, by proficiency levels, of subgroups of students?

As required by federal law, we track the results of subgroups. In Michigan, a subgroup is counted for Adequate Yearly Progress (AYP) when thirty (30) or more students are in a group. For example, in the graph below, there are 5 black students who took this Social Science test. This is not enough students to be counted as a group for AYP purposes, so the school would not have an AYP target for this subgroup of students. But, when looking at economically

disadvantaged students, there are 46 – well over the 30 needed to make a group. Thus the school will have to meet the AYP target for the subgroup, Economically Disadvantaged Students.



The AYP target for 2010 is 55%. Using the above graph, we can quickly see which subgroups hit the target. This AYP target increases in the 2010-2011 school year to 67% and again in the 2011-2012 school year to 78%.

The percentage of students scoring proficient from different subgroups of students include 33% of white students scored proficient, while 20% of Hispanic students did. This is a gap of 13 percentage points. Twenty-two percent (22%) of the economically disadvantaged students scored proficient. None of these subgroups hit the 2009-2010 target of 55%.

Evidences of Need

33% of White students scored proficient on the MEAP Social Science test.

20% of Hispanic students scored proficient on the MEAP Social Science test.

22% of economically disadvantaged students scored proficient on the MEAP Social Science test. 0% of the subgroups hit the AYP target of 55% for 2009-2010 (Class of 2011).

Is our Social Science curriculum aligned?

We've looked at the overall results of our students on this test as well as its demographic data. The next step is to review process data for Social Science. There are a number of items we'll review for this including: two charts for which the data analysis will inform curriculum alignment at the school level and the completion of going through the process of Successline's School Strategy Cards which reveal specific actions a school should take, in priority order, to begin to more tightly the alignment between curriculum, instruction, and assessment.

The following chart, Percentage *of Students Correctly Answering 80% or More Questions on the MEAP Test*, provides longitudinal data designed to provide information related to curriculum alignment.

Percentage of Students Correctly Answering 80% or More of Questions on MEAP Test
Bloomingdale Public School District
Bloomingdale High School (Test Administrator)
MEAP Grade 9 Social Studies

	Total # Students Tested	# Students Correctly Answering 80% or More of Questions	% Students Correctly Answering 80% or More of Questions	# Students NOT Correctly Answering 80% or More of Questions	% Students NOT Correctly Answering 80% or More of Questions	# of Students Needed for 80% of Students to have Correctly Answered 80%	If 80% of Students Didn't Correctly Answer 80%, How Many More are Needed?	# of Students Correctly Answering 75-79% of Questions
Fall 2009-10	80	13	16%	67	84%	64	51	7
Fall 2008-09	86	12	14%	74	86%	69	57	6
Fall 2007-08	90	9	10%	81	90%	72	63	2
Fall 2006-07	105	2	2%	103	98%	84	82	1

Based on the data in this chart, there is loose curriculum alignment for Social Science as measured by the MEAP. The loose alignment is true for the classes of 2008, 2009, 2010, and 2011.

Evidence of Need

16% of students correctly answered 80% or More of the Questions on the MEAP Social Science test. In an aligned system it is reasonable to expect at least 80% or more of the students would score proficient. An additional 51 students scoring proficient were needed and only 7 were close.

Where do we have curriculum alignment in Social Science?

The following chart, *Comparison of Strengths and Weaknesses*, also shows data that points to loose alignment.

Comparison of Strengths and Weaknesses, by Proficiency, on MEAP Test

Bloomingdale Public School District
Bloomingdale High School (Test Administrator)
MEAP Grade 9 Social Studies • Fall 2009-10

		NOT PROFICIENT				PROFICIENT			
		Weakness		Strength		Weakness		Strength	
	Total # Tested	#	%	#	%	#	%	#	%
Historical Perspective	80	28	100%	0	0%	32	62%	20	38%
Geographic Perspective	80	28	100%	0	0%	30	58%	22	42%
Civics Perspective	80	28	100%	0	0%	38	73%	14	27%
Economic Perspective	80	27	96%	1	4%	21	40%	31	60%
		TOTAL STUDENTS NOT PROFICIENT			28	TOTAL STUDENTS PROFICIENT			52
		PERCENT NOT PROFICIENT			35%	PERCENT PROFICIENT			65%

The data for each of the four (4) strands show very loose or loose alignment. The tightest alignment is in Economic Perspective with 60% of the students scoring proficient. Tight alignment for a strand is represented by having 94-100% in the last column of the chart. The closer to 100% the tighter the alignment between what is taught and what is tested. In order for students to perform well on an assessment, it is imperative that they have an opportunity to learn the knowledge, concepts, and skills that will be tested.

Evidence of Need
0% of the four strands for the MEAP Social Science test show tight alignment.

DATA SUMMARY AND HIGHLIGHTS

After reviewing outcome, demographic, and select process data, we used the data to determine **Evidences of Need** and **Evidences of Success** for the area of Social Science.

The Evidences of Need indicate the specific data that points to a need to work on. These data points are included because they do not yet reflect the standard that teachers have set for themselves or standards placed upon them by others.

The Evidences of Success correspond directly to the needs in that they state, through data, the measurement change that staff is working toward. This column will be closely monitored each year to determine and verify progress toward the school's goals.

High School Social Science Data Overview

Evidences of Need and Evidences of Success for the School Plan

OUTCOME DATA	
Evidences of Need Beginning of Year Data	**Evidences of Success** End-of-Year Data and Measurement Goals
24% of students scored proficient on the MME Social Science Test, Class of 2010.	**Increase** the percentage of students scoring proficient on the MME Social Science Test from 24% to 70.
7% of students scored in Level 4 on the MME Social Science Test.	**Decrease** the percentage of students scoring in Level 4 on the MME from 7% to none.
24% of students scored in Levels 3 or 4 on the MME Social Science Test.	**Decrease** the percentage of students scoring in Levels 3 or 4 on the MME Social Science Test from 24% to none.
39% of students scored in Level 1 on the MME Social Science Test.	**Increase** the percentage of students scoring in Level 1 on the MME Social Science Test from 39% to 60.
37 % of students scored in Level 2 on the	**Increase** the percentage of students scoring in

MME Social Science Test.	Level 2 on the MME Social Science Test from 37% to 40.
21% of students scored in Level 5 on the Workkeys test.	**Increase** the percentage of students scoring a Level 5 on the WorkKeys test from 21% to 70.
65% of students scored proficient on the MEAP Social Science Test, Class of 2010.	**Increase** the percentage of students scoring proficient on the MEAP Social Science Test from 65% to 70.
15% of students scored in Level 4 on the MEAP Social Science Test.	**Decrease** the percentage of students scoring in Level 4 on the MEAP from 15% to none.
35% of students scored in Levels 3 or 4 on the MEAP Social Science Test.	**Decrease** the percentage of students scoring in Levels 3 or 4 on the MEAP Social Science Test from 35% to none.
29% of students scored in Level 1 on the MEAP Social Science Test.	**Increase** the percentage of students scoring in Level 1 on the MEAP Social Science Test from 29% to 40%.
36 % of students scored in Level 2 on the MEAP Social Science Test.	**Increase** the percentage of students scoring in Level 2 on the MEAP Social Science Test from 36% to 60%.
DEMOGRAPHIC DATA	
47% of White students scored proficient on the MME Social Science test.	**Increase** the percentage of White students scoring proficient on the MME Social Science test from 47% to 70%.
18% of Hispanic students scored proficient on the MME Social Science test.	**Increase** the percentage of Hispanic students scoring proficient on the MME Social Science test from 18% to 70%.
27% of economically disadvantaged students scored proficient on the MME Social Science test.	**Increase** the percentage of economically disadvantaged students scoring proficient on the MME Social Science test from 27% to 70%.
33% of White students scored proficient on the MME Social Science test.	**Increase** the percentage of White students scoring proficient on the MEAP Social Science test from 33% to 70%.
20% of Hispanic students scored proficient on the MME Social Science test.	**Increase** the percentage of Hispanic students scoring proficient on the MEAP Social Science test from 20% to 70%.
22% of economically disadvantaged students scored proficient on the MME Social Science test.	**Increase** the percentage of economically disadvantaged students scoring proficient on the MEAP Social Science test from 22% to 70%.
PROCESS DATA	
16% of students correctly answered 80% or More questions on the MEAP Social Science	**Increase** the percentage of students scoring proficient from 20% to 80%

test. In an aligned system it is reasonable to expect at least 80% or more of the students to score proficient. An additional 64 students scoring proficient were needed and of these 51 were close. Smart Data Percentage of Students Meeting and Exceeding Standards (The Hope Report)	Or **Increase** the number of students who were close to scoring proficient from approximately 80% of the students needed (80/64) to 70% of the students needed.
0% of the five strands for the MME Social Science test show tight alignment.	**Increase** the number of strands showing tight alignment from 0% to all.
0% of the four strands for the MEAP Social Science test show tight alignment.	**Increase** the alignment on the strands for ACT PLAN from 2 strands being tightly aligned to all strands.

ADDITIONAL PROCESS DATA – SCHOOL STRATEGY CARDS

During a work session on June 30, 2010, we participated in a three-hour, in-depth look at our curriculum, instruction, and assessment practices to better determine what we as adults are doing to improve the chances of high student achievement for our students. The School Strategy Cards, developed by Deborah Wahlstrom, are a tool and a protocol to help school staff determine specifically where it is in relation to where it needs to be to have a high quality program – whether it be in Social Science, Social Science, Social Science, social studies or Social Science. As with looking at data, we continue to study our school system and processes by content area.

During the work session, Deborah provided an overview of the School Strategy Cards and why they are important. She then demonstrated how to use the cards to ensure that each content area used them correctly. Teachers from each content area

Once each content area finished the Strategy Cards, including prioritization of areas that showed a weakness, we aligned the results to our school improvement plan.

We used our outcome and demographic data to determine our Indicators of Need and Indicators of Success and turned the action steps from the Strategy Cards into the action steps in our School Improvement Plan.

The school improvement plan meets the criteria required in Michigan's legislation. The parts of the action plan include:

Action Strategies/Tasks

The action strategies come directly from the analysis teachers completed when they worked with the research-based school strategy cards. The action tasks are presented by curriculum, instruction, and assessment – the three parts of the teaching for learning process. The tasks are prioritized in each area, with the most important to complete first appearing first on the list. So the first task under Curriculum is the first to be addressed this school year. The first under Instruction will be addressed first, and the first under Assessment will be addressed first.

There are more tasks than can be completed in a school year, thus this plan will serve us for several years.

Responsible Persons

This part of the action plan lays out the people who will be in charge of ensuring the task is implemented well and monitored.

Resources Needed to Complete Task

This column highlights critical items needed to implement the task. As you might imagine, many of these included ***embedded* professional development**. Embedded professional development is providing necessary skills for specific tasks when they are needed. This does not mean there will be after school workshops related to professional development needs. This does mean that staff will initiate when they are ready for learning skills they need. It's more a "We're beginning our work on curriculum alignment, let's have someone help us get started." This apprentice model honors that the learning of teachers can happen as a part of the work they are doing – and not as an add on that everyone must figure out how to implement.

Budget Implications

There are things that have a monetary cost and these are highlighted in the budget implications. Examples of budget implications include such things as: facilitators for embedded professional development, books, DVDs, web-based subscriptions to sites that support the content areas, time for substitutes, time for teachers who work after the school day or on their own, payment for additional services provided to students, visits to other schools, student support materials, materials for areas in the curriculum where students are struggling, technology support for curriculum, instruction, and assessment development, online courses, and more. The budget is driven by the needs of our school and the plan that we develop.

Dates of Activity

This provides the calendar for each of the activities.

Monitoring Dates

These are the dates where we will formally look at where we are in terms of implementation of our strategies.

Monitoring Indicators

This provides the actual indicators that will be used to determine whether or not we are implementing our strategies.

Our action strategies and tasks for Social Science follow.

SOCIAL SCIENCE ACTION PLAN – Improve Social Science

Action Strategies/Tasks (Use action strategies from the School Strategy Cards here.)	Responsible Persons	Resources Needed to Complete Task	Budget Implications	Dates of Activity (start-to-end)	Monitoring Dates	Monitoring Indicators (Indicators that point to success during strategy implementation.)
Curriculum						
5.1 Review and refine standards to ensure they are crystal clear to students.		• ACT College and Career Readiness Standards • Common Core standards • Embedded Professional Development: How to Unpack and Align Standards (which includes writing standards in student language)				• List of reworked standards.
5.2 Develop a way to monitor our social studies curriculum.		•				• Monitoring plan for the standards
5.3 Update the social studies curriculum guide.		• Completed aligned standards •				•
5.4 Integrate character education into our curriculum materials.		• IB program materials (which integrate character education)				• List of priority standards (i.e., power standards).
5.5 Research and purchase materials that support character education.		•				•

Instruction						
5.6 Determine needs for materials and supplies for the social studies curriculum.		• Collaborative planning time • Areas of weakness in social studies curriculum – to ensure we have materials for those priority areas				• List of needed materials including visual aids
5.7 Increase the use of technology in our social studies classes (e.g., smartboard/clickers).		• Collaborative planning time				•
5.8 Determine power standards to ensure that students have enough time to learn the most important standards.		• Social Studies curriculum • Textbook • School schedule				•
5.9 Implement ways to help parents and guardians understand the social studies curriculum.		•				•
Assessment						
5.10 Identify areas in the curriculum where additional teacher training is needed.		• Professional development: World Religion				•
5.11 Ensure that students are familiar with state tests.						•
5.12 Use state MME data to help ensure alignment between the assessments and the		•		1 year		•

content we teach.						
5.13 Determine the levels of achievement of all students in social studies.		• Determine one or two key areas to monitor for all students.		1 year		•
5.14 Use classroom data to improve student learning in social studies.		•				•
		•				•

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BLOOMINGDALE PUBLIC SCHOOLS

Appendix D – Data Workshop Agenda

Bloomingdale School Improvement Agenda – October 6, 2010

Support Materials and Resources

- **MME-ACT, ACT-PLAN, & ACT-EXPLORE Handout**
- **MEAP/MME/ACT Raw Scores to Proficiency Level 2 Chart**
- **MEAP & MME-ACT Report Interpretation Guide**
- **ACT-PLAN and ACT-EXPLORE Report Interpretation Guide**
- **School Strategy Cards**

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Using Data to Improve Student Achievement Phase I -- 8:30 a.m. to 3:00 pm

Learning Targets for This Session

Participants in this workshop will gain the following skill sets:

- Describe the interrelationships between, ACT-MME, ACT-PLAN and ACT-EXPLORE by using test blueprints and ACT-Source Documents including ACT Readiness Standards
- Describe the ACT scoring system and the relationship between ACT, ACT-PLAN and ACT-EXPLORE
- Describe and discuss how ACT-PLAN, ACT-EXPLORE , and MEAP Golden Packages are constructed and the composition of reports
- Interpret and analyze key reports in the ACT-PLAN, ACT-EXPLORE, and MEAP Golden Packages
- Use 5 star reports to identify the root cause of low student achievementEffectively use School Strategy Cards and Data to identify critical areas of improvement in Curriculum, Instruction and Assessment

- **8:30 a.m. - 11:00 a.m. Getting the Most Out Your ACT-PLAN & ACT-EXPLORE Golden Packages**
- Getting the Big Picture on the relationships between MEAP, ACT-MME, ACT-PLAN & ACT-EXPLORE
- Understanding the ACT Scoring System between ACT, ACT-PLAN, ACT-EXPLORE
- Understanding How ACT-PLAN and ACT-EXPLORE Golden Packages are organized and constructed
- Break
- Learn to interpret the key 5 star reports in the ACT-PLAN and ACT-EXPLORE Golden Packages
- Getting to the root cause of low student achievement using the 5 star report process

11:30 a.m. - 12:15 p.m. Lunch

- **12:15 a.m. - 3:00 p.m. Intro to School Strategy Cards**
- How the Strategy Cards work
- Learn How to Use research based questions in Curriculum, Instruction and Assessment to identify root causes to lower student achievement
- Creating School Improvement Posters
- 2:45 p.m. Wrap-up and Reflections

Bloomingdale Public Schools Improvement Agenda Part 2 – October 7, 2010

Support Materials and Resources

- **Easel Pad**
- **Voting Dots**

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Using Data to Improvement Student Achievement Phase II-- 8:30 a.m. to 3:00 pm

8:30 a.m. - 11:30 a.m. School Improvement … Beyond Achievement Data Session 1 with High & Middle School Staff members

- Identifying internal and external factors impacting student achievement
- Prioritizing critical factors impacting student achievement
- Propose and Identify solutions for critical factors impacting student achievement

11:30 a.m. - 12:15 p.m. Break

12:15 p.m. - 3:00 p.m. School Improvement … Beyond Achievement Data Session 2 with High & Middle School Staff members

- Propose and Identify solutions for critical factors impacting student achievement (Continued)
- Charting the Way Ahead

3:00 p.m. - 3:30 p.m. SIG Item Review

- Next Steps and the Way Ahead

BLOOMINGDALE PUBLIC SCHOOLS

Appendix E – Proposed Calendar

January 2011

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1 New Year's Day
2	3 CLASSES RESUME	4 **PD – Close & Critical Reading (CCR) & ACT-Writing Tests**	5 **BEGIN WORKKEYS APPLIED MATHEMATICS LESSONS**	6	7 **WRITING PROMPT 1**	8 **SCORING SESSION FOR WRITING PROMPT 1**
9	10 **REVIEW DATA FOR WRITING PROMPT 1**	11 **ENGLISH MC CCR**	12	13 **SOCIAL STUDIES MC CCR**	14	15
16	17 Martin Luther King Day	18 **DRAMA MC CCR**	19	20 **SCIENCE MC CCR** **DATA REVIEW OF HIGH PRIORITY STANDARDS AND WORKKEYS MATH**	21 END OF FIRST SEMESTER ½ DAY FOR STUDENTS (A.M.) ½ DAY FOR RECORDS (P.M.)	22
23	24 BHS Town Hall Meeting with Community	25 **DRAMA MC CCR**	26	27 **HEALTH MC CCR**	28 **WRITING PROMPT 2**	29 **SCORING SESSION FOR WRITING PROMPT 2**
30	31 **REVIEW DATA FOR WRITING PROMPT 2**					

February 2011

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1 **ENGLISH MC CCR**	2 Groundhog Day	3 **SCIENCE MC CCR**	4 **DATA REVIEW OF HIGH PRIORITY STANDARDS AND WORKKEYS MATH**	5
6	7	8 **ENGLISH MC CCR**	9	10 **SOCIAL STUDIES MC CCR**	11	12 Lincoln's Birthday
13	14 Valentine's Day	15	16	17	18 **WRITING PROMPT 3** **DATA REVIEW OF HIGH PRIORITY STANDARDS AND WORKKEYS MATH**	19 **SCORING SESSION FOR WRITING PROMPT 3**
20	21 President's Day **REVIEW DATA FOR WRITING PROMPT 3. PREPARE TIP SHEETS FOR EACH STUDENT.**	22 Washington's Birthday	23	24	25	26
27	28					

March 2011

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1 ACT Plus Writing	2 WorkKeys	3 MME Michigan Components	4	5
		Students must be present all three days in order to earn a valid MME score.				
6	7	8 Mardi Gras	9	10	11	12
13	14	15 MAKEUP DAY ACT Plus Writing	16 MAKEUP DAY WorkKeys	17 St. Patrick's Day MAKEUP DAY Michigan Components	18 **DATA REVIEW OF HIGH PRIORITY STANDARDS AND**	19
20	21	22	23	24	25 END OF THIRD MARKING PERIOD	26
27	28	29	30 PARENT TEACHER CONFERENCES AFTER SCHOOL	31 PARENT TEACHER CONFERENCES AFTER SCHOOL		

April 2011

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1 April Fool's Day NO SCHOOL	2
3	4 SPRING BREAK	5 SPRING BREAK	6 SPRING BREAK	7 SPRING BREAK	8 SPRING BREAK	9
10	11	12	13	14	15	16
17	18	19	20	21 **DATA REVIEW OF HIGH PRIORITY STANDARDS**	22 GOOD FRIDAY ½ DAY FOR STUDENTS AND STAFF	23
24 Easter	25 BHS Town Hall Meeting	26	27	28	29	30

Order all curriculum materials to ensure availability for summer professional development and curriculum work.

May 2011

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2 EXPLORE TEST (grade 8) PLAN TEST (grade 9)	3 EXPLORE TEST (grade 8) PLAN TEST (grade 9)	4	5	6	7
8 Mother's Day	9	10	11	12	13 **DATA REVIEW OF HIGH PRIORITY STANDARDS**	14
15	16	17	18	19	20 **WRITING PROMPT 4**	21 **SCORING SESSION FOR WRITING PROMPT 4**
22	23 **REVIEW DATA FOR WRITING PROMPT 4**	24	25	26	27	28
29	30 Memorial Day NO SCHOOL	31				

June 2011

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3 **DATA REVIEW OF HIGH PRIORITY STANDARDS**	4
5	6	7	8 LAST DAY FOR STUDENTS ½ DAY (A.M.) ½ DAY RECORDS (P.M.)	9	10	11
12	13 Curriculum Development Professional Development	14	15	16	17	18
19 Father's Day	20 Curriculum Development Professional Development	21	22	23	24	25
26	27 Curriculum Development Professional Development	28	29	30		

Curriculum and Instructional Development – Examples of Actions for Summer

- Analyze data from ACT, ACT PLAN, ACT EXPLORE, Workkeys
- Develop ACT Quality Core Courses in English and Mathematics
- Develop core vocabulary.
- Determine priority standards.
- Review curriculum materials needed for courses.
- Develop end-of-course assessment calendar, by course.
- Develop progress monitoring calendar, by course.
- Identify core literacy strategies for whole-school use.
- Develop analytic writing rubric aligned to the ACT holistic rubric.
- Determine writing prompts for 2011-2012 school year.
- Establish Close and Critical Reading Calendar

- Prepare summer transition program for 8th grade students
- Identify priority standards for summer school classes.
- Identify credit recovery classes for summer school.

July 2011

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1 New Teacher and Administrator Evaluation Model recommendations due	2
3	4 Independence Day	5	6	7	8	9
		Summer School Program for Students Struggling in English and Mathematics				
10	11	12	13	14	15	16
	Summer School Program for Students Struggling in English and Mathematics					
17	18	19	20	21	22	23
	Summer School Program for Students Struggling in English and Mathematics					
24	25	26	27	28	29 Complete modified Danielson process for evaluation	30
	Summer School Program for Students Struggling in English and Mathematics					
31						

August 2011

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
	Summer School Program for Students Struggling in English and Mathematics					
7	8	9	10	11	12	13
	Summer School Program for Students Struggling in English and Mathematics					
14	15	16	17	18	19	20
21	22 Teacher Floating Day BHS Town Hall Meeting	23 Teacher Floating Day	24 Teacher Floating Day	25 Teacher Floating Day	26 Teacher Floating Day	27
28	29	30	31 PROFESSIONAL DEVELOPMENT DAY: Teacher Evaluation Model and Process			

September 2011

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1 PROFESSIONAL DEVELOPMENT DAY – Instructional Strategies	2	3
4	5 Labor Day NO SCHOOL	6 FIRST DAY FOR STUDENTS	7	8	9	10
11	12	13	14	15	16 **Writing Prompt 1**	17 **Score Session for Writing Prompt 1**
18	19 **Review data for Writing Prompt 1**	20	21	22	23 **DATA REVIEW OF HIGH PRIORITY STANDARDS**	24 PD #3
25	26	27	28 Early Release Day Data Analysis PD	29	30	

October 2011

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10 Columbus Day	11	12	13	14 **DATA REVIEW OF HIGH PRIORITY STANDARDS**	15
16	17	18	19	20	21	22
23	24 BHS Town Hall Meeting	25	26 Early Release Day Data Analysis	27	28	29 PD #4
30	31 Halloween					

November 2011

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4 END OF FIRST MARKING PERIO **DATA REVIEW OF HIGH PRIORITY STANDARDS**	5
6	7	8	9	10 ½ DAY FOR STUDENTS (A.M.) PARENT/TEACHER CONFERENCES (P.M.)	11 Veterans' Day ½ DAY FOR STUDENTS AND TEACHERS (A.M.)	12
13	14	15	16 Early Release Day Data Analysis	17	18 **DATA REVIEW OF HIGH PRIORITY STANDARDS**	19
20	21	22	23	24 Thanksgiving Day NO SCHOOL	25 NO SCHOOL	26
27	28	29	30			

December 2011

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14 Early Release Day Data Analysis	15	16 **DATA REVIEW OF HIGH PRIORITY STANDARDS**	17
18	19 CHRISTMAS BREAK	20 CHRISTMAS BREAK	21 CHRISTMAS BREAK	22 CHRISTMAS BREAK	23 CHRISTMAS BREAK	24
25 Christmas	26 CHRISTMAS BREAK	27 CHRISTMAS BREAK	28 CHRISTMAS BREAK	29 CHRISTMAS BREAK	30 CHRISTMAS BREAK	31 New Year's Eve

January 2012

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1 New Year's Day	2 SCHOOL RESUMES	3	4	5	6	7
8	9 **Review data for Writing Prompt 2**	10	11	12	13 **Writing Prompt 2**	14 **Score Session for Writing Prompt 2**
15	16 Martin Luther King Day PROFESSIONAL DEVELOPMENT DAY #5	17	18	19	20 END OF FIRST SEMESTER ½ DAY FOR STUDENTS (A.M.) ½ DAY FOR RECORDS (P.M.)	21
22	23 BHS Town Hall Meeting	24	25	26	27 **DATA REVIEW OF HIGH PRIORITY STANDARDS**	28
29	30	31 Early Release Day Data Analysis				

February 2012

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2 Groundhog Day	3	4
5	6	7	8	9	10 **DATA REVIEW OF HIGH PRIORITY STANDARDS**	11
12 Lincoln's Birthday	13	14 Valentine's Day	15	16	17	18
19	20 President's Day	21 Mardi Gras	22 Washington's Birthday	23	24 **DATA REVIEW OF HIGH PRIORITY STANDARDS**	25
26	27 BHS Town Hall Meeting	28	29 Early Release Day Data Analysis			

March 2012

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16 **DATA REVIEW OF HIGH PRIORITY STANDARDS**	17 St. Patrick's Day
18	19	20	21	22	23 END OF THIRD MARKING PERIOD	24
25	26	27 Early Release Day Data Analysis	28 PARENT TEACHER CONFERENCES – AFTER SCHOOL	29 PARENT TEACHER CONFERENCES – AFTER SCHOOL	30 NO SCHOOL FOR STUDENTS OR STAFF	31

April 2012

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1 April Fool's Day	2 SPRING BREAK	3 SPRING BREAK	4 SPRING BREAK	5 SPRING BREAK	6 SPRING BREAK	7
8	9	10	11	12	13	14
15	16	17	18	19	20 **DATA REVIEW OF HIGH PRIORITY STANDARDS**	21
22	23 BHS Town Hall Meeting	24	25	26	27	28
29	30 Early Release Day Data Analysis					

May 2012

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4 **DATA REVIEW OF HIGH PRIORITY STANDARDS**	5
6	7	8	9	10	11	12
13 Mother's Day	14	15	16	17	18 **Writing Prompt 3**	19 **Score Session for Writing Prompt 3**
20	21 **Review data for Writing Prompt 3**	22	23 Early Release Day Data Analysis	24	25 **DATA REVIEW OF HIGH PRIORITY STANDARDS**	26
27	28 Memorial Day NO SCHOOL	29	30	31		

June 2012

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5	6 LAST DAY FOR STUDENTS ½ DAY – STUDENTS ½ DAY RECORDS	7	8	9
10	11	12	13	14 Flag Day	15	16
17 Father's Day	18	19	20	21	22	23
24	25	26	27	28	29	30

July 2012

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4 Independence Day	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

August 2012

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

September 2012

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3 Labor Day	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

October 2012

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8 Columbus Day	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31 Halloween			

November 2012

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11 Veterans' Day	12	13	14	15	16	17
18	19	20	21	22 Thanksgiving Day	23	24
25	26	27	28	29	30	

December 2012

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25 Christmas	26	27	28	29
30	31 New Year's Eve					

January 2013

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1 New Year's Day	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21 Martin Luther King Day	22	23	24	25	26
27	28	29	30	31		

February 2013

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2 Groundhog Day
3	4	5	6	7	8	9
10	11	12 Lincoln's Birthday Mardi Gras	13	14 Valentine's Day	15	16
17	18 President's Day	19	20	21	22 Washington's Birthday	23
24	25	26	27	28		

March 2013

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17 St. Patrick's Day	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

April 2013

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1 April Fool's Day	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22 Earth Day	23	24	25	26	27
28	29	30				

May 2013

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12 Mother's Day	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27 Memorial Day	28	29	30	31	

June 2013

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14 Flag Day	15
16 Father's Day	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

July 2013

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4 Independence Day	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

August 2013

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

September 2013

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2 Labor Day	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

October 2013

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14 Columbus Day	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31 Halloween		

November 2013

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11 Veterans' Day	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28 Thanksgiving Day	29	30

December 2013

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25 Christmas	26	27	28
29	30	31 New Year's Eve				

January 2014

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1 New Year's Day	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20 Martin Luther King Day	21	22	23	24	25
26	27	28	29	30	31	

February 2014

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2 Groundhog Day	3	4	5	6	7	8
9	10	11	12 Lincoln's Birthday	13	14 Valentine's Day	15
16	17 President's Day	18	19	20	21	22 Washington's Birthday
23	24	25	26	27	28	

March 2014

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4 Mardi Gras	5	6	7	8
9	10	11	12	13	14	15
16	17 St. Patrick's Day	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

April 2014

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1 April Fool's Day	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22 Earth Day	23	24	25	26
27	28	29	30			

May 2014

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11 Mother's Day	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26 Memorial Day	27	28	29	30	31

June 2014

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14 Flag Day
15 Father's Day	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

July 2014

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4 Independence Day	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

August 2014

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

September 2014

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1 Labor Day	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

October 2014

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13 Columbus Day	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31 Halloween	

November 2014

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11 Veterans' Day	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27 Thanksgiving Day	28	29
30						

December 2014

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25 Christmas	26	27
28	29	30	31 New Year's Eve			

ATTACHMENT VI

Policies and Practices Change Analysis to Implement the SIG Final Requirements

Depending on the intervention model selected by the LEA, some policy and practice changes may need to be implemented. Please indicate below which are already in place, which are under consideration, and which are not needed.

Polices/ Practices	In Place	Under Consideration	Not Needed
• Leadership Council Composition	√		
• Principal Authority/responsibility	√		
• Duties - Teachers	√		
• Duties - Principal	√		
• Tenure	√		
• Flexibility regarding our school schedule (day and year)	√		
• Waivers from district policies to try new approaches	√		
• Flexibility regarding staffing decisions	√		
• Flexibility on school funding	√		
Job-Embedded Professional Development			
Top requirements (e.g., every teacher must have 2 paid days on child development every 5 years) Content	Explicit instruction Literacy Strategies (e.g., Collins Writing, Close and Critical Reading, Reading for Meaning)		
• Schedule	√		
• Length	√		
• Financing	√		
• Instructors	√		
• Evaluation	√		

	• Mentoring	√		
	Budgeting	√		
	School funding allocations to major spending categories • School staff input on allocation	√		
	• Approval of allocation	√		
	• Change of allocation midyear	√		
	Major contracts for goods and services • Approval process streamlined	√		
	• Restrictions (e.g., amounts, vendors)	√		
	• Legal clarifications	√		
	• Process	√		
	• Stipulations (e.g., targeted vs. unrestricted spending)	√		
	• Timeline	√		
	• Points of contact	√		
	Auditing of school financial practices Process	√		
	• Consequences	√		

*Modified from Making Good Choices – A Guide for Schools and Districts, NCREL, c2002, 1998

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