



## **Redesign Plan**

**Vestaburg Community High School**

**Vestaburg Community Schools**

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# Executive Summary

## Introduction

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

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

## Description of the School

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

Vestaburg High School is a rural 7-12 secondary building located in the middle of Michigan. It is located just North of M-46 approximately 15 miles East of Alma. On average there are approximately 350 students in grades 7-12. The campus consists of one structure for K-12 grades that are connected with a joined commons. The district passed a millage in 2009-2010 to remodel and add to the high school building. Each classroom is equipped with an Eno-Polyvision Interactive Board, video and computer projectors, sound system, and document camera's. In addition, a new 8-lane running track and athletic complex was constructed for our student athletes and community to experience. The facilities at V.C.S. are top notch and provide an outstanding learning environment. The district services approximately 70% free and reduced lunch and at-risk students. Our community is a very small but tight knit community. There is a significant portion of our community that is transient and thus, many of our students tend to come to us with significant gaps in their educational backgrounds. The school is the largest employer in the community and plays a central role in many community events. The community is a very active religious community that hosts 13 different Churches and organizations within its boundaries. These organizations work closely with the school forming a strong partnership that provides many great benefits to our students and our community.

## **School's Purpose**

**Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.**

The district vision statement is, "Vestaburg Community School, together with the community, will build a foundation for lifelong learning by providing an educational and caring environment, which embraces all."

This is embodied in our approach to adult learning for our staff and the various activities that we offer our students. V.H.S. offers a wide variety of co-curricular activities including 13 varsity sports, academic teams such as Model U.N., Quiz Bowl, Technology, Writing, Forensics, Music and Talent Shows, as well as, many clubs including SADD, Equestrian, Cheer-leading, and Drama. The school has a very active Student Council, National Honors Society, and Alumni Association. As a district we believe in the importance of community service for both our students and our community. Examples of some of our community service activities include 4-6 Red Cross Blood-Drives, host 1000 bicyclist for the DALMAC, provide food for upwards of 20 families at Christmas, and participate in an annual Leukemia Society fundraiser. Through our partnership with the Montcalm Area Intermediate School District and Montcalm Community College we are able to offer many academic opportunities for our students including, Early College, Dual Enrollment, and Career and Technical Training. In addition, V.H.S. has implemented Professional Learning Communities to help guide and ensure that our staff is actively involved in a continual improvement process. We offer a rigorous curriculum and courses that follow the Michigan Merit Curriculum and the Common Core Standards.

## **Notable Achievements and Areas of Improvement**

**Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.**

In 2010 V.C.S. successfully planned and passed a mileage that provided the district many new and remodeled facilities. The bond included a new running track and athletic complex, technology for the classroom including document cameras and interactive white boards, net book and tablet carts, and shared commons. As recently as three years ago, V.H.S. was the top performing school in our Intermediate School District and is a 2 time recipient of the U.S. News and World Report Bronze Medal.

V.C.S. has underwent and continues to undergo many curricular changes including adopting the Common Core Standards, new k-12 math series, new 7-12 social studies curriculum, the MAISA reading and writing units, contracting a math and writing coach, and participating in the Hair on Fire Common Core initiative. In addition, V.C.S. has implemented Northwest Educational Association growth assessments to measure students progress and to help guide instruction and to reverse the decline that has taken place in the recent years. Lastly, V.E.S. has worked very hard and has shown tremendous improvement improving their top to bottom rankings over 30%.

## **Additional Information**

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

Vestaburg Community High School is committed to providing our students with the best education possible. We are focused on meeting our students needs both as individuals and a group. Through a process of continual improvement, a student centered approach, and a community partnership it is our expectation that every student will be equipped with the necessary skills to be successful in life. Our facilities and our commitment to our students is second to none!

# Priority School Assurances

## **Introduction**

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

**Priority School Assurances**

Label	Assurance	Response	Comment	Attachment
Teacher Evaluation Tool	Our district has implemented an evaluation tool, that includes a significant connection to student growth, to assess the effectiveness of teachers.	Yes	Please find the attached teacher evaluation form. This evaluation was created over years of collaborative work between Vestaburg Administration and the Vestaburg Education Association. A review of the evaluation is conducted annually with VEA leadership. For the 2013-2014 school year data will be 30% of the evaluation, for the 2014-2015 school year data will be 40% of the evaluation and in the 2015-2016 school year data will be 50% of the evaluation.	Vestaburg Teacher Evaluation

Label	Assurance	Response	Comment	Attachment
Administrator evaluation tool	Our district has implemented an evaluation tool, that includes a significant connection to student growth, to assess the effectiveness of leaders.	Yes	Please find the attached copy of the administrative evaluation for principals with data as a significant factor; for the 2013-2014 school year data will be 30% of the evaluation, for the 2014-2015 school year data will be 40% of the evaluation and in the 2015-2016 school year data will be 50% of the evaluation. This evaluation was generated through mutual collaboration the Superintendent, representing the Board of Education and the Vestaburg Principals. This evaluation is reviewed annually.	Vestaburg Principal's Evaluation Tool 2013-2016

# **Operational Flexibility Assurance**

## **Introduction**

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

### Assurance of Operational Flexibility

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

Label	Assurance	Response	Comment	Attachment
	Our school assures the Michigan Department of Education that under our current collective bargaining agreements, board policies, and operating procedures that the school building has the authority and autonomy to implement all redesign plan requirements as written. This assurance requires that schools upload either an Executed Addendum or a Memorandum of Understanding as evidence on the following screen.	Yes	The Vestaburg High School has the authority and autonomy to implement the redesign plan as written. The Board of Education will take action authorizing the Vestaburg high School to implement the plan once it is approved by the state and a copy of that resolution will be provided.	

Label	Assurance	Response	Comment	Attachment
	Our school has an executed addendum to the districts applicable collective bargaining agreements which includes all the following elements required by Section 8 of the MCL 380.1280c: Section (8) An addendum to a collective bargaining agreement under this section shall provide for any of the following that are necessary for the applicable school intervention model to be implemented at ___ School.  (a) That any contractual or other seniority system that would otherwise be applicable shall not apply at ___ School. This subdivision does not allow unilateral changes in pay scales or benefits.  (b) That any contractual or other work rules that are impediments to implementing the redesign plan shall not apply at ___ School. This subdivision does not allow unilateral changes in pay scales or benefits.	Yes	Please find the attached addendum which specifically covers evaluation, calendar and restructuring our school day.	Vestaburg MOU 2013

Label	Assurance	Response	Comment	Attachment
	Our school has a Memorandum of Understanding (MOU) outlining the commitment to hold a negotiated addendum meeting to address requirements of Section 8a of MCL 380.12080c	No	We have met and executed a memorandum of understanding that deals with the requirements of section 8a of MCL 380.12080c Please see the attache MOE between the Vestaburg Board of Education and the Vestaburg Education Association.	Vestaburg MOU 2013

## Redesign Plan

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

# Transformation Redesign Diagnostic

## Introduction

The Transformation Model addresses four specific areas: 1) developing teacher and school leader effectiveness; 2) implementing comprehensive instructional reform strategies; 3) extending learning and teacher planning time and creating community-oriented schools; and 4) providing operating flexibility and sustained support. Overall, you will write a reform/redesign plan to address eleven separate requirements. The reform/redesign plan should be developed for implementation through the 2015-16 school year.

**PART A: REFORM TEAM PERSONNEL**

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

Jeff Beal - Superintendent

Brandon Hubbard - High School Principal

Darby Weaver - Elementary Principal

Matt Walderzak - k12 Dean of Students

Barb Alexander-School Counselor

Lynn VanSickler - Board President

Tom McNerney - Board Trustee

Amanda Slezak - High School Science Teacher

Tara Hunter - High School Language Arts Teacher

Charlotte Davis-Community Member and former school administrator

Connie Marshall - VEA president

Teresa Hammond-Parent and School Para-Pro

Mary Beth Calverly-Parent

## PART B: TEACHING AND LEARNING PRIORITIES

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

Introduction: Rigor, Relevance, and Relationships

In order to be successful a school must be focused on the 3 R's; Rigor, Relevance, and Relationships. At Vestaburg Community School while we have always believed in this practice several factors have impeded our ability and execution in caring this practice out in an effective manner. For example, in the last five years our district has undergone many changes that have impacted our educational program. First, due to reductions our staff has undergone many changes including the reduction of positions, restructuring of our district, and an increase in student numbers in the classroom. For example, in 2010 the district went from three (3) buildings down to two (2) reducing from three administrators, three counselors, and three administrative assistants down to two (2) in each of these areas. The end result was we are now a k-6 and a 7-12 building. In addition, we have had four (4) ELA teachers in five (5) years, six (6) Social Studies teachers in the last 3 years, and our middle grades have been reduced from six (6) down to (3). While these changes have impacted our programs the impact goes much deeper than the structural impacts. As a result, the rigor and coherence of our program has decreased dramatically as evident by our declining scores. The staff turnover, the staff's lack of experience, and consistency hurt our ability to provide the meaningful relevance to our students. Lastly, these changes have all lead to a reduction in the relationships that have been formed between our students and our teachers. As Dr. Anthony Mohammad points out, "in order to be successful you must deal with both the structure and the climate, however, without the climate the structural changes mean very little". Thus, as a district we have determined that our data shows that we need to create a system and culture that will address the 3 R's with a commitment, research, and that is data driven.

In order to turn our school around we are going focus on a couple of research based and proven systems. We will implement Professional Learning Communities, as prescribed by Dr. Anthony Muhammad, and by using the PLC format we are going to focus on creating a Multiple Tiered System of Support (MTSS). Through the PLC format we will address the culture and climate of our building, engage in thorough data reviews and discussions, and build a MTSS that is research based and meets the needs of our students as dictated by the data.

Furthermore, through this process we will address the following Big Ideas:

- 1) Change the Culture and Climate of both the staff and students: Relationships
  
- 2) Need to improve the rigor, relevance, and alignment our Curriculum and Instruction.

Curriculum/Instructional Focus

ELA

2013-2014	2014-2015	2015-2016
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Elementary Curriculum

- Curriculum Binders Created
- Aligning Materials to Standards
- Power Standards-focus for all staff-I Can/Learning Targets utilized by teacher/students
- Reading Across the Content Area with Power Standards
- Mastery 80% of students mastered with 80%
- Common Intervention Time based on summative data

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- Writing Units continued
- SBAC writing rubric utilized
- Language standards awareness of with HOF plan

2014-2015

- Curriculum Binders continued
- Power Standards continued
- Common formative/summative assessments w/data talks-reteaching if not 80%
- Writing data talks with reteaching/intervention for writing? CIT?
- Language standards and assessments implemented

2015-2016

- Curriculum Council starts
- Tier 2 needs

Elementary Instructional Focus

2013-2014

- Questioning (PD provided)
- Using the Learning Targets Formative/Summative Assessments
- Data talks
- Best use of CIT

HS Curriculum 2013-14

- MAISA Curriculum/Units adoption
- Writers Notebook
- Focus on Argumentative Writing
- Curriculum Binders Created
- Aligning Materials to Standards
- Power Standards-focus for all staff-I Can/Learning Targets utilized by teacher/students
- Reading Across the Content Area with Power Standards
- Mastery 80% of students mastered with 80%
- Language standards awareness of with HOF plan
- REWARDS reading program at MS
- Development of common assessments
- DOK

2014-2015

- Curriculum Binders continued
- CCSS Power Standards continued
- Common formative/summative assessments w/data talks-reteaching if not 80%
- Writing data talks with reteaching/intervention for writing?
- DOK continued

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2015-16

- Curriculum Council starts
- Continue developing Tier 2 and 3 interventions

HS Instructional Focus

Questioning (PD provided)

Using the Learning Targets

Argumentative Writing

MATH

Elementary Curriculum 2013-14

- Curriculum Binders Created
- Aligning Materials to Standards
- Implementing new programs with fidelity
- Mastery 80% of students mastered with 80%
- Common Intervention Time based on Math MEAP data-beg of year

2014-2015

- Curriculum Binders continued
- Power Standards created
- Implementing new programs with fidelity
- Common formative/summative assessments w/data talks-re-teaching if not 80%
- Common Intervention use for re-teaching?

2015-16

- Curriculum Council starts
- Tier 2 needs

Elementary Instructional Focus

- Questioning (PD provided)
- Using the Learning Targets
- Formative/Summative Assessments
- Data talks

HS Curriculum 2013-14

- Curriculum Binders Created
- Aligning Materials to Standards
- Implementing new programs with fidelity
- Mastery 80% of students mastered with 80%

2014-15

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- Curriculum Binders continued
- Power Standards created
- Implementing new programs with fidelity
- Common formative/summative assessments w/data talks-re-teaching if not 80%
- Program/tier 2 supplementation

2015-2016

- Curriculum Council
- Tier 2 and 3 interventions
- Mastery Learning

HS Instructional Focus

- Questioning (PD provided)
- Using the Learning Targets
- Good first or Core Instruction (80% mastery)
- Developing the Conceptual Piece
- Formative/Summative Assessments
- Data to Drive Instruction
- Differentiation
- Differentiation
- Mastery Learning and reporting.

Science 2013-2014

Elementary Curriculum

- Curriculum Binders Created?
- Look at Science GLCE's vertically-awareness
- Aligning Materials to Standards

2014-2015

- Curriculum Binders continued/created?
- Power Standards created?
- Common formative/summative assessments w/data talks-reteaching if not 80%

2015-2016

- Curriculum Council starts
- Tier 2 needs

Elementary Instructional Focus

Questioning (PD provided)

HS Curriculum

- Adoption of MAISA Science Units
- Curriculum Binders
- Prepare and plan of Next Generation Standards

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- HOF-Literacy in Science

2014-15

- Curriculum Binders continued
- Implementing new programs with fidelity
- Common formative/summative assessments w/data talks-reteaching if not 80%
- Possible Implementation of Next Gen Standards
- Literacy in Science Continued

2015-16

- Curriculum council
- Tier 2 and 3 Interventions
- Data driven changes or updates
- Power standards Created

HS Instructional Focus

- Classroom Questioning
- 80% mastery with first instruction
- Literacy in Science
- Inquiry based/Experiment and application
- Literacy in Science Con't
- Using Formative Assessments to drive instruction
- 80% mastery with first instruction
- Differentiation - Tier 2 and 3 interventions
- Technology embedded in instruction.
- Differentiation con't

Social Studies 2013-14

Elementary Curriculum

- Curriculum Binders Created?
- MC3 used
- Look at S. Studies GLCE's vertically-awareness
- Aligning Materials to Standards

2015-16

- Curriculum Binders continued/created
- Power Standards?
- Common formative/summative assessments w/data talks-reteaching if not 80%

2015-16

- Curriculum Council starts

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- Tier 2 needs

Elementary Instructional Focus

Questioning (PD provided)

HS Curriculum

2013-14

- TCI/History Alive Curriculum Adoption
- Literacy in Social Studies
- Curriculum Binders
- Vertical Alignment

2014-2015

- Curriculum binders continued
- Literacy in Social Studies Con't
- TCI/History Alive Curriculum Supplementation
- MAISA Unit researching

2015-16

- Combining the TCI/History Alive program with MAISA units.
- Power Standards Created

HS Instructional Focus

- Questioning PD
- Implementing the History Alive program with Fidelity.
- Literacy in Social Studies

2014-2015

- Literacy in Social Studies Con't
- Differentiation
- Formative Assessment to drive instruction

2015-2016

- Tier 2 and 3 interventions
- Technology embedded in instruction.
- Differentiation con't

Admin Focus 2013-14

Common Walkthrough-look fors/Peer coaching

- Charlotte Danielson Eval Tool
- Teachpoint App implemented w/walk through common language
- Evaluation Tool

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- Teachpoint App used with Peers for walkthrough purposes
- Teachpoint App used with Peers for Peer Coaching purposes w/o admin

MTSS (multi tiered system of supports)

- Simplified Response to Intervention book study with counselors
- How to move this forward to PLC's -discipline first?
- Academic pyramid of interventions
- Refining Discipline interventions

Professional Learning Communities

- Refresher of Muhammad information
- Implementation-
- Data Driven
- Research Based Strategies

As part of our PLC process teachers and administration will be examining the following data 1-2 times a month.

Base Line Data:

% of Passing Students

% of Students Who Met State Standards

% of Students Who Exceeded State Standards

% of Students Taking Advanced Coursework

% of Students with D/F

% of Students at grade-level on NWEA

% of Students demonstrating improvement:

% of Students meeting college readiness:

Average ACT Score:

% of Students above state average:

ISD Rank

During this time we will also be setting team goals, mission, norms, benchmark goals, and how we celebrate success. In addition, in the PLC's we will be breaking down individual strands and standards that students are performing low and implementing strategies based on research. Through intense data discussions stemming from the above data discussions we will continue to evaluate and improve our instruction and our interventions that are the focus of our common intervention time or Academic Core Time.

### State what data were used to identify these ideas

Discipline:

o During both the 2011-2012 and the 2012-2013 school years the district tallied approximately 1000 documented office referrals. For the 2012-2013 school year these referrals were the result of 150 of our students. This means that our approximately 21% of our students are

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resulting in 1000 referrals. In addition, students that are referred to the office average 6.6 referrals that year.

- o In addition to the overall number of referrals the data showed that over 20% of the referrals were the result of insubordination and disrespect. This was the highest category of incidents. The disrespect trend pointed toward both student to teacher and student to student. At the Elementary level the data shows that 161 incidents of aggression took place with the majority taking place during recess.
- o Months with the highest number of student referrals are April and May with approximately 25% of the referrals taking place during these months.

This data obviously shows that 21% of our students are missing considerable classroom instruction and that our interventions are not successful. Thus, using the PLC format we are going to create a MTSS for behavior that is going to be focused on research based strategies. One of the other issues that we found that we needed to address is the amount of time that discipline was taking away from the principals ability to be instructional leaders. In addition, to the time that it takes away for the instructional programs the sheer number of referrals made it hard to address the smaller or less severe behaviors in a timely manner. Lastly, the data shows that the number of referrals tend to increase as the year progresses with the end of the year being the highest number of referrals with 25% of our referrals taking place. This demonstrates that this is an adult issue with staff being tired of dealing with the same issues the whole year. This also points to an issue with staff not treating students with the appropriate amount of respect.

### Attendance:

- o The high school had over 52 students with ten or more absences in 2012-2013. This equates to 21% of our students missing 10 or more days.
- o The total number of class periods missed was 8,103 hours of instruction that was lost.
- o The total number of absences in the Elementary was 3,048 days.
- o The Elementary also had 58 students with 10 absences or more.
- o For the district this totals 11,151 absences.

The data demonstrates that there is too much instructional time being lost as a result of student absences. In addition, our current system of monitoring student attendance was not being effective. Need to respond in a more timely and consistent basis. This also demonstrates the cultural need for education to be valued by the students and parents. Thus, the culture needs to be one that reinforces the importance of every minute of instruction. School needs to be a safe place where the students want to be.

### Staff Culture/Climate:

- o Staff attendance: In 2012-2013 the staff was out of district for a total of 508.5 days. This equates to 8% of the instructional days missed.
  - o Professional Development totaled 222.5 days or 44% of the days missed were due to professional development.
  - o Total of 3,500 hours of instructional time was covered by a substitute teacher.
- While professional development is extremely important the loss of 3,500 hours of instruction from the primary classroom teacher is too many. If want our students to value the use of time the staff has to model the importance. More professional development needs to be planned for outside of the instructional day.

### Parent/Community Engagement: Two Way.

- o In the middle/high school approximately 50-60% of parents attend parent teacher conferences. Furthermore, of the parents attending over 75% are the parents of the students that are being successful.
- o The district has held 4 parent meetings for our "bullying task-force" and a total of 4 parents have participated. Only one parent has participated in the last two evening Michigan CSI Cyber-bullying programs.
- o The middle/high school has held a parent update meeting connected to the fall open house and only 3 parents participated
- o 6,000 of the absences that occurred in 2012-2013 were unexcused meaning no parent communication.

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The data reinforces the observations by staff and administration that the parent involvement and communication is severely lacking. During the spring conferences of 2013 the middle/high school staff sent personal invitations to the parents of the students that were struggling and we had over 96% attendance. This indicates that we need to examine our methods of communication. In addition, we need to look at new and creative methods of encouraging parent participation.

High School MME Results: Percent Proficient with new cut scores

School Year Reading Writing Mathematics Social Studies Science

2009-10	58	40	26	31	34
2010-11	51	37	22	44	31
2011-12	55	34	20	34	25
2012-2013	45	31	7	19	15
4 yr growth	-13%	-9%	-19%	-12%	-19%

\*Typically have about 50-55 students so 1 student=2% decrease (with rounding).

Middle School MEAP Results: Percent Proficient with new cut scores

School Year Reading Writing Mathematics 9th Social Studies Science

2009-10

2010-11	44	n/a	16	30	7
2011-12	65	n/a	21	24	16
2012-13	56	n/a	18	34	13
3 year Growth	+12%	n/a	+2%	+4%	+6%

In addition our NWEA data is as follows:

Reading:

7th: 21% proficient

8th: 45% proficient

9th: 45% proficient

10th: 40% proficient

11th: 52% proficient

Total: 41%

Math:

7th 21% proficient

8th: 45% proficient

9th: 45% proficient

10th: 40% proficient

11th: 52% proficient

Total 33%

In addition, the MEAP Impact Reports demonstrated that all subject areas have a system wide curriculum problem.

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## PART C: DEVELOP/INCREASE SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS

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

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

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

It is the belief of the Vestaburg Community School Board of Education that the current Principal, Mr. Hubbard demonstrates all five of the turnaround competencies. This has ultimately been demonstrated by the improvement in the MEAP data in grades 7 and 8 since the transition to a 7-12 building was made in 2010. This has been accomplished with a focus on literacy with increased time built into the schedule for literacy, adoption of MAISA units, and implementation of small group reading strategies and the REWARDS program. In addition, Mr. Hubbard has restructured the 2013-14 daily schedule to include a common intervention time, Academic Core Time (ACT), during which both enrichment and interventions are being implemented.

Mr. Hubbard is well versed in the Professional Learning Communities process and is implementing this strategy to examine data and has already begun to implement this strategy to change the culture and improve the curriculum and instruction of our school. Mr. Hubbard has attended two separate professional development activities with Dr. Anthony Muhammad and is strictly following this program with fidelity. The first step to this process is to create a healthy culture by break the organizational norms. For example, through this process to break the norm of "staff meetings" and the traditional "tissue issues" Mr. Hubbard has replaced such meetings with Learning Centers and PLC's that are focused on data and school improvement. In addition to creating a staff mission, meeting norms, and core beliefs, each department has also adopted each of these as it pertains to their specific content. In addition, at each departmental PLC the following baseline data is examined:

% of students Passing

% of students Failing

% Met State Level 2 Standards/MEAP/MME

% exceeding state level 1 standards/MEAP/MME

% taking advanced coursework

% at Grade level NWEA

% meeting Growth Goals on NWEA

% meeting college readiness

ACT Composite Score

ISD Rank MME

Upon examination of the this baseline data the PLC will identify a "benchmark" grade level goal for each grade level 7-12 that will be examined and measured for progress on a monthly basis. In addition, by implementing PLC's the high school has already has added 1-2 PLC meetings per month for every staff member. Lastly, Mr. Hubbard has reinvented his "Leadership" team that is comprised of teachers, administrators, and counselors around the focus of galvanizing staff around the big ideas and new initiatives. It is the purposed of this group to identify the issues that are faced when implementing new issues, problem solve the issues, and create a plan of success for rolling out and

galvanizing the staff around the initiative.

Through this process he is changing the staff norms, and is galvanizing staff around big ideas and core beliefs. In addition, already this year Mr. Hubbard has shown tremendous commitment and leadership throughout this process and with implementing new strategies to transform Vestaburg High School including adopting a new math curriculum/series, a new English Language Arts curriculum, and new Science and Social Studies curriculum's. To help create a focus and ensure proper instructional planning, Mr. Hubbard is requiring teacher to submit lesson plans that include the standards, learning targets, and I can statements weekly via the online PLANBOOK tool.

In an effort to allow Mr. Hubbard to focus on being an instructional leader and big idea of improving the curriculum and instruction we have created a Dean of Students position that will focus on student discipline and attendance and allow our principals to focus on the instructional programs. The creation of this position will allow for Mr. Hubbard to spend more time in the classroom ensuring and facilitating implementation of instructional best practices. In addition to allowing for more time the district has implemented a new walk-through and evaluation tool, Teachpointe, that will allow for quick and consistent feedback, as well as, allow for increased inter-rater reliability. The tool is flexible and also allows for the administration to add and focus on new strategies or points of emphasis based on our professional development activities. Along with the other administrators and the priority team Mr. Hubbard has identified literacy and math to be the primary needs to transform our student achievement. In this vein, he has contracted a Literacy Coach and a Math Coach to help implement the new curriculum's and to develop appropriate instruction. Through the work with the coaches, Mr. Hubbard, will continue to build his knowledge and capacity to support teachers in their efforts to improve the instruction and curriculum. In addition, he is being required to continue to increase his capacity as an instructional leader through professional readings such as "Simplifying Response to Intervention: Four Essential Guiding Principles" by Buffum, Mattos, and Weber; and "RTI in Middle and High Schools" by William Bender. Mr. Hubbard is also planning to attend the Instructional Leadership Academy at Kent ISD in February and March. As the instructional leader, he is both best suited to meet the needs of his students and the needs of his staff. Starting in the 2013-2014 school year all principals will be evaluated using student growth as a significant (40% in 2014-15) factor of their evaluation.

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

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

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

Beginning with the 2012-2013 school year Vestaburg Community Schools has used a teacher evaluation system based on the Charlotte Danielson model with student data representing 25% in 2012-13, 30% in 2013-14, 40% in 2014-15, and 50% 2015-2016. The evaluations system was taken from the portfolio and evaluation system that was submitted and approved the MDE by the Gratiot County RESD. This tool was discussed and developed with the help of the Vestaburg Education Association with teacher representation. This year, 2013-2014 the administration reviewed the tool and using the suggestions of the teachers amended the tool to now take into consideration 4 different tracks for teachers that will address the different content areas. Furthermore, the administration is in the process of adopting a walk-through tool, Teachpoint, that will help to create inter-rater reliability and provide quick and consistent feedback to teachers and data to administrators. Furthermore, the administration has created a 3 yr plan that includes having teachers participate in walk-through's or "Learning Walk's" with the administration in year 2 and conduction peer walk-through's or "Learning Walk's" in year 3. This strategy it directly to our big ideas of Curriculum and Instruction. This will allow teachers to work with Administrators to build their capacity to evaluate if they as individuals and

staff are following through with professional development strategies, teaching curriculum with fidelity, and implementing best practice strategies. In addition, this will allow our teachers to expand their frame of reference and see what other teachers are doing further helping them add to their strategies.

The administrative evaluation has been redone at the start of the 2013-2014 school year. Using several models from other schools including a former PLA school to ensure that the data is being applied appropriately. Throughout this process the administration, including all stakeholders, met several times to examine the different tools and to create a tool that effectively incorporated student growth and was consistent with the expectations of the teaching staff. The evaluation is a culmination of several years of examination and work to continually reinvent and improve our evaluation tool. One of the most important updates is that in 2013-14 the Principal Evaluation will consist of 30% data and will increase to 40% in 2014-15.

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

**Indicator 3A: In your response, identify the strategies that will be used to identify and reward school leaders, teachers, and other staff members who have increased student achievement. This process must reward educators for positively contributing to increased student achievement and for implementing the instruction program with fidelity (outlined in requirement #6).**

**Indicator 3B: In your response, describe how the school will remove leaders and staff members who have been given multiple opportunities to improve professional practice and have not increased student achievement outcomes, and who have not met criteria based on the teacher evaluation system.**

3A. The Vestaburg Community School uses several systems to identify and reward employees who have increased student achievement.

1. Annually merit pay shall be awarded to teachers and administrators whose evaluations are either effective or highly effective. .5% of base salary shall be awarded where teacher administrators achieve an effective evaluation and 1% of base salary shall be awarded for highly effective evaluations. Embedded in the evaluation for teachers is the best practices and professional development strategies that are provided by the district. For example, in 2013-14 staff was provided with a full day of professional development on improving questioning strategies in the classroom. This supports the big idea of improving instruction and our goal of reaching 80% of our students showing mastery after first good instruction. Thus, this will be a focus of the our walk-through and evaluation process. This also supports the 3 yr cycle/plan for curriculum, instruction, and MTSS implementation that will be created based on data and the students needs. In addition, the three year plan is directly based on the big ideas of Curriculum and Instruction.

2. Power of One award is a monthly recognition that is bestowed by the Board of Education during the regularly scheduled meetings. Recipients are acknowledged for their efforts and a certificate of thanks is presented on behalf of the Board, the Students, and the Community.

3B. Employees that fail to achieve an effective rating with student achievement as a significant factor (30%: 2013-2014, 40%: 2014-2015, & 50%: 2015-2016) will be placed on an Professional Growth Plan with a mentor and specific learning targets as well as required professional development plan. Two years of minimally effective ratings and the employee will be considered to be ineffective and released from their contract.

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

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

### Goal 1:

All students at Vestaburg Community High School will become proficient writers

### Measurable Objective 1:

A 10% increase of All Students will demonstrate a proficiency in English Language Arts in Writing by 06/16/2014 as measured by MEAP/ACT/MME, NWEA, PLAN, EXPLORE.

### Strategy1:

Best Practices - Vestaburg High School's teachers will use best practices to provide instruction for students in writing. All ELA staff will be working with a literacy coach to help ensure that they are implementing best practices.

Research Cited:

Activity - Hair On Fire	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will continue their work with the Montcalm and Ionia ISD Hair on Fire Initiative.	Professional Learning	08/01/2013	06/09/2014	\$4500 - Title II Part A	ELA HOF Teachers

### Goal 2:

All students at Vestaburg Community Schools will become proficient readers

### Measurable Objective 1:

A 10% increase of All Students will demonstrate a proficiency in English Language Arts in Reading by 06/03/2014 as measured by NWEA Reading Scores.

### Strategy1:

Professional Learning - Teachers will attend a variety of professional development to assist with their individual and school needs for teaching reading.

Research Cited:

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Activity - Lexile Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in Lexile training	Professional Learning	09/03/2013	06/03/2014	\$500 - Title II Part A	7,8 staff

Activity - Differentiation for At-risk students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained on strategies for at risk students	Professional Learning	09/03/2013	06/03/2014	\$500 - Title II Part A	7,8 staff

Activity - MRA Conference	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend the Michigan Reading Conference	Professional Learning	09/03/2013	06/03/2014	\$6000 - Title II Part A	7,8 staff

### Strategy2:

Intervention - VHS teachers will identify students in need of immediate interventions through the use of both summative and formative assessments. Student achievement data analysis of student work will be done to monitor student progress in reading. Research based interventions will be identified with teams and implemented to meet the needs of each individual student. Necessary Training will be provided to the teacher who require it to improve their use of assessments, analysis of student work, and selecting and implementing interventions in their classrooms. Interventions will include extended year in addition to strategies provided within the normal school day.

Research Cited:

Activity - Academic Core Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Create a tier 2 ACT common intervention time to address school improvement strategies and individual student learning needs.	Academic Support Program	09/03/2013	06/03/2014	\$0 - General Fund	HS STAFF

Activity - Summer learning project	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be given materials and practice to complete at home during the summer to improve reading skills and prevent the summer loss. A kickoff meeting will be held for parents	Academic Support Program	05/01/2014	09/02/2014	\$5000 - Title II Part A	7,8 staff

### Measurable Objective 2:

75% of All Students will demonstrate a proficiency in English Language Arts in Reading by 06/03/2014 as measured by NWEA and MME.

### Strategy1:

Intervention - VHS teachers will identify students in need of immediate interventions through the use of both summative and formative assessments. Student achievement data analysis of student work will be done to monitor student progress in reading. Research based interventions will be identified with teams and implemented to meet the needs of each individual student. Necessary Training will be provided to the teacher who require it to improve their use of assessments, analysis of student work, and selecting and implementing interventions in their classrooms. Interventions will include extended year in addition to strategies provided within the normal school day.

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Research Cited:

Activity - Academic Core Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Create a tier 2 ACT common intervention time to address school improvement strategies and individual student learning needs.	Academic Support Program	09/03/2013	06/03/2014	\$0 - General Fund	HS STAFF

### Goal 3:

All students at Vestaburg Community School will become proficient in Math

### Measurable Objective 1:

A 10% increase of All Students will demonstrate a proficiency in Mathematics as measured by NWEA scores from Jan 13-Jan14, 75% will maintain or improve, 50% of all 11th graders will be proficient on MME, and 25% of 7/8 graders will increase on their NWEA scores in Mathematics by 06/03/2014 as measured by NWEA Scores.

### Strategy1:

Professional Learning - Teachers will attend a variety of professional development to assist with their individual and school needs for teaching math.

Research Cited:

Activity - CMP3	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PD on the new CMPE series	Professional Learning	08/01/2013	06/03/2014	\$2500 - Title II Part A	CMP3 staff

Activity - Hair on fire year 2	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Members of the math department will attend and participate in year 2 of HOF initiative.	Professional Learning	08/01/2013	06/09/2014	\$4000 - Title II Part A	HOF TEAM

Activity - Houghton Mifflin Series	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
HS Math staff will be trained on how to use their new math series.	Professional Learning	08/01/2013	06/03/2014	\$400 - Title II Part A	HS math staff

Activity - Math Coherence	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Members of the Coherence team will attend year 3	Professional Learning	09/03/2013	06/03/2014	\$2000 - Title II Part A	Coherence team members

### Strategy2:

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Curriculum Alignment - An aligned curriculum is required by the state. Vestaburg must align its curriculum to the newly adopted National Common Core Standards.

Research Cited:

Activity - CMP 3 Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CMP3 will be implemented with fidelity.	Direct Instruction	09/03/2013	06/03/2014	\$17000 - General Fund	7, 8 staff

Activity - High School Math Series	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Houghton-Mifflin Berger series will be implemented with fidelity in grades 9-12	Direct Instruction	09/03/2013	06/03/2014	\$19000 - General Fund	HS STaff

### Goal 4:

All students at VHS will be proficient in Social Studies

### Measurable Objective 1:

39% of All Students will demonstrate a proficiency . in Social Studies by 06/03/2014 as measured by MME/MEAP.

### Strategy1:

Best Practice - Teachers will use best practices to provide instruction in Social Studies.

Research Cited:

Activity - History Alive Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will work together to complete tasks and evaluations will be essay questions. Students will be asked to write argumentative and informational essays. This will result in an increase in content area writing using TCI prompts and program as well as content based selections. There will be cooperative group focus.	Direct Instruction	09/03/2013	06/03/2014	\$0 - General Fund	hs staff

### Measurable Objective 2:

A 5% increase of All Students will demonstrate a proficiency . in Social Studies by 06/03/2014 as measured by MEAP/MME.

### Strategy1:

Best Practice - Teachers will use best practices to provide instruction in Social Studies.

Research Cited:

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Activity - History Alive Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will work together to complete tasks and evaluations will be essay questions. Students will be asked to write argumentative and informational essays. This will result in an increase in content area writing using TCI prompts and program as well as content based selections. There will be cooperative group focus.	Direct Instruction	09/03/2013	06/03/2014	\$0 - General Fund	hs staff

Activity - Source Docs and Books	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be evaluating docs in groups, lower achieving students will be paired with higher level students to complete writing tasks.	Direct Instruction	09/03/2013	06/03/2014	\$0 - General Fund	hs staff

### Goal 5:

All students at Vestaburg Community High School will be proficient in Science

### Measurable Objective 1:

A 10% increase of All Students will demonstrate a proficiency . in Science by 06/03/2014 as measured by MME/MEAP/NWEA.

### Strategy1:

Best Practice - Teachers will use best practices to improve instruction for students in Science.

Research Cited:

Activity - Teach Inquiry	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Lessons will be based and focused on inquiry. Students will be asked to perform at a deeper depth of knowledge and be able to experiment and prove theories.	Direct Instruction	09/03/2013	06/03/2014	\$0 - General Fund	HS staff

Activity - Simulations/Technology/Interactive	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
students will use data collection technology to complete one interactive activity per nine weeks.	Direct Instruction	09/03/2013	06/03/2014	\$500 - General Fund	HS STaff

Activity - Hands on Activity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each teacher and course will include one new or additional hands on activity/experiment per nine weeks to help engage all students.	Direct Instruction	09/03/2013	06/03/2014	\$0 - General Fund	HS staff

### Narrative:

As a district we have created a 3 year plan for curriculum development and instruction that includes a focus on professional development for

## Redesign Plan

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our teaching staff. We believe the first step is to continue to improve first good or core instruction. We need to focus on reaching 80% of our students with our initial instruction. For the 2013-14 school year we are focusing on questioning and engaging students. We held a full one day professional development on Classroom Questioning Techniques in August of 2013. In addition, we have created a common intervention time called ACT that is based on the breakdown of student data and student needs. Teachers are then assigned to groups of students based on their ability to meet each students needs. Secondly, our core teachers are participating in the Montcalm Area Intermediate School District "Hair on Fire" initiative regarding the implementation of the Common Core Standards and creating unpacked standard sheets that can be viewed at <http://www.hair-on-fire.org>. This will be the second year of the initiative and it will focus on creating common assessments based on the Common Core Standards. This process focuses on the creating questions with a higher level Depth of Knowledge. This year (year one) we are going to work on creating Reading Priority Standards with all of our staff k-12. These are standards that every teacher can implement and support across the curriculum. This is based on the work of Thomas Many, co-author of Richard Dufour's "Learning by Doing". We are also focusing on the implementation of our new Math Series with fidelity. We have contracted a Math Coach to help us with this process and to help increase the teacher capacity for implementing the best practice instructional strategies.

The administration is adopting a new walk-through system and tool, Teachpoint, that will allow for the collection of data used to identify strengths, weaknesses, and trends in the instruction. Included in the Teachpoint tool and walk through process is the focus on implementation of professional development activities and instructional best practices in the classroom as they connect to our big idea of instruction. For example, in 2013-14 teachers were provided a full day of professional development on questioning in the classroom, thus, the successful implementation of these strategies will be focus of the walk-through and evaluation process. In addition, we have adopted PLANBOOK and are requiring teachers to update lesson plans that includes: dept of knowledge, learning targets, I can statement's, and assessments weekly. All of which will be used to guide future professional development needs and programs. Using the Teachpoint tool the staff will be participating in peer coaching activities. During, year 2 the staff will conduct walk-throughs with administration. Then in year 3 after they are familiar with the program and have experience with conducting walk-through's the staff will then conduct independent walk-through's and peer coaching.

Through the coaching process and the Literacy and Math coaches that have been contracted staff will be examining student work and data to continue to determine the specific areas of need and strategies implemented to improve instruction and achievement. For example, this fall our ELA teachers have given an argumentative writing prompt of the first day of school that was then scored and used to determine that our students need to improve on including supporting details in their writing. As a result, with the help of the Literacy Coach the staff created a plan for 2013-14 to improve the students argumentative writing. Furthermore, students needs were determined by examing their achievement data and placed in a common intervention time based on their needs. Staff was then chosen for this time based on the their strengths and the needs of the students. In addition, the staff and administration will be meeting a minimum of monthly using the PLC format at which time the following form will be used to monitor student work :

PLC-Departmental Fact Sheet

Date of meeting: \_\_\_\_\_

Department: English Language Arts

Items for Discussion:

General Discussion:

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# Redesign Plan

Vestaburg Community High School

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7th grade focus objectives/benchmarks:

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8th grade focus objectives/benchmarks:

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9th grade focus objectives/benchmarks:

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10th grade focus objectives/benchmarks:

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11th grade focus objectives/benchmarks:

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Team Mission:

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To fulfill this mission we will make the following commitments:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

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6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

Baseline Data 7th 8th 9th 10th 11th

Baseline Data

% Passing

% Failing

% Met State Level 2 Standards/MEAP/MME

% exceeding state level 1 standards/MEAP/MME

% taking advanced coursework

% at Grade level NWEA

% meeting Growth Goals on NWEA

% meeting college readiness

ACT Composite Score

ISD Rank MME

Team Goals:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

Breakthrough Goal:

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We will celebrate student success by: \_\_\_\_\_

We will recognize student improvement by: \_\_\_\_\_

We will support struggling students by: \_\_\_\_\_

### Team Norms of Behavior

### Norm Response to Violation

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

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

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

5A: The Vestaburg Community School will employ effective and highly effective teachers that are both highly qualified and certified with the State of Michigan. As teaching positions open the District will use Applitrak, an electronic application system to collect and sort available applicants based on need.

To ensure that we are hiring the most highly qualified and appropriate staff Vestaburg Community School will employ the following process:

- 1). All job postings are posted statewide using a variety of tools and in cooperation with several universities such as Michigan State University Bulletin, Central Michigan University Bulletin, and professional groups such as MASA and MASSP. In addition, the Principal, Mr. Hubbard, works with Alma College and Central Michigan University teacher education programs to help provide student-teachers feedback and information as they prepare to enter the workforce. This provides Mr. Hubbard to both impact some of the local teachers preparing to enter the workforce and it provides him with a great opportunity to evaluate and recruit the best possible teachers and professionals that will meet the needs of the students and the school district.
- 2). All teacher interviews will be conducted with a panel/committee consisting of teachers, administration, school board members, and possibly parent/community members. The committee will be focused on applicants that meet the needs of the students based on the student data and the professional development strategies the district has provided or is implementing. For example, each department is meeting monthly to examine student data/progress and to set benchmark goals. This data along with the input of the Leadership Team will create a profile of the skills necessary for the new hire that will be used select and interview candidates. During the interview process the applicants will be asked a series of questions based on the identified needs, as well as, asked to complete a performance task based on the position and the identified needs. For example, this year our focus has been on questioning in the classroom, thus, the performance task and interview questions will be based on classroom questioning techniques.
- 3). Lastly, the administration has the "right of assignment" that allows for the assignment of teachers based on the needs of the district and the students. Teacher will be assigned based on how their strengths and abilities relate to the needs of the students. Currently, during our Academic Core Time (ACT), or common intervention times the teachers are assigned based on the needs of the students. For example, it

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was identified that our students in the 10th grade need support in mathematics and reading strategies, thus, our most senior and successful math instructor was assigned to this group of students, as was, a teacher that possess an strong knowledge and educational background in reading.

4). Teachers are evaluated with a focus on student achievement and implementation of professional development and best practice strategies. Teachers that do not meet these standards are not going to be retained or will be reassigned to better meet the needs of both the student and the staff.

5B: The Vestaburg Community School has a long tradition of maintaining employees as can be demonstrated by our current teaching staff, where a majority of the staff have more than 8 years experience. This is done through competitive salary packages, strong relations between bargaining unit members and administration, shared leadership roles and recognition programs such as the Power of One (an award granted monthly by the Board of Education to recognize quality employees). In addition new teachers are partnered with a mentor teacher and participate in ongoing professional learning opportunities and learning groups that specifically examine best practice teaching and student data.

**PART D: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES**

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

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

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

**Goal 1:**

All students at Vestaburg Community High School will become proficient writers

**Measurable Objective 1:**

A 10% increase of All Students will demonstrate a proficiency in English Language Arts in Writing by 06/16/2014 as measured by MEAP/ACT/MME, NWEA, PLAN, EXPLORE.

**Strategy1:**

Best Practices - Vestaburg High School's teachers will use best practices to provide instruction for students in writing. All ELA staff will be working with a literacy coach to help ensure that they are implementing best practices.

Research Cited:

Activity - Hair On Fire	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will continue their work with the Montcalm and Ionia ISD Hair on Fire Initiative.	Professional Learning	08/01/2013	06/09/2014	\$4500 - Title II Part A	ELA HOF Teachers

**Goal 2:**

All students at Vestaburg Community Schools will become proficient readers

**Measurable Objective 1:**

65% of All Students will demonstrate a proficiency in English Language Arts in Reading by 06/03/2014 as measured by NWEA Scores.

**Strategy1:**

## Redesign Plan

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Professional Learning - Teachers will attend a variety of professional development to assist with their individual and school needs for teaching reading.

Research Cited:

Activity - MRA Conference	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend the Michigan Reading Conference	Professional Learning	09/03/2013	06/03/2014	\$6000 - Title II Part A	7,8 staff

Activity - Differentiation for At-risk students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained on strategies for at risk students	Professional Learning	09/03/2013	06/03/2014	\$500 - Title II Part A	7,8 staff

Activity - Lexile Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in Lexile training	Professional Learning	09/03/2013	06/03/2014	\$500 - Title II Part A	7,8 staff

### Measurable Objective 2:

75% of All Students will demonstrate a proficiency in English Language Arts in Reading by 06/03/2014 as measured by NWEA and MME.

### Strategy1:

Intervention - VHS teachers will identify students in need of immediate interventions through the use of both summative and formative assessments. Student achievement data analysis of student work will be done to monitor student progress in reading. Research based interventions will be identified with teams and implemented to meet the needs of each individual student. Necessary Training will be provided to the teacher who require it to improve their use of assessments, analysis of student work, and selecting and implementing interventions in their classrooms. Interventions will include extended year in addition to strategies provided within the normal school day.

Research Cited:

Activity - Academic Core Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Create a tier 2 ACT common intervention time to address school improvement strategies and individual student learning needs.	Academic Support Program	09/03/2013	06/03/2014	\$0 - General Fund	HS STAFF

### Measurable Objective 3:

A 10% increase of All Students will demonstrate a proficiency in English Language Arts in Reading by 06/03/2014 as measured by NWEA Reading Scores.

### Strategy1:

Professional Learning - Teachers will attend a variety of professional development to assist with their individual and school needs for teaching

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reading.

Research Cited:

Activity - Lexile Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in Lexile training	Professional Learning	09/03/2013	06/03/2014	\$500 - Title II Part A	7,8 staff

Activity - Differentiation for At-risk students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained on strategies for at risk students	Professional Learning	09/03/2013	06/03/2014	\$500 - Title II Part A	7,8 staff

Activity - MRA Conference	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend the Michigan Reading Conference	Professional Learning	09/03/2013	06/03/2014	\$6000 - Title II Part A	7,8 staff

### Strategy2:

Intervention - VHS teachers will identify students in need of immediate interventions through the use of both summative and formative assessments. Student achievement data analysis of student work will be done to monitor student progress in reading. Research based interventions will be identified with teams and implemented to meet the needs of each individual student. Necessary Training will be provided to the teacher who require it to improve their use of assessments, analysis of student work, and selecting and implementing interventions in their classrooms. Interventions will include extended year in addition to strategies provided within the normal school day.

Research Cited:

Activity - Academic Core Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Create a tier 2 ACT common intervention time to address school improvement strategies and individual student learning needs.	Academic Support Program	09/03/2013	06/03/2014	\$0 - General Fund	HS STAFF

### Goal 3:

All students at Vestaburg Community School will become proficient in Math

### Measurable Objective 1:

A 10% increase of All Students will demonstrate a proficiency in Mathematics as measured by NWEA scores from Jan 13-Jan14, 75% will maintain or improve, 50% of all 11th graders will be proficient on MME, and 25% of 7/8 graders will increase on their NWEA scores in Mathematics by 06/03/2014 as measured by NWEA Scores.

### Strategy1:

Intervention - teachers will identify student in need of immediate interventions through the use of formative assessments. Student

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achievement data analysis of student work will be done to monitor student progress in reading. Research based interventions will be identified with teams and implemented to meet the needs of the student. Necessary training will be provided to teachers who require it to improve their use of assessments, analysis of student work, and selecting and implementing interventions in their classrooms. Interventions will include extended year in addition to strategies provided within the normal school day

Research Cited:

Activity - ACT Intervention Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be assigned to a common intervention time/period throughout the day with a focus on their academic needs. There will be a 3 tier RTI process used to help meet the needs of the students and interventions.	Academic Support Program	09/03/2013	06/03/2014	\$0 - General Fund	HS Staff

Activity - Extended Day	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
After school credit recovery program with E2020	Academic Support Program	09/03/2013	06/03/2014	\$6000 - Section 31a	HS Staff

### Strategy2:

Curriculum Alignment - An aligned curriculum is required by the state. Vestaburg must align its curriculum to the newly adopted National Common Core Standards.

Research Cited:

Activity - CMP 3 Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CMP3 will be implemented with fidelity.	Direct Instruction	09/03/2013	06/03/2014	\$17000 - General Fund	7, 8 staff

Activity - High School Math Series	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Houghton-Mifflin Berger series will be implemented with fidelity in grades 9-12	Direct Instruction	09/03/2013	06/03/2014	\$19000 - General Fund	HS Staff

### Strategy3:

Family Engagement - Parent education will be provided to review ways to parents can support their child's math progress at home.

Research Cited:

Activity - Parent Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents will be invited to a parent night that will be designed to inform parents of the new resources that they can use to support their child's math skills and new text series.	Parent Involvement	09/03/2013	06/03/2014	\$500 - Title I Part A	hs staff

### Strategy4:

SY 2013-2014

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Professional Learning - Teachers will attend a variety of professional development to assist with their individual and school needs for teaching math.

Research Cited:

Activity - Hair on fire year 2	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Members of the math department will attend and participate in year 2 of HOF initiative.	Professional Learning	08/01/2013	06/09/2014	\$4000 - Title II Part A	HOF TEAM

Activity - Math Coherence	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Members of the Coherence team will attend year 3	Professional Learning	09/03/2013	06/03/2014	\$2000 - Title II Part A	Coherence team members

Activity - CMP3	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PD on the new CMPE series	Professional Learning	08/01/2013	06/03/2014	\$2500 - Title II Part A	CMP3 staff

Activity - Houghton Mifflin Series	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
HS Math staff will be trained on how to use their new math series.	Professional Learning	08/01/2013	06/03/2014	\$400 - Title II Part A	HS math staff

### Goal 4:

All students at VHS will be proficient in Social Studies

### Measurable Objective 1:

39% of All Students will demonstrate a proficiency . in Social Studies by 06/03/2014 as measured by MME/MEAP.

### Strategy1:

Best Practice - Teachers will use best practices to provide instruction in Social Studies.

Research Cited:

Activity - History Alive Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will work together to complete tasks and evaluations will be essay questions. Students will be asked to write argumentative and informational essays. This will result in an increase in content area writing using TCI prompts and program as well as content based selections. There will be cooperative group focus.	Direct Instruction	09/03/2013	06/03/2014	\$0 - General Fund	hs staff

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### Measurable Objective 2:

A 5% increase of All Students will demonstrate a proficiency . in Social Studies by 06/03/2014 as measured by MEAP/MME.

#### Strategy1:

Best Practice - Teachers will use best practices to provide instruction in Social Studies.

Research Cited:

Activity - History Alive Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will work together to complete tasks and evaluations will be essay questions. Students will be asked to write argumentative and informational essays. This will result in an increase in content area writing using TCI prompts and program as well as content based selections. There will be cooperative group focus.	Direct Instruction	09/03/2013	06/03/2014	\$0 - General Fund	hs staff

### Measurable Objective 3:

A 5% increase of All Students will demonstrate a proficiency . in Social Studies by 06/03/2014 as measured by MME/MEAP.

#### Strategy1:

Best Practice - Teachers will use best practices to provide instruction in Social Studies.

Research Cited:

Activity - History Alive Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will work together to complete tasks and evaluations will be essay questions. Students will be asked to write argumentative and informational essays. This will result in an increase in content area writing using TCI prompts and program as well as content based selections. There will be cooperative group focus.	Direct Instruction	09/03/2013	06/03/2014	\$0 - General Fund	hs staff

### Goal 5:

All students at Vestaburg Community High School will be proficient in Science

### Measurable Objective 1:

A 10% increase of All Students will demonstrate a proficiency . in Science by 06/03/2014 as measured by MME/MEAP/NWEA.

#### Strategy1:

Professional Learning - Teachers will attend a variety of professional development activities to learn new strategies to improve instruction.

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Research Cited:

Activity - Next Generation Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development for all science teachers on the new standards and how to implement them.	Professional Learning	09/03/2013	06/01/2014	\$1200 - Title II Part A	hs staff

Activity - Hair on Fire	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Hair on Fire Literacy standards for science, social, studies, and technical arts.	Professional Learning	09/03/2013	06/03/2014	\$4000 - Title II Part A	HSTAFF

Activity - MSTA	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Michigan Science Teachers Association Conference	Professional Learning	09/03/2013	06/03/2014	\$1500 - Title II Part A	hs staff

### Strategy2:

Best Practice - Teachers will use best practices to improve instruction for students in Science.

Research Cited:

Activity - Hands on Activity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each teacher and course will include one new or additional hands on activity/experiment per nine weeks to help engage all students.	Direct Instruction	09/03/2013	06/03/2014	\$0 - General Fund	HS staff

Activity - Teach Inquiry	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Lessons will be based and focused on inquiry. Students will be asked to perform at a deeper depth of knowledge and be able to experiment and prove theories.	Direct Instruction	09/03/2013	06/03/2014	\$0 - General Fund	HS staff

Activity - Simulations/Technology/Interactive	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
students will use data collection technology to complete one interactive activity per nine weeks.	Direct Instruction	09/03/2013	06/03/2014	\$500 - General Fund	HS Staff

### Narrative:

To select and amend our instructional program we are implementing a multi-tiered approach that is built around the implementation of Professional Learning Communities. Though the PLC process staff will meet two times a month to desegregate data and research strategies for improvement. One meeting a month is as a whole staff and one meeting a month is set aside for departmental PLC's to focus on content specific data and goals. It is also through this process that we are going to build research based and proven pyramid of interventions or

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MTSS.

The data sources that were used include: MEAP, MME, ACT, NWEA, PLAN, EXPLORE, and local assessments. It was through this data that we have determined our main focus has to be on reading, writing, and math. For example, only 7% of our juniors were proficient on the MME for 2012-13 and only 20% were for the 2011-2012. In addition, our writing scores have declined 9% over the last four years and our reading scores have declined 13% during this time period. Our NWEA data shows that only 33% are proficient in Math and 41% are in reading. In addition, through our literacy coach and our local writing prompt it was determined that our students struggle with being able to provide support or evidence to support their thoughts and arguments. Thus, we have determined that we need to focus on argumentative writing for the 2013-14 school year.

Through our evaluation process we have determined that one of our biggest issue or Big Idea has to be developing a rigorous, relevant, and aligned curriculum that is implemented with fidelity. Thus, we are going to create written curriculum binders that blend our adopted curriculums/programs and the standard sheets and work conducted in the MAISD "Hair on Fire" Common Core Initiative. Year one of this initiative was to deconstruct the standards, creating learning targets, I can statements, common vocabulary, and essential skills for each standard. The second and current year is focused on creating common assessments with the appropriate Depth of Knowledge.

Furthermore, as result of the work done we are implementing the following curriculum and instructional programs:

Social Studies: History Alive 7-12

ELA: MAISA Units

Science: MAISA Units

Math: New series k-12 w/focus on conceptual development and CCSS

In addition, staff will be developing CCSS Power Standards as based on the work of Thomas Many:

Year one: reading

Year two: math and writing

Year three: Social Studies and Science

Lastly, in addition to implementing and using the PLC's to ensure a culture of data and continues improvement the administration will be conducting curriculum audits to ensure the curriculum is being implemented with fidelity as part of our walk-through and evaluation process.

References:

Buffrum, Austin; Mattos, Mike; and Weber, Chris. Simplifying Response to Intervention: "Four Essential Guiding Principals". (2012) Solution Tree Press, Bloomington Indiana.

Bender, William N. RTI in Middle and High Schools. (2012). Solution Tree Press, Bloomington Indiana.

Muhammad, Anthony; Sharroky, Hollie. The Will to Lead and the Skill to Teach. (2012). Solution Tree Press, Bloomington Indiana.

Learning by Doing: A Handbook for Professional Learning Communities at Work, Second Edition by Richard DuFour, Rebecca DuFour, Richard Eaker, and Thomas Many.

## Redesign Plan

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

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

### Goal 1:

All students at Vestaburg Community High School will become proficient writers

### Measurable Objective 1:

A 10% increase of All Students will demonstrate a proficiency in English Language Arts in Writing by 06/03/2014 as measured by NWEA, MME, MEAP, ACT, PLAN, EXPLORE.

### Strategy1:

Family Engagement - Parent curriculum nights and workshops will be held to help instruct parents on how to help their children succeed.

Research Cited:

Activity - Writing Curriculum Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will plan and instruct parents on how to help their child succeed.	Parent Involvement	08/27/2013	06/03/2014	\$300 - Title II Part A	HS ELA STAFF

### Strategy2:

Peer Editing - Using at least two different writing strategies students will peer edit each others papers focusing on grammar, sentence structure, and paper format.

Research Cited:

Activity - Peer Editing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Peer editing will be a focus for students editing their papers.	Direct Instruction	09/03/2013	06/03/2014	\$0 - General Fund	HS STAFF

### Goal 2:

All students at Vestaburg Community Schools will become proficient readers

### Measurable Objective 1:

A 10% increase of All Students will demonstrate a proficiency in English Language Arts in Reading by 06/03/2014 as measured by NWEA

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Reading Scores.

### Strategy1:

Professional Learning - Teachers will attend a variety of professional development to assist with their individual and school needs for teaching reading.

Research Cited:

Activity - Differentiation for At-risk students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained on strategies for at risk students	Professional Learning	09/03/2013	06/03/2014	\$500 - Title II Part A	7,8 staff

Activity - MRA Conference	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend the Michigan Reading Conference	Professional Learning	09/03/2013	06/03/2014	\$6000 - Title II Part A	7,8 staff

Activity - Lexile Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in Lexile training	Professional Learning	09/03/2013	06/03/2014	\$500 - Title II Part A	7,8 staff

### Strategy2:

Intervention - VHS teachers will identify students in need of immediate interventions through the use of both summative and formative assessments. Student achievement data analysis of student work will be done to monitor student progress in reading. Research based interventions will be identified with teams and implemented to meet the needs of each individual student. Necessary Training will be provided to the teacher who require it to improve their use of assessments, analysis of student work, and selecting and implementing interventions in their classrooms. Interventions will include extended year in addition to strategies provided within the normal school day.

Research Cited:

Activity - Academic Core Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Create a tier 2 ACT common intervention time to address school improvement strategies and individual student learning needs.	Academic Support Program	09/03/2013	06/03/2014	\$0 - General Fund	HS STAFF

Activity - Summer learning project	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be given materials and practice to complete at home during the summer to improve reading skills and prevent the summer loss. A kickoff meeting will be held for parents	Academic Support Program	05/01/2014	09/02/2014	\$5000 - Title II Part A	7,8 staff

### Measurable Objective 2:

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75% of All Students will demonstrate a proficiency in English Language Arts in Reading by 06/03/2014 as measured by NWEA and MME.

### Strategy1:

Intervention - VHS teachers will identify students in need of immediate interventions through the use of both summative and formative assessments. Student achievement data analysis of student work will be done to monitor student progress in reading. Research based interventions will be identified with teams and implemented to meet the needs of each individual student. Necessary Training will be provided to the teacher who require it to improve their use of assessments, analysis of student work, and selecting and implementing interventions in their classrooms. Interventions will include extended year in addition to strategies provided within the normal school day.

Research Cited:

Activity - Academic Core Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Create a tier 2 ACT common intervention time to address school improvement strategies and individual student learning needs.	Academic Support Program	09/03/2013	06/03/2014	\$0 - General Fund	HS STAFF

Activity - Summer learning project	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be given materials and practice to complete at home during the summer to improve reading skills and prevent the summer loss. A kickoff meeting will be held for parents	Academic Support Program	05/01/2014	09/02/2014	\$5000 - Title II Part A	7,8 staff

### Measurable Objective 3:

65% of All Students will demonstrate a proficiency in English Language Arts in Reading by 06/03/2014 as measured by NWEA Scores.

### Strategy1:

Professional Learning - Teachers will attend a variety of professional development to assist with their individual and school needs for teaching reading.

Research Cited:

Activity - Lexile Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in Lexile training	Professional Learning	09/03/2013	06/03/2014	\$500 - Title II Part A	7,8 staff

Activity - MRA Conference	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend the Michigan Reading Conference	Professional Learning	09/03/2013	06/03/2014	\$6000 - Title II Part A	7,8 staff

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Activity - Differentiation for At-risk students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained on strategies for at risk students	Professional Learning	09/03/2013	06/03/2014	\$500 - Title II Part A	7,8 staff

### Goal 3:

All students at Vestaburg Community School will become proficient in Math

### Measurable Objective 1:

A 10% increase of All Students will demonstrate a proficiency in Mathematics as measured by NWEA scores from Jan 13-Jan14, 75% will maintain or improve, 50% of all 11th graders will be proficient on MME, and 25% of 7/8 graders will increase on their NWEA scores in Mathematics by 06/03/2014 as measured by NWEA Scores.

### Strategy1:

Curriculum Alignment - An aligned curriculum is required by the state. Vestaburg must align its curriculum to the newly adopted National Common Core Standards.

Research Cited:

Activity - High School Math Series	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Houghton-Mifflin Berger series will be implemented with fidelity in grades 9-12	Direct Instruction	09/03/2013	06/03/2014	\$19000 - General Fund	HS STaff

Activity - CMP 3 Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CMP3 will be implemented with fidelity.	Direct Instruction	09/03/2013	06/03/2014	\$17000 - General Fund	7, 8 staff

### Strategy2:

Intervention - teachers will identify student in need of immediate interventions through the use of formative assessments. Student achievement data analysis of student work will be done to monitor student progress in reading. Research based interventions will be identified with teams and implemented to meet the needs of the student. Necessary training will be provided to teachers who require it to improve their use of assessments, analysis of student work. and selecting and implementing interventions in their classrooms. Interventions will include extended year in addition to strategies provided within the normal school day

Research Cited:

Activity - ACT Intervention Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be assigned to a common intervention time/period throughout the day with a focus on their academic needs. There will be a 3 tier RTI process used to help meet the needs of the students and interventions.	Academic Support Program	09/03/2013	06/03/2014	\$0 - General Fund	HS STaff

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### Strategy3:

Professional Learning - Teachers will attend a variety of professional development to assist with their individual and school needs for teaching math.

Research Cited:

Activity - CMP3	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PD on the new CMPE series	Professional Learning	08/01/2013	06/03/2014	\$2500 - Title II Part A	CMP3 staff

Activity - Houghton Mifflin Series	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
HS Math staff will be trained on how to use their new math series.	Professional Learning	08/01/2013	06/03/2014	\$400 - Title II Part A	HS math staff

Activity - Math Coherence	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Members of the Coherence team will attend year 3	Professional Learning	09/03/2013	06/03/2014	\$2000 - Title II Part A	Coherence team members

Activity - Hair on fire year 2	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Members of the math department will attend and participate in year 2 of HOF initiative.	Professional Learning	08/01/2013	06/09/2014	\$4000 - Title II Part A	HOF TEAM

### Strategy4:

Family Engagement - Parent education will be provided to review ways to parents can support their child's math progress at home.

Research Cited:

Activity - Parent Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents will be invited to a parent night that will be designed to inform parents of the new resources that they can use to support their child's math skills and new text series.	Parent Involvement	09/03/2013	06/03/2014	\$500 - Title I Part A	hs staff

### Goal 4:

All students at VHS will be proficient in Social Studies

### Measurable Objective 1:

39% of All Students will demonstrate a proficiency . in Social Studies by 06/03/2014 as measured by MME/MEAP.

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### Strategy1:

Best Practice - Teachers will use best practices to provide instruction in Social Studies.

Research Cited:

Activity - History Alive Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will work together to complete tasks and evaluations will be essay questions. Students will be asked to write argumentative and informational essays. This will result in an increase in content area writing using TCI prompts and program as well as content based selections. There will be cooperative group focus.	Direct Instruction	09/03/2013	06/03/2014	\$0 - General Fund	hs staff

### Measurable Objective 2:

A 5% increase of All Students will demonstrate a proficiency . in Social Studies by 06/03/2014 as measured by MEAP/MME.

### Strategy1:

Best Practice - Teachers will use best practices to provide instruction in Social Studies.

Research Cited:

Activity - History Alive Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will work together to complete tasks and evaluations will be essay questions. Students will be asked to write argumentative and informational essays. This will result in an increase in content area writing using TCI prompts and program as well as content based selections. There will be cooperative group focus.	Direct Instruction	09/03/2013	06/03/2014	\$0 - General Fund	hs staff

### Measurable Objective 3:

A 5% increase of All Students will demonstrate a proficiency . in Social Studies by 06/03/2014 as measured by MME/MEAP.

### Strategy1:

Best Practice - Teachers will use best practices to provide instruction in Social Studies.

Research Cited:

Activity - History Alive Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will work together to complete tasks and evaluations will be essay questions. Students will be asked to write argumentative and informational essays. This will result in an increase in content area writing using TCI prompts and program as well as content based selections. There will be cooperative group focus.	Direct Instruction	09/03/2013	06/03/2014	\$0 - General Fund	hs staff

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### Goal 5:

All students at Vestaburg Community High School will be proficient in Science

### Measurable Objective 1:

A 10% increase of All Students will demonstrate a proficiency in Science by 06/03/2014 as measured by MME/MEAP/NWEA.

### Strategy1:

Best Practice - Teachers will use best practices to improve instruction for students in Science.

Research Cited:

Activity - Hands on Activity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each teacher and course will include one new or additional hands on activity/experiment per nine weeks to help engage all students.	Direct Instruction	09/03/2013	06/03/2014	\$0 - General Fund	HS staff

Activity - Teach Inquiry	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Lessons will be based and focused on inquiry. Students will be asked to perform at a deeper depth of knowledge and be able to experiment and prove theories.	Direct Instruction	09/03/2013	06/03/2014	\$0 - General Fund	HS staff

Activity - Simulations/Technology/Interactive	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
students will use data collection technology to complete one interactive activity per nine weeks.	Direct Instruction	09/03/2013	06/03/2014	\$500 - General Fund	HS STaff

### Strategy2:

Professional Learning - Teachers will attend a variety of professional development activities to learn new strategies to improve instruction.

Research Cited:

Activity - Hair on Fire	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Hair on Fire Literacy standards for science, social, studies, and technical arts.	Professional Learning	09/03/2013	06/03/2014	\$4000 - Title II Part A	HSTAFF

Activity - MSTA	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Michigan Science Teachers Association Conference	Professional Learning	09/03/2013	06/03/2014	\$1500 - Title II Part A	hs staff

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Activity - Next Generation Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development for all science teachers on the new standards and how to implement them.	Professional Learning	09/03/2013	06/01/2014	\$1200 - Title II Part A	hs staff

### Narrative:

As part of our instructional transformation plan we have created a data plan and schedule.

Vestaburg Community School/Data Plan/2013-2014

Vestaburg Elementary School

The Elementary School uses a variety of data to show where our students are at. The data is used by the teachers to inform their daily instruction. The data is also used to form our Common Intervention Time groups for Reading. The staff meets on a regular basis to adjust these groups as needed.

Assessment Sept Oct Nov Dec Jan Feb March April May  
MEAP 3-6 Oct. 7-25 Data check (if results back)

DIBELS 4-6 Sept. 3-27 Jan. 6-Jan.29 April 28-May 16

DRA K-3 Sept. 3-27 Jan. 6-Jan.29 April 28-May 16

Sp. Inv K-6 Sept. 3-27 Jan. 6-Jan.29 April 28-May 16

Math inv Sept. 4 May 16

NWEA Sept. 3-27 Jan. 6-Jan.29 April 28-May 16

Writing Unit data Nov. 27 March 6 May 29

Data Checks for CIT

Aug. 22 CIT Math MEAP

Sept. 19 CIT Math MEAP

Oct. 7 Reading CIT based on PIAT

Nov. 5 Reading CIT based on PIAT

Dec. 5-Reading CIT for after Xmas

Jan. 30-Reading CIT based on Jan PIAT

Vestaburg High School

Assessment Sept Oct Nov Dec Jan Feb March April May

NWEA Sept. 3-27 Review Data Review

Data Review

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Data Jan. 6-Jan.29 Review

Data Review

Data April 28-May 16 April 28-May 16

MEAP Oct. 7-25 Data check (if results back

PLAN March 4th Data check (if results back

EXPLORE March 5th Data check (if results back)

MME March 4,5,6 Data check (if results back

ELA Coach:

The district has contracted an ELA specialist and writing coach that will meet with ELA Staff one time a month throughout the year. A key part of this process is to examine student work and to break down the students strengths and weaknesses in order to create lessons to improve the students weaknesses. For example, on first day of school the students were given an argumentative writing prompt that was then scored using the Smarter Balance Rubric by all teachers. This data was then used to plan out the rest of the year and what strategies we are going implement to improve the students writing.

..\Dropbox\High School\Curriculum\Vestaburg Proposal Oct 2013.pdf

Math Coach (write a blurb about it and add the dates)

The district has contracted a Math specialist/coach that will meet with the mathematics teachers one time a month throughout the year. A key part of this process is to examine student work, student data, and curriculum development and implementation. The focus on assessments, including formative, will play a key role in this process.

Dates: 9/18, 10/8, 10/21, 12/11, 1/21, 2/5, 3/18, 4/21, 5/13, and A day in June to wrap up

PLC DATA Checks:

Baseline data that is examined by each department at each PLC:

% of Passing Students

% of Students Who Met State Standards

% of Students Who Exceeded State Standards

% of Students Taking Advanced Coursework

% of Students with D/F

% of Students at grade-level on NWEA

% of Students demonstrating improvement:

% of Students meeting college readiness:

Average ACT Score:

% of Students above state average:

ISD Rank

Dates/Schedule:

Department/PLC Sept Oct Nov Dec Jan Feb March April May

# Redesign Plan

Vestaburg Community High School

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All Staff	10/9	12/10	1/7	2/4	3/4	4/1	5/6	
Math	9/11	10/9	11/13	12/11	1/15	2/12	3/12	4/9 5/14
ELA	9/4	10/2	11/6	12/4	1/8	2/5	3/5	4/2 5/7
Science	9/18	10/16	11/20	12/18	1/22	2/19	3/19	4/16 5/21
Social Studies	9/25	10/24	11/27		1/29	2/25	3/26	4/24 5/28
Leadership Team	8/23	11/1	12/6	1/10	2/7	3/7	4/4	5/2
Non Core/								
Special Ed	9/24	10/23	11/26	12/19	1/28	2/24	3/25	4/23 5/27
Data Team	10/1	11/5	12/3	1/7	2/4	3/4	4/1	5/6

will ensure and promote the use of data through the use of PLC's (see the attached PLC Agenda). Staff will meet monthly in content areas and review the baseline data and create benchmark goals for each grade. Format is based on Dr. Anthony Muhammad's work.

## PLC-Departmental Fact Sheet

Date of meeting: \_\_\_\_\_

Department: English Language Arts

Sign in:

- 1) 2)
- 3) 4)
- 5) 6)
- 7) 8)

Items for Discussion:

General Discussion:

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7th grade focus objectives/benchmarks:

# Redesign Plan

Vestaburg Community High School

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8th grade focus objectives/benchmarks:

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9th grade focus objectives/benchmarks:

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10th grade focus objectives/benchmarks:

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11th grade focus objectives/benchmarks:

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Team Mission:

To fulfill this mission we will make the following commitments:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

Baseline Data 7th 8th 9th 10th 11th

% Passing

% Failing

% Met State Level 2 Standards/MEAP/MME

% exceeding state level 1 standards/MEAP/MME

## Redesign Plan

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% taking advanced coursework  
% at Grade level NWEA  
% meeting Growth Goals on NWEA  
% meeting college readiness  
ACT Composite Score

ISD Rank MME

Team Goals:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

Breakthrough Goal:

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We will celebrate student success by: \_\_\_\_\_

We will recognize student improvement by: \_\_\_\_\_

We will support struggling students by: \_\_\_\_\_

Team Norms of Behavior

Norm Response to Violation

In addition, we have contracted a writing coach and a math coach that meet with each department monthly to analyze student work and improve instruction and help increase teacher capacity. Teachers are expected to build their instruction according to what the data shows our students need. In each lesson plan the teacher must show and discuss how they are going to assess whether or not the students mastered the material and what they are going to do to help those that did not.

We also are creating an academic program that that will include a pyramid of interventions or MTSS. However, as research demonstrates the first good instruction should capture 80% of our students. Currently, this has not been the case as evident by our achievement scores

## Redesign Plan

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and our students scores on local assessments. Thus, we will be looking at student work during our PLC time to evaluate and determine if we are meeting the 80% benchmark.

Furthermore, based on the data we have also restructured the day to include common intervention times for the entire district k-12. At the middle/high school this period of the day is called Academic Core Time or ACT time. At the elementary this period is called the Common Intervention Time. The lessons that are taught and interventions used are based on the students needs as demonstrated by the student data. For example, during the ACT the students are broken up by their grade levels to begin with and then by needs to determine the activities and interventions. This program was designed to build both the soft skills and the academic needs of the students. In addition, the interventions are based on the performance of the students on the most commonly asked questions on the assessments.

## PART E: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT

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

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

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

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

During the 2012-13 school year Vestaburg Community Schools ran on a traditional 6 period day at the secondary level. However, beginning with the 2013-14 school the schedule was changed to a 7 period day that includes a 30 minute common intervention period each day. This program is called ACT Time (Academic Core Time) at the secondary level and CIT (Common Intervention Time) at the elementary level. This intervention is designed to help promote both the soft skills necessary for success and differentiated instruction that meets the students needs. At the HS the students are broken down by grade level and are receiving interventions as determined by the data. The focus of each grade level will include the data regarding how the students perform on the questions/standards most commonly addressed on the summative assessments. By creating this common intervention time it will allow staff to provide more direct and differentiated interventions to students that need it and will allow for increased enrichment time for those students that are ready for it. Achievement data and formative classroom assessments will be used to determine the individual student needs.

In addition to the restructuring of our day, beginning with the first day of school of the current school year (2013) teachers have been required to attend 1-2 additional 1 1/2 hours of PLC's where the focus is a minimum the Baseline Data that was presented previously in the plan and research. These include both whole staff and departmental PLC's, as well as, a data team PLC.

The current school year consists of 170 days with 6 half days. Beginning the 2014-15 school year the district will go to a minimum of 175 student contact days. As a result, we will be adding upwards of five student contact days with the ultimate goal of reaching 180 student contact days. In addition the priority committee and school are going to continue to research restructuring ideas and strategies such as balanced calendar, adding time to the day, etc.

Furthermore, beginning the 2nd semester of 2013-14 the high school will be restructuring the schedule to provide additional time in each class by reducing lunch time and balancing the periods. At the middle school or 7th and 8th grade level students receive a 2 hr block of ELA everyday. During this time small group reading interventions will be utilized as well as the adoption of the REWARDS reading program. Three years ago when the small group and REWARDS reading interventions student achievement increased by 21%. However, due to reduction in staff and staff turnover these interventions were over looked and we have seen a significant decrease of 9% in students reading achievement data.

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The focus of these strategies is to provide/allow for more first good instruction, enrichment, and intervention. Research demonstrates without question that students lose or regress when they are not engaged for long periods of time. Thus, by adding days and time to classes we are able to reduce the loss/gap and we are able to create more learning opportunities. In past years we have offered summer school, however, we are evaluating the success of this program in its current form and may be also redesigning this program. We know through research the gap/loss is magnified when you are dealing with At-risk students. Currently, we are between 65-70% at-risk in our student body, only demonstrating that we need to use every minute (teach bell to bell) and every day in the most effective and impactful manner. Adding days will reduce the number of days students are not engaged and allow greater student instruction time.

In addition to the increased time in class and the common intervention time, our students also are provided with several enrichment opportunities and clubs that take place both during and after school. For example, students can participate in Quiz Bowl, Model U.N., Forensics, Technology Team, ELA writing team, Science Olympiad, Honors Band, Drama Club, SADD, Art Reveiw, Talent Review, National Honors Society, Student Council, School Climate Team, Yellow Ribbon Club, and Kids that Care Club. Also, each Thursday after school the school, Church of Christ, and community sponsor a "Project Care" program that encourages students in grades k-12 to stay after school and participate in a variety of enrichment activities, including possible tutoring.

Lastly, in addition to the increased student contact time, staff members are being required to participate in 1-2 additional departmental PLC's each month during which time data, instruction, and curriculum will be desegregated and goals of improvement will be set. This will require the staff to focus on data and to use the data to drive the instruction. This then will relate to improved curriculum and instruction per our Big Ideas. In addition, using Dr. Anthony Muhammad's work as the basis our PLC's will improve our culture by making it a more data driven culture and by creating a healthy culture with a common mission, goals, and process of improvement and connecting to our big idea of Culture.

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

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

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

As a school district, we actively seek parent involvement and participation in the decision making process. We have multiple parents and community members that have participated on our reform team. However, we know that in order to have a healthy culture as we have identified in our Big Ideas that we have use every opportunity and tool at our disposal to recruit parents and community participation. The review of our attendance and participation in parent teacher conferences, at school events and activities, and our perception data has demonstrated a severe need to engage our families and community. For example, at the secondary level we have an average attendance rate of 60% for our parent teacher conferences. Furthermore, in the last two school years we have held several events on bullying, parent updates, and educational programs that have resulted in few parents attending. Thus, we are going to implement the following strategies:

1) Automated Communication System: This will be implemented during the 2013-14 school year. The system will be used to notify parents and community members of school events, meetings, and activities. This will also be utilized to help keep parents informed of student performance in the classroom. The system will also provide a "bullying" hotline, allow teachers to disseminate assignments, and timely reminders of upcoming important dates.

2) Each building or instructional designation has created and updates a School Facebook page, as well as, a district Facebook page at a

## Redesign Plan

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minimum of 1 once a week. This is used to communicate to both the parents and community the activities, initiatives, and opportunities for engagement. At the secondary level we also have a Twitter page that is connected to the Facebook page.

3) Staff are creating individual web-pages that will be updated weekly. These will be used to communicate assignments, programs, and classroom initiatives to parents and community members.

4) Superintendent "Community Coffee". Once a month the Superintendent will open up his office and invites the community to join him for coffee. During this time he will address the communities concerns and questions, in addition, to present new initiatives and transformation progress.

5) Each month at the public board meetings the Principals are required to give a presentation on data, academic progress, and building activities.

6) The high school will develop and hold curriculum nights for specific grade levels and content areas in an effort to help engage parents in their child's education. During these events parents and community will not only be presented with what our students are doing but how they can support them at home.

7) The High School Principal will hold a monthly Priority/Parent update meeting where parents and community are updated on the progress of the transformation and our academic programs. Parents will be able to ask questions and to provide guidance to the administration from their perspective that will help shape the direction of the school.

8) Cool to be Kind Initiative: This a social initiative designed to address bullying and inappropriate social interaction. As part of this program there are parent and community nights, as well as, huge community service and engagement focus. Community organizations such as local churches, Lions Club, and individual community members will be invited to work without students on community based projects. This will provide both enrichment opportunities for our students but also create a healthy culture for our school and community.

9) Bullying Task-Force and Presentations: In addition to the "Cool to be Kind" initiative we have also created a Bullying Task-Force that is open to all parents, staff, and students designed to help attack and eliminate bullying and the issue associated with it. Also, VCS provides a student and parent presentation on Cyber-Bullying that is presented by the Michigan C.S.I. initiative.

10) The school and the administration partner with both Central Michigan University and Alma College to provide educational opportunities for our students and create a partnership with each university that will create tutoring and intervention programs for our students. Furthermore, the High School has partnered with the Math and Science Department at Central Michigan University to participate in a Grant that will focus on implementation and use of technology in mathematics instruction.

11) The school partners with the Church of Christ to provide an after school enrichment program called "Project Care" that takes place every Thursday after school. In this program members of the school staff, church congregation and staff, and community provide the students with snacks, physical exercise, and extra academic support.

12) Richland Township Days: Each summer the school partners with the local township to hold our "Frontier Days" celebration. During this time the school is the host of many activities and events including, fireworks, auctions, craft shows, and choir concert.

During these events we are going to try and hold drawings, contests, and have giveaways along with treats and food to encourage parent participation. We are going to use the different communication systems and tools to make personal contact and personally invite people to

## Redesign Plan

Vestaburg Community High School

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participate. It is the purpose of the school to be a service based organization for our community and our children. Thus, not only are we improving our communication methods, we are building a partnership with our community that will create a strong, healthy climate for our students. We understand that we need to get the parents and people into our building as much as possible so that they will feel comfortable engaging in reform discussions and their child's education. All of this is will address and improve our culture per our big idea.

## **PART F: PROVIDING OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT**

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

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

The Vestaburg High School does not receive or expend any Title 1 funding. However, the building does have flexibility with budget, staffing and schedule to substantially increase student achievement as demonstrated by the employment of the k-12 Dean of Students, restructuring of the student day to include the ACT time in order to specifically provide intensive interventions as well as professional learning teams that meet outside the contract obligations in all subjects including special education.

Furthermore, through the PLC process and the professional development activity evaluation process the staff is continually looking at strategy effectiveness, scheduling, and building and staff norms that need to be changed or discontinued. The teacher contract allows for administration to have the "right of assignment" in order to assign staff based on their strengths and student needs. For example, this year we have created a schedule that includes a common intervention time each day. For this intervention time, staff was assigned based on the needs of the students and the program. In addition, the district has agreed to contract a writing and a math coach to work with both the staff and the administration to specifically improve instruction. Teachers are given time out of the classroom to meet with the coaches as well. Also, teachers are meeting 1-2 times a month for an addition of up to 3 hrs a month to work in PLC's and departments that are outside of the contracted day. At these meeting they are asked to look at data and to determine how the data will dictate their instruction.

**Requirement #11: The school and district will ensure that the school receives ongoing, intensive technical assistance and related support from the district, ISD, Michigan Department of Education, or other designated external partners or organizations.**

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

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

11A: The Vestaburg High School is part of one campus housing student grades prek-12. In the 2014-2015 school year the central office will be moved into the Middle/ High School granting immediate access and providing direct oversight for plan implementation. In addition, the school works very closely with the Montcalm Intermediate School District to provide professional development for administration and teaching staff, as well as, access to ISD based programs. For example, the district has participated in the MAISD "Hair on Fire" common core initiative for the past two school years. Administration is actively involved on the ISD Principals Council and Curriculum Council. The Administration is active in their professional memberships and groups such as MASSP, ASCD, and MASA. The school has partnered with independent contractors/coaches to work on instruction, the MAISD consortium on several grants, and Central Michigan University on a grant to improve technology usage in Mathematics instruction. The high school principal will be attending the Leadership Academy as offered by Kent County in February of 2014 and the district is aware and participating in the Superintendents Dropout Challenge. Lastly, the Principals

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Vestaburg Community High School

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have and continue to participate in the MDE School Improvement Conferences, as well as, the State and Federal Programing Conferences.

11B:

Jeff Beal

Superintendent

Vestaburg Community School

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Vestaburg  
Community School  
Principal Evaluation  
2013-2016

This document is based on the evaluation requirements of the Revised School Code. Document released March 2012.



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# Introduction & Explanation of Rubrics

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**Please consider the following:**

- 1. The rubrics for Categories A – F are based on the same categories as are found in MASB’s former Sample Superintendent Evaluation.**
- 2. Categories G – J are from P.A. 102 and the revisions to MCL 380.1249. MASB believes that the categories indicated in the law, should be in the evaluation tool.**
- 3. Category K (Student Growth and Achievement) is based on feedback received while facilitating various groups as they developed tools to address the requirements of MCL 380.1249.**
- 4. It’s important to note that within the Student Growth and Achievement category, any number of goals and measurement definitions can be developed. Goal setting should be a mutual exercise of the board and superintendent.**
- 5. How to treat regression of student growth is also a function of the local team.**
- 6. Calculations of a final score follow a “weighted average” format. The district can determine the weight that’s assigned to each category. Please note that in 2013-14 the Student Growth and Achievement category must be weighted at 25 percent; complies with the “significant factor” requirement of MCL 380.1249. The weighting for this category increases in 2014-15 to 40 percent; 50 percent in 2015-16.**
- 7. Once a final score is determined, it allows for a district to use the score in response to MCL 380.1250 or any other purpose that it may deem to be appropriate. Specific use of this document won’t be the interest or recommendation of MASB.**



### A. Community Relations (5%)

	<b>Ineffective 1 point</b>	<b>Minimally Effective 2 points</b>	<b>Effective 3 points</b>	<b>Highly Effective 4 points</b>	<b>Score</b>
<b>District image</b>	Is actively seeking other employment.	It's a job. Represents the district. Doesn't actively promote the district.	Projects a positive image of the district as expected. Doesn't aggressively promote and endorse district activities.	Projects a positive image at all times, whether during the school day or after hours. Is a cheerleader for the district.	
<b>Communications with community groups</b>	Isn't readily available for parents, governmental and civic groups. Avoids direct communication unless absolutely necessary.	Is available for parents, governmental and civic groups, providing them with information, but doesn't seek their input.	Actively seeks two-way communication with parents, governmental and civic groups.	Actively seeks multi-faceted communications and works to provide alternative means of contact.	
<b>Community input</b>	Doesn't seek or readily accept direction. Is self-directed and autonomous.	Accepts suggestions and direction, but doesn't seek it.	Readily accepts community input, seeks direction and is responsive to input and suggestions.	Actively seeks community input, creates methods for external groups to communicate with the school.	
<b>Approachability</b>	Isn't visible at events. Is only available through appointments in the office.	Is visible, at a distance. Attends some events.	Attends and is visible at some events. Visits with community at district events.	Is visible and approachable by members of the community. Attends most events.	
<b>District reporting</b>	The annual report is minimal in scope, isn't completely accurate or disseminated.	The annual report meets state requirements and is available by request.	The annual report meets state requirements and is properly disseminated.	Prepares detailed and accurate reports for the community and proactive in sharing the reports.	
<b>Listening skills</b>	Doesn't listen to others and monopolizes conversation(s).	Listens to others, but does incorporate suggestions.	Listens to others and incorporates suggestions.	Demonstrates good listening skills. Listens before speaking. Projects genuine interest in others opinions.	
<b>Trustworthiness</b>	Isn't generally trusted to follow through on promises. Doesn't maintain confidentiality.	May not follow through on some actions, but maintains necessary confidentiality.	Follows through on most actions. Is sincere and candid.	Is completely trustworthy; maintains confidentiality as necessary.	
<b>Category Score</b>					<b>/28</b>



## B. Staff Relationships (10%)

	<b>Ineffective 1 point</b>	<b>Minimally Effective 2 points</b>	<b>Effective 3 points</b>	<b>Highly Effective 4 points</b>	<b>Score</b>
<b>Internal communications</b>	Doesn't have a specific system to inform staff of important issues.	Relies on the administrators to keep staff informed.	Keeps staff informed of most important matters.	Establishes a system of keeping staff continually informed to minimize rumors.	
<b>Personnel matters</b>	Isn't discrete with personnel. At times lacks confidentiality and holds grudges.	Prefers building principals to handle personnel matters first. Handles only the most difficult matters.	Handles personnel matters with fairness, discretion and impartiality.	Is proactive with personnel matters. Personnel policies are routinely discussed and promoted.	
<b>Concern for staff</b>	Has little regard for the overall welfare of the staff.	Concern for staff is of a professional nature; not high priority.	Demonstrates a genuine concern for welfare of staff.	Exhibits a sincere and genuine concern for the staff. Works to improve working conditions.	
<b>Staff recognition</b>	Doesn't recognize staff for contributions to the district's operation.	Provides general recognition to the staff as a whole for their contributions toward district goals.	Recognizes staff for their contributions toward district goals. Conveys personal thank-yous.	Has an active program to recognize staff for contributions. Recognizes staff publicly as appropriate.	
<b>Staff development</b>	Staff development isn't utilized. Staff members are responsible for their own improvement.	Staff development is applied to all staff as required by the contract.	Staff development programs are reflective of what the ISD may offer to constituent districts.	Staff development programs are targeted toward specific goals and uses current adult learning concepts.	
<b>Strategic planning</b>	No planning process is used.	Selects specific people to provide input for consideration of goals and problem solving.	Involves all staff in a strategic planning process.	Seeks input from all stakeholders in the community.	
<b>Team building</b>	Isn't involved in "team" building, preferring to act unilaterally.	Uses team problem-solving when necessary; not an ongoing process.	Uses a team approach to foster ownership of decisions.	Promotes a team spirit and is part of the "team." Training is provided to maximize efficiency of team members.	
<b>Visibility</b>	Seldom visits buildings and doesn't participate in classroom activities.	Is present at building programs and special activities.	Visits buildings/classroom as time permits.	Building visits are a priority item. Visits buildings on a regular basis and participates in classroom activities.	
<b>Category Score</b>				<b>/32</b>	<b>%</b>

*Staff Relationships, continued on page 7*



### C. Business and Finance (10%)

	<b>Ineffective 1 point</b>	<b>Minimally Effective 2 points</b>	<b>Effective 3 points</b>	<b>Highly Effective 4 points</b>	<b>Score</b>
<b>Budget recommendations</b>	Principal isn't current on budget information, defers to business manager.	Participates in budget meetings. Budget is based on information known at beginning of the year.	Budget recommendations are out of necessity. As conditions require the budget is revised.	Budget recommendations are proactive, timely, considerate of most current info and data.	
<b>Building Budget Management</b>	Is not aware of building accounts/ overspends building budget.	Facility needs are addressed on an as-needed basis. The tight budget doesn't allow for purchasing..	Understands building budget and has a building plan each year for how purchases will be made and from what account lines money will be spent.	Creatively tackles the building level budget managing account lines for various purchases and maintains spending within Board adopted budget parameters.	
<b>Alternative funding</b>	Doesn't seek any form of funding outside of state aid.	Welcomes gifts and donations to the budget.	Seeks alternative funding to supplement the district's existing budget.	Has a plan and strategy to generate alternative funding for district programs.	
<b>Involves others</b>	Isn't an integral part of the budget process.	Expects/allows the business manager to develop and recommend the budget.	Involves administrative staff/ others in the development of a budget and budget revisions.	Actively seeks (holds public meetings) input and incorporates suggestions in budget process.	
<b>Resource allocation</b>	Resources are allocated to those who speak up first. Some buildings/grades receive special treatment.	Aside from the basics, resources are allocated to those who specifically request something. Equitable distribution isn't a factor.	Resources are distributed fairly and equitably among the buildings and programs.	Resources are distributed fairly and equitably among the buildings/programs. Always seeking additional resources to supplement instruction.	
<b>Category Score</b>				<b>/20</b>	<b>%</b>



### D. Educational Leadership (10%)

	<b>Ineffective 1 point</b>	<b>Minimally Effective 2 points</b>	<b>Effective 3 points</b>	<b>Highly Effective 4 points</b>	<b>Score</b>
<b>Leadership image</b>	Isn't the leader. Seeks to delegate/appoint responsibility to others.	Isn't a high-profile person. Prefers to remain in the background.	Is seen as the leader and speaks for the district when necessary.	Projects strong leadership image. Welcomes role of being point person (face of district).	
<b>Enthusiasm</b>	Not enthusiastic. Appears to be looking for career change.	Meets most expectations, but doesn't seek additional responsibility.	Completes the necessary duties, fulfills the boards expectations. Accepts responsibilities.	Is enthusiastic in performing the duties of the office. Enjoys the position and being at school.	
<b>Knowledge</b>	Is unaware of current issues and can't convey essential information.	Isn't completely knowledgeable regarding current issues. Relies on others for information/data.	Is a competent administrator and understands the issues that face the district.	Demonstrates knowledge and comfort with current issues; easily communicates w/ others.	
<b>Self-improvement</b>	Isn't current with required professional development requirements.	Only completes the minimal requirements.	Fulfills the professional development requirements per state law. Attends professional conferences when appropriate.	Eagerly seeks to learn and improve upon personal and professional abilities.	
<b>Focus on students</b>	Minimal focus on management of the district and maintaining day-to-day operations. Student achievement isn't the priority.	Student achievement is a concern, but budget, personnel and extra-curricular decisions are the priority.	Student achievement is important, as it's reflective in district publications, and now, personnel evaluations.	Places student achievement as the top priority and consistently communicates this to others. Bases decisions on improving student achievement. Budget reflects importance.	
<b>Best practices</b>	Is unaware of what best practices are. Isn't current with modern learning research.	May be aware of modern research and best practices, but implementation isn't a priority.	Is aware of best practices and promotes others to use research findings to improve student achievement.	Constantly seeks awareness (reading, etc.) of best practices and frequently models these practices.	
<b>Responds to needs</b>	Isn't concerned with changing needs of students/parents. District operation reflects, "this is what we've always done."	Responds to student and parent needs as they may be presented ( <i>listens</i> ). Doesn't seek to implement changes.	Responds to student and parent needs as determined ( <i>passive</i> ). Uses district resources as available.	Seeks first to understand ( <i>proactive</i> ) student and parent needs and then responds to meet them.	
<b>Goal development</b>	The goal is to get through this year.	Goals are defined by what's possible within existing budget.	Goals are defined by implementing state curriculum and seeking to maximize student scores.	Believes in and facilitates the development of short/long term goals for district, using current research & delivery models.	

*Educational Leadership, continued on page 10*



**E. Educational Leadership (10%), continued**

	<b>Ineffective 1 point</b>	<b>Minimally Effective 2 points</b>	<b>Effective 3 points</b>	<b>Highly Effective 4 points</b>	<b>Score</b>
<b>Curriculum</b>	Curriculum isn't a priority. Isn't engaged in curriculum assessment, design or implementation.	Allows teachers to define their own curriculum. There's little or no coordination.	Emphasizes adapting the curriculum to state requirements, but relies on building principals to ensure compliance.	Supervises the development of a modern curriculum that's aligned with state and national requirements.	
<b>Staff Professional Development</b>	PD activities aren't used to improve individual skills. Participation is dependent on teacher interest.	PD is presumed to be aligned with the curriculum, but isn't monitored to ensure appropriateness.	Relies on building principals to monitor and approve PD activities, aligned with the curriculum.	Provides PD that's consistent with adopted curriculum to ensure staff skills are aligned with curriculum needs.	
<b>Category Score</b>				<b>/40</b>	<b>%</b>



## F. Personal Qualities (5%)

	<b>Ineffective 1 point</b>	<b>Minimally Effective 2 points</b>	<b>Effective 3 points</b>	<b>Highly Effective 4 points</b>	<b>Score</b>	
<b>Respect</b>	Isn't considered professional in comparison to other community leaders. Isn't a person others go for advice.	Viewed in the context of the position; respected by board, but a relative unknown in the community and outside district.	Is known to be the superintendent and is a respected person in the community.	Is seen as more than just an educator and is considered a well-respected professional in all community circles.		
<b>Accepts criticism</b>	Defensive when criticized. Reacts negatively to suggestions for improvement. Satisfied to just maintain.	Listens to criticism, but is unlikely to change behavior.	Accepts constructive criticism, respects it and may use it to change behavior.	Seeks constructive feedback. Uses input to improve both personally and professionally.		
<b>Communication skills</b>	Writing has grammatical and punctuation errors. Speaking is often colloquial and inappropriate.	Speaking and writing is acceptable, but not a priority.	Communication is important. Speaks and writes with few errors.	Writes and speaks clearly and professionally. Models professional standards for both students and staff.		
<b>Demeanor</b>	Is assertive, but in a negative manner. Is mostly concerned with "self."	Accepts and performs the job as necessary. Addresses issues as they arise.	Is assertive, but tactful. Is usually considerate and respectful of others.	Is considerate and respectful of others. Is even-tempered and pleasant; true professional.		
<b>Poise</b>	Can be abrasive when challenged. Promotes win-lose solutions.	Is easy to get along with and wants others to be the same. There are winners and losers.	Maintains poise and composure in difficult situations. Doesn't avoid uncomfortable situations.	Maintains poise and composure in difficult situations. Searches for win-win solutions.		
<b>Appearance</b>	Often isn't dressed appropriately and personal appearance isn't suited to the position.	Dresses appropriately and is representative of the community.	Is professional in appearance for all school activities.	Is professional in appearance in and out of school, and models appropriate standards for students and staff.		
<b>Attitude</b>	Doesn't convey an attitude of caring for kids and staff as a priority.	Indicates caring for kids and staff, but doesn't dedicate efforts to providing opportunities for success.	Cares about kids and staff and works to help kids succeed.	Genuinely cares about the success of students and works to maximize student opportunities for success.		
<b>Humor</b>	At times, humor can be at the expense of others and be inappropriate.	Has a sense of humor and may laugh at comments by others.	Has a sense of humor and participates in light moments.	Has a sense of humor and can laugh at him/herself while maintaining the dignity of others.		
<b>Control</b>	May lose control through inappropriate language or other behavior.	Exhibits self-control, but may display anger if provoked.	Is always under control physically and emotionally. Doesn't openly display anger.	Is always under control physically and emotionally. Can always be counted on to model the highest standards of conduct.		
<b>Category Score</b>					<b>/36</b>	<b>%</b>



**G. Evaluation (10%) (required by MCL 380.1249 (3)(c)(i))**

	<b>Ineffective 1 point</b>	<b>Minimally Effective 2 points</b>	<b>Effective 3 points</b>	<b>Highly Effective 4 points</b>	<b>Score</b>
<b>Evaluation tool</b>	The evaluation tool doesn't comply with state standards. (Sec. 1249).	The evaluation tool has most of the state required features. Administrators use it at their own leisure.	The evaluation tool complies with state requirements. Most administrators have been trained in its use.	The evaluation tool for teachers/administrators is aligned with state requirements. Administrators have been trained how to use it.	
<b>Evaluation completion</b>	Not all evaluations are complete as required.	Evaluations are completed, but not all comply with the state standards.	Evaluations are complete. Some less than "effective" teachers have yet to have IDPs developed.	Evaluations are complete on all teachers/administrators. All evaluations comply with the standards set forth in Sec. 1249. Teachers who are less than "effective" have IDPs in place.	
<b>Category Score</b>				<b>/8</b>	<b>100%</b>



**H. Progress Toward the School Improvement Plan (5%) (required by MCL 380.1249 (3)(c)(ii))**

	<b>Ineffective 1 point</b>	<b>Minimally Effective 2 points</b>	<b>Effective 3 points</b>	<b>Highly Effective 4 points</b>	<b>Score</b>
<b>Existence of plan</b>	District and/or building-level plans aren't in evidence.	The district and buildings each have their own plans for improvement, but there's no coordination of focus or resources.	The district has a school improvement plan. Each building has a plan. The plans are generally targeted on the same areas of need.	The district has a comprehensive school improvement plan, supported by building-level plans. The plans reflect student academic needs and the resources necessary to address them.	
<b>Progress toward plan</b>	No evidence of progress related to the SIP can be measured.	Each building may show some student achievement gains, but without coordination among buildings, no district improvement can be measured.	There's some evidence that individual building improvement is related to a coordinated district effort.	Each building's SIP is an integral part of the district plan. The areas of identified need are being successfully addressed as evidenced by improved student achievement in identified areas.	
<b>Category Score</b>				<b>/8</b>	<b>100%</b>



**I. Student Attendance (5%) (required by MCL 380.1249 (3)(c)(iii))**

	<b>Ineffective 1 points</b>	<b>Minimally Effective 2 points</b>	<b>Effective 3 points</b>	<b>Highly Effective 4 points</b>	<b>Score</b>
<b>Student attendance</b>	Attendance isn't being addressed as a policy issue. Attendance rates are decreasing.	Attendance isn't an area of focus; and therefore, student attendance is a matter left to itself. Attendance rates fluctuate at will.	Attendance is an area of focus. There are specific plans in place to identify chronic attendance problems and commit resources to have the students attend school. Attendance rates are increasing.	Attendance is an area of interest. Individual student attendance problems are addressed to improve attendance. Attendance rates are being maintained at a high level.	
<b>Graduation rate</b>	Graduation rates aren't being addressed as a policy issue. Graduation rates are decreasing.	Graduation rates aren't an area of focus. Graduation rates fluctuate at will.	Graduation rates are a continual area of focus, per state requirement. Student progress is monitored and specific strategies are in place to increase the graduation rate. The graduation rate is increasing	Graduation rates are an area of focus. Student progress is monitored so that special attention can be provided to students who may be in danger. Graduation rates are being maintained at a high level.	
<b>Category Score</b>					<b>/8</b>



**J. Student/Parent/Teacher Feedback (5%) (required by MCL 380.1249 (3)(c)(iv))**

	<b>Ineffective 1 point</b>	<b>Minimally Effective 2 points</b>	<b>Effective 3 points</b>	<b>Highly Effective 4 points</b>	<b>Score</b>
<b>Students</b>	Student concerns aren't sought or considered.	Student concerns are sought as a required component. There's no tabulation or reporting of results.	Student concerns are sought and generally noted, but not formally reported.	Students are actively surveyed for their concerns and suggestions; results are reported and available.	
<b>Parents</b>	Parent concerns aren't sought or considered.	Parent concerns are sought as a required component. There's no tabulation or reporting of results.	Parent concerns are sought and generally noted, but not formally reported.	Parents are actively surveyed for their concerns and suggestions; results are reported and available.	
<b>Teachers</b>	Teacher concerns aren't sought or considered.	Teacher concerns are sought as a required component. There's no tabulation or reporting of results.	Teacher concerns are sought and generally noted, but not formally reported.	Teachers are actively surveyed for their concerns and suggestions; results are reported and available.	
<b>Category Score</b>					<b>/12</b>



**K. Student Growth and Achievement (2013-2014: 30%, 2014-2015: 40%, 2015-2016: 50%)**

The following specific goals have been developed and agreed upon indicators of student growth and achievement:

1. **In the 2013-2014 school year 15%** of the evaluation will be calculated based on building wide NWEA results demonstrating academic growth. **(20% for 2014-2015 AND 25% for 2015-2016).**
2. **In the 2013-2014 school year 5%** of the evaluation will be calculated based on building wide local data results demonstrating academic growth (includes Dibels, PLAN, Explore, and locally generated assessments). **(8% for 2014-2015 AND 10% for 2015-2016).**
3. **In the 2013-2014 school year 10%** of the evaluation will be calculated based on building wide MEAP results demonstrating increased proficiency and percent proficient in grades 3-9 and MME/ ACT for grade 11. **(12% for 2014-2015 AND 15% for 2015-2016).**

	<b>Ineffective 1 point</b>	<b>Minimally Effective 2 points</b>	<b>Effective 3 points</b>	<b>Highly Effective 4 points</b>	<b>Score</b>
<b>Positive growth</b>	No growth has been demonstrated in any of the goal areas. Regression is present in some areas.	Some growth is noted, but only in a minimal sense (minority of areas). Regression in some areas is present.	Some growth has been demonstrated in a majority of the goal areas. There's minimal regression in any area.	Goals have been met or exceeded in each area. No regression is present.	<b>3</b>
<b>Category Score</b>				<b>/4</b>	



**L. Individual Calculations**

A Section	B Weight of Category	C Category Score (%)	D Category Weighted Score
<b>A. Community Relations</b>	5% (.05)	X81	= 4.05
<b>B. Staff Relationships</b>	10% (.1)	X85	= 8.5
<b>C. Business and Finance</b>	10% (.1)	X92	= 9.2
<b>D. Educational Leadership</b>	10% (.1)	X87	= 8.7
<b>E. Personal Qualities</b>	5% (.05)	X92	= 4.6
<b>F. Evaluation</b>	10% (.10)	X100	= 10
<b>G. Progress Toward the School Improvement Plan</b>	5% (.05)	X100	= 5
<b>H. Student Attendance</b>	5% (.05)	X87	= 4.35
<b>I. Student/Parent/Teacher Feedback</b>	5% (.05)	X75	= 3.75
<b>J. Student Growth and Achievement</b>	30% (.25)	X75	= 18.75
<b>Total Possible</b>	100%	<b>Total Score</b>	86.1

**Instructions:** Copy the Category Score from each category rubric into Column C on this page. Multiply the Weight of Category (decimal Column B) times the Category Score (Column C) and enter the result as the Category Weighted Score (Column D). Compute the sum of Column D and enter as the Total Score. This total score is your individual effectiveness rating for the superintendent. Go to page 18 for board calculations.



## Evaluation Categories

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**89% - 100%**

**Highly Effective**

**75% - 88%**

**Effective**

**60% - 74%**

**Minimally Effective**

**Less than 60%**

**Ineffective**

# Vestaburg Community Schools Teacher Evaluation Checklist

2012-2013

Name: \_\_\_\_\_

## Teacher should include:

### Lesson Plans:

- \_\_\_\_\_ Daily lesson plan (Due 48 hrs prior to formal observation)
- \_\_\_\_\_ Unit lesson plan (Due 48 hrs prior to formal observation, format optional)

### Forms:

- \_\_\_\_\_ Pre-observation form (form A.1) \*Due with Lesson Plans
- \_\_\_\_\_ Self-reflection form (form A.2) \*Due at post observation meeting
- \_\_\_\_\_ Self Evaluation (EPES) \*Due at final Evaluation Meeting
- \_\_\_\_\_ Contact logs (form A.3) \*Due at post observation meeting

### Student Growth:

#### Assessment Results:

- \_\_\_\_\_ Pre and post test results and breakdown
- \_\_\_\_\_ NWEA Results
- \_\_\_\_\_ MEAP, MME, ACT

## Admin should include:

- \_\_\_\_\_ Walk-through and observation sheets (domains 2 & 3)
- \_\_\_\_\_ Final Evaluation (EPES)

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<p>1. Briefly describe the students in this class, including any special needs.</p>	<p>6. How do you plan to engage students in the content? What will you do? What will the students do?</p>
<p>2. What are your goals for the lesson? What do you want the students to learn?</p>	<p>7. What difficulties do you typically experience in this area and how do you plan to deal with these difficulties?</p>
<p>3. Why are you suitable for this group?</p>	<p>8. What instructional materials or other resources, if any will you use?</p>
<p>4. How do these goals support the district's curriculum and the HSCE's?</p>	<p>9. How will you assess student achievement of the goals? What procedures will you use? (Attach any rubrics or scoring guides you will use).</p>
<p>5. How do these goals relate to the broader curriculum goals in the discipline as a whole or in other disciplines?</p>	<p>10. How do you plan to use the results of the assessment?</p>

List any items you might want to call to the attention of the Administrator:

Vestaburg & RPPXQLW School  
Teacher Observation Reflection Form

Name: \_\_\_\_\_

Grade/Subject: \_\_\_\_\_

Observation Date: \_\_\_\_\_

Post Observation Date: \_\_\_\_\_

1. *As I reflect on the lesson, to what extent were student productively engaged?*
2. *Did the students learn what I intended? Were my instructional goals met and how do I know?*
3. *Did I alter my goals or instructional plan as I taught the lesson. If so, why?*
4. *If I had the opportunity to teach this lesson again to this same group of students, what would I do differently? Why?*
5. *Provide several examples of student work on this assignment. (This may not be applicable to all lessons.)*

Teacher Signature: \_\_\_\_\_

**Guidelines for Arriving at a Domain and Final Summative Score  
Based on Charlotte Danielson's Enhancing Professional Practice Rubrics**

**Component Rating**

Begin here with element level rubric.

**Distinguished** - In order to receive this summative score at the component level, an educator would receive *Distinguished* ratings in at least half of the elements of the domain with the remaining elements rated no lower than *Proficient*.

**Proficient** – No more than one element is rated at *Basic*, with the remaining elements rated at *Proficient* or higher.

**Basic** – More than one element rated at *Basic*, with the remaining elements rated as *Proficient* or higher.

**Unsatisfactory** – Any element rated as *Unsatisfactory*

**Domain Rating**

Begin here with component level rubric.

**Distinguished** - In order to receive the summative score at the domain level an educator would receive *Distinguished* ratings in at least half of the components of the domain with the remaining components rated at no lower than *Proficient*.

**Proficient** – No more than one component is rated at *Basic*, with the remaining components rated at *Proficient* or higher.

**Basic** – More than one component rated at *Basic*, with the remaining components rated as *Proficient* or higher.

**Unsatisfactory** – Any component rated as *Unsatisfactory*

**Overall Performance Rubric Rating**

**Distinguished** - In order to receive the summative score of *Distinguished* an educator would receive *Distinguished* ratings in at least half two of the domains, with the remaining domains rated as *Proficient*.

**Proficient** – No more than one domain is rated at *Basic*, with the remaining domains rated at *Proficient* or higher.

**Basic** – More than one domain rated at *Basic*, with the remaining domains rated as *Proficient* or higher.

**Unsatisfactory** – Any domain rated as *Unsatisfactory*

# Educator Performance Evaluation System

**Name:**

**Building:**

**School Year:**

**Assignment:**

**Number of Years in Current Assignment:**

**Evaluator's Name:**

**Evaluator's Title:**

Final Performance Rating			
Ineffective	Minimally Effective	Effective	Highly Effective

## GIRESD Framework for Teaching

### Domain 1: Planning and Preparation

Component 1a	Unsatisfactory	Basic	Proficient	Distinguished
	Teacher's plans and practices display little knowledge of the content, prerequisite relationships between different aspects of the content, or of the instructional practices specific to that discipline.	Teacher's plans and practices reflect some awareness of the important concepts in the discipline, prerequisite relations between them and of the instructional practices specific to that discipline.	Teacher's plans and practices reflect solid knowledge of the content, prerequisite relations between important concepts and of the instructional practices specific to that discipline.	Teacher's plans and practices reflect extensive knowledge of the content and of the structure of the discipline. Teacher actively builds on knowledge of prerequisite and misconceptions when describing instruction or seeking causes for student misunderstanding.
<b>Component 1b</b>	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>Demonstrating knowledge of students</b>	Teacher demonstrates little or no knowledge of or respect for students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.	Teacher indicates the importance of understanding and respecting students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole.	Teacher actively shows respect for and seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources, and attains this knowledge for individual students.	Teacher actively shows respect for and seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources, and attains this knowledge for individual students.
<b>Component 1c</b>	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
	Instructional outcomes are unsuitable for students, represent trivial or low-level learning, or are stated only as activities. They do not permit viable methods of assessment.	Instructional outcomes are of moderate rigor and are suitable for some students, but consist of a combination of activities and goals, some of which permit viable methods of assessment. They reflect more than one type of learning, but teacher makes no attempt at coordination or integration.	Instructional outcomes are stated as goals reflecting high-level learning and curriculum standards. They are suitable for most students in the class, represent different types of learning, and are capable of assessment. The outcomes reflect opportunities for coordination.	Instructional outcomes are stated as goals that can be assessed, reflecting rigorous learning and curriculum standards. They represent different types of content, offer opportunities for both coordination and integration, and take account of the needs of individual students.
<b>Component 1d</b>	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
	Teacher demonstrates little or no familiarity with resources, including appropriate technology to enhance own knowledge, to use in teaching, or for students who need them. Teacher does not seek such knowledge.	Teacher demonstrates some familiarity with resources, including appropriate technology available through the school or district to enhance own knowledge, to use in teaching, or for students who need them. Teacher does not seek to extend such knowledge.	Teacher is aware of and uses resources, including appropriate technology available through the school or district to enhance own knowledge, to use in teaching, or for students who need them.	Teacher seeks out resources, including appropriate technology in and beyond the school or district in professional organizations, on the Internet, and in the community to enhance own knowledge, to use in teaching, and for students who need them.
<b>Component 1e</b>	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
	The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure. It is suitable for only some students.	The series of learning experiences demonstrates partial alignment with instructional outcomes, some of which are likely to engage students in significant learning. The lesson or unit has a recognizable structure and reflects partial knowledge of students and resources.	Teacher coordinates knowledge of content, of students, and of resources to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The lesson or unit has a clear structure and is likely to engage students in significant learning.	Teacher coordinates knowledge of content, of students, and of resources to design a series of learning experiences aligned to instructional outcomes, differentiated where appropriate to make them suitable to all students and likely to engage them in significant learning. The lesson or unit's structure is clear and allows for different pathways according to student needs.
<b>Component 1f</b>	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>Designing student assessment</b>	Teacher's approach to assessing student learning contains no clear criteria or standards, lacks congruence with the instructional goals, or is inappropriate to many students. Teacher has no plans to use assessment results in designing future instruction.	Teacher's plan for student assessment is partially aligned with the instructional goals, without clear criteria, and is inappropriate for at least some students. Teacher plans to use assessment results to plan for future instruction for the class as a whole.	Teacher's plan for student assessment is aligned with the instructional goals, using clear criteria, and is appropriate to the needs of students. Teacher uses assessment results to plan for future instruction for groups of students.	Teacher's plan for student assessment is fully aligned with the instructional goals, with clear criteria and standards that show evidence of student participation in their development. Assessment methodologies may have been adapted for individuals, and the teacher uses assessment results to plan future instruction for individual students.

Domain 2: The Classroom Environment				
Component 2a	Unsatisfactory	Basic	Proficient	Distinguished
	Classroom interactions, both between the teacher and students and among students, are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students.	Classroom interactions, both between the teacher and students and among students, are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students.	Classroom interactions between teacher and students and among students are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students.	Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development. Students themselves ensure high levels of civility among members of the class.
Component 2b	<b>Unsatisfactory</b> The classroom environment conveys a negative culture for learning, characterized by low teacher commitment to the subject, low expectations for student achievement, little respect for or knowledge of students' diverse cultures and little or no student pride in work.	<b>Basic</b> Teacher's attempt to create a culture for learning are partially successful, with little teacher commitment to the subject, modest expectations for student achievement, some respect for or knowledge of students' diverse cultures and little student pride in work.	<b>Proficient</b> The classroom culture is characterized by high expectations for most students, genuine commitment to the subject by both teacher and students, and respect for and knowledge of students' diverse cultures, with students demonstrating pride in their work.	<b>Distinguished</b> High levels of student engagement and teacher passion for the subject create a culture for learning in which everyone shares a belief in the importance of the subject, and all students hold themselves to high standards of performance, for example by initiating improvements to their work. Teacher and students demonstrate high levels of respect for and knowledge of diverse student cultures.
Component 2c	<b>Unsatisfactory</b> Much instructional time is lost due to inefficient classroom routines and procedures, for transitions, handling of supplies, and performance of noninstructional duties	<b>Basic</b> Some instructional time is lost due to only partially effective classroom routines and procedures, for transitions, handling of supplies, and performance of noninstructional duties.	<b>Proficient</b> Little instructional time is lost due to classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties, which occur smoothly.	<b>Distinguished</b> Students contribute to the seamless operation of classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.
Component 2d	<b>Unsatisfactory</b> There is no evidence that standards of conduct have been established, and little or no teacher monitoring of student behavior. Response to student misbehavior is repressive, or disrespectful of student dignity.	<b>Basic</b> The teacher has made an effort to establish standards of conduct for students. Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.	<b>Proficient</b> Standards of conduct are clear to students, and the teacher monitors student behavior against those standards. Teacher response to student misbehavior is appropriate and respects the students' dignity.	<b>Distinguished</b> Standards of conduct are clear, with evidence of student participation in setting them. Teacher's monitoring of student behavior is subtle and preventive, and teacher's response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior.
Component 2e	<b>Unsatisfactory</b> Teacher makes poor use of the physical environment, resulting in unsafe or inaccessible conditions for some students or a significant mismatch between the physical arrangement and the lesson activities.	<b>Basic</b> Teacher's classroom is safe, and essential learning is accessible to most students, but the physical arrangement only partially supports the learning activities. Teacher's use of physical resources, including computer technology, is moderately effective.	<b>Proficient</b> Teacher's classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement supports the learning activities. Teacher makes effective use of physical resources, including computer technology (when applicable).	<b>Distinguished</b> The classroom is safe, and the physical environment ensures the learning of all students, including those with special needs. Students contribute to the use or adaptation of the physical environment to advance learning. Technology is used skillfully, as appropriate to the lesson.

**Domain 3: Instruction**

<b>Component 3a</b>	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
	Expectations for learning, directions and procedures, and explanations of content are unclear or confusing to students. Teacher's use of language contains errors or is inappropriate to students' diverse cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clarified after initial confusion; teacher's use of language is correct but may not be completely appropriate to students' diverse cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clear to students. Communications are appropriate to students' diverse cultures and levels of development.	Expectations for learning, directions and procedures, and explanations of content are clear to students. Teacher's oral and written communications are clear and expressive, appropriate to students' diverse cultures and levels of development, and anticipate possible student misconceptions.
<b>Component 3b</b>	<b>Unsatisfactory</b> Teacher's questions are low-level or inappropriate, eliciting limited student participation and recitation rather than discussion.	<b>Basic</b> Some of the teacher's questions elicit a thoughtful response, but most are low level, posed in rapid succession. Teacher attempts to engage all students in the discussion are only partially successful.	<b>Proficient</b> Most of the teacher's questions elicit a thoughtful response, and the teacher allows sufficient time for students to answer. All students participate in the discussion, with the teacher stepping aside when appropriate.	<b>Distinguished</b> Questions reflect high expectations and are culturally and developmentally appropriate. Students formulate many of the high-level questions and ensure that all voices are heard.
<b>Component 3c</b>	<b>Unsatisfactory</b> Activities and assignments, materials, and groupings of students are inappropriate to the instructional outcomes or levels of understanding, resulting in little intellectual engagement. The lesson has no structure or is poorly paced. Activities, assignments, and materials are not appropriate for diverse cultures.	<b>Basic</b> Activities and assignments, materials, and groupings of students are partially appropriate to the instructional outcomes or levels of understanding, resulting in moderate intellectual engagement. The lesson has a recognizable structure but is not fully maintained. Activities, assignments, and materials are partially appropriate for diverse cultures.	<b>Proficient</b> Activities and assignments, materials, and groupings of students are fully appropriate to the instructional outcomes and students' cultures and levels of understanding. All students are engaged in work of a high level of rigor. The lesson's structure is coherent, with appropriate pace. Activities, assignments, and materials are fully appropriate for diverse cultures.	<b>Distinguished</b> Students are highly intellectually engaged throughout the lesson in higher order learning and make material contributions to the activities, student groupings, and materials. The lesson is adapted as needed to the needs of individuals, and the structure and pacing allow for student reflection and closure. Students assist in ensuring that activities, assignments and materials are fully appropriate for diverse cultures.
<b>Component 3d</b>	<b>Unsatisfactory</b> Assessment is not used in instruction, either through students' awareness of the assessment criteria, monitoring of progress by teacher or students, or through feedback to students.	<b>Basic</b> Assessment is occasionally used in instruction, through some monitoring of progress of learning by teacher and/or students. Feedback to students is uneven, and students are aware of only some of the assessment criteria used to evaluate their work.	<b>Proficient</b> Assessment is regularly used in instruction, through self-assessment by students, monitoring of progress of learning by teacher and/or students, and through high quality feedback to students. Students are fully aware of the assessment criteria used to evaluate their work.	<b>Distinguished</b> Multiple assessments are used in instruction, through student involvement in establishing the assessment criteria, self-assessment by students and monitoring of progress by both students and teachers, and high quality feedback to students from a variety of sources.
<b>Component 3e</b>	<b>Unsatisfactory</b> Teacher adheres to the instruction plan in spite of evidence of poor student understanding or of students' lack of interest, and fails to respond to student questions; teacher assumes no responsibility for students' failure to understand.	<b>Basic</b> Teacher demonstrates moderate flexibility and responsiveness to student questions, needs and interests during a lesson, and seeks to ensure the success of all students.	<b>Proficient</b> Teacher ensures the successful learning of all students, making adjustments as needed to instruction plans and responding to student questions, needs and interests.	<b>Distinguished</b> Teacher is highly responsive to individual students' needs, interests and questions, making even major lesson adjustments as necessary to meet instructional goals, and persists in ensuring the success of all students.

**Domain 4: Professional Responsibilities**

	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>Component 4a</b> Reflecting on teaching	Teacher's reflection on the lesson does not provide an accurate or objective description of the event of the lesson.	Teacher's reflection provides a partially accurate and objective description of the lesson, but does not cite specific positive and negative characteristics. Teacher makes global suggestions as to how the lesson might be improved.	Teacher's reflection provides an accurate and objective description of the lesson, and cites specific positive and negative characteristics. Teacher makes some specific suggestions as to how the lesson might be improved.	Teacher's reflection on the lesson is highly accurate and perceptive, and cites specific examples that were not fully successful, for at least some students. Teacher draws on an extensive repertoire to suggest alternative strategies.
<b>Component 4b</b> Maintaining accurate records	Teacher's system for maintaining both instructional and non-instructional records are either non-existent or in disarray, resulting in errors and confusion.	Teacher's system for maintaining both instructional and non-instructional records is rudimentary and only partially effective. Teacher does not meet deadlines for submission or data entry.	Teacher's system for maintaining both instructional and non-instructional records is accurate, efficient and effective. Teacher meets deadlines for data submissions and entries.	Teacher's system for maintaining both instructional and non-instructional records is accurate, efficient and effective, and students contribute to its maintenance.
<b>Component 4c</b> Communicating with families	Teacher provides little or no information to families, or such communication is culturally inappropriate. Teacher makes no attempt to engage families in the instructional program.	Teacher complies with school procedures for communicating with families and makes an effort to engage families in the instructional program. But communications are not always appropriate to the cultures of those families.	Teacher communicates frequently and successfully engages most families in the instructional program. Information to families about individual students is conveyed in a culturally appropriate manner.	Teacher communicates frequently and sensitively with individual families in a culturally sensitive manner, with students participating in the communication. Teacher successfully engages families in the instructional program, as appropriate.
<b>Component 4d</b> Participating in a professional community	Teacher avoids participating in the professional learning community or in school and district events and projects, relationships with colleagues are negative or self-serving and teacher is resistant to feedback from colleagues.	Teacher becomes involved in the professional learning community and in school and district events and projects when specifically asked; relationships with colleagues are cordial. Teacher accepts, with some reluctance, feedback from colleagues.	Teacher participates actively in the professional learning community and maintains positive and productive relationships with colleagues. In addition, teacher welcomes feedback from colleagues.	Teacher makes a substantial contribution to the professional learning community, and assumes a leadership role with colleagues. In addition, teacher seeks out feedback from colleagues.
<b>Component 4e</b> Growing and developing professionally	Teacher does not participate in professional development activities, even when such activities are clearly needed for the development of teaching skills.	Teacher's participation in professional development activities is limited to those that are convenient or are required.	Teacher engages in opportunities for professional development that is based on a self-assessment of need.	Teacher actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as action research and mentoring new teachers.
<b>Component 4f</b> Demonstrating professionalism	Teacher has little sense of ethics and professionalism, and contributes to practices that are self-serving or harmful to students. Teacher fails to comply with school and district regulations and timeliness.	Teacher is honest and well-intentioned in serving students and contributing to child centered decisions in the school. Teacher complies minimally with school and district regulations, doing just enough to "get by."	Teacher displays a high level of ethics and professionalism in interactions with both students and the school community, and complies fully with school and district regulations.	Teacher assumes a leadership role in ensuring that school practices, decisions and procedures ensure that all the students' interests are addressed. Teacher displays the highest standards of ethical conduct.

## Professional Practice Rubric Summative Ratings

Domain 1 – Planning and Preparation				Domain 2 – The Classroom Environment					
Component	Unsatisfactory	Basic	Proficient	Distinguished	Component	Unsatisfactory	Basic	Proficient	Distinguished
1a					2a				
1b					2b				
1c					2c				
1d					2d				
1e					2e				
1f					Overall Domain 2				
Overall Domain 1									
Domain 3 – Instruction				Domain 4 – Professional Responsibilities					
Component	Unsatisfactory	Basic	Proficient	Distinguished	Component	Unsatisfactory	Basic	Proficient	Distinguished
3a					4a				
3b					4b				
3c					4c				
3d					4d				
3e					4e				
Overall Domain 3					4f				
Overall Domain 4									

Professional Practice Rubric Summative Rating		
Domain	Unsatisfactory	Proficient
Domain 1		
Domain 2		
Domain 3		
Domain 4		
Summative Rating		

Evidence:

Educator Evaluation Summary

**Enhancing Professional Practice Rubric Final Rating**

See Danielson Domain and Final Summative Rating Guidelines

School Year: \_\_\_\_\_ Percent Impact on Final Rating: \_\_\_\_\_ (Determined by District)

Unstatifactory/Ineffective 1.0	Basic/Minimally Effective 2.0	Proficient/Effective 3.0	Distinguished/Highly Effective 4.0
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**Student Growth and Assessment Data**

School Year: \_\_\_\_\_ Percent Impact on Final Rating: \_\_\_\_\_ (Determined by District)

MEAP (EL and MS) =10%	ACT	MLPP
Mi ACCESS	Plan/Explore	DRA
MME (HS)= 10%	Local Assessments/NWEA=10%	Dibels
IEP Goals		Local Exams =5% or 15% NON-NWEA
Meap Access		

**Local Data Score**

Ineffective	Minimally Effective	Effective	Highly Effective
<59% of students making one year's growth or meeting the identified achievement goals.	60%-75% of students making 1 year's growth or meeting the identified achievement goals.	75-88% of students making one year's growth or meeting the identified achievement goals.	89-100% of students making one year's growth or meeting the identified achievement goals.  80% or students making more than 1 year's growth of exceeding identified achievement goals.
1.0	2.0	3.0	4.0

**MEAP/MME Data Score**

EL and MS will be scored on MEAP and HS will be scored on MME

Ineffective	Minimally Effective	Effective	Highly Effective
0-5% Increase on building average of scores.	6-10% Increase on building average of scores	11-15% Increase on building average of scores	16% Increase on building average of scores
1.0	2.0	3.0	4.0

### Attendance / Discipline

Teacher Evaluation Rubrics by Kim Marshall - revised September 4, 2010

School Year: \_\_\_\_\_ Percent Impact on Final Rating: \_\_\_\_\_ (Determined by District)

Ineffective	Minimally Effective	Effective	Highly Effective
<ul style="list-style-type: none"> <li>* Patterns of absences have been identified; pattern of tardiness exist</li> <li>* Many absences exist (11% or more)</li> <li>* Frequently acts and/or dresses in unprofessional manner</li> <li>* Violates professional boundaries</li> <li>* Uses poor judgment and acts in ethically questionable manner</li> </ul>	<ul style="list-style-type: none"> <li>* Moderate absences are recorded (7-10%).</li> <li>* Late arrivals are noted</li> <li>* Occasionally acts and/or dresses in unprofessional manner</li> <li>* Violates boundaries</li> <li>* Is less than completely honest and at times uses questionable judgment.</li> </ul>	<ul style="list-style-type: none"> <li>* Moderate absences are recorded (7-10%).</li> <li>* Late arrivals are noted</li> <li>* Occasionally acts and/or dresses in unprofessional manner</li> <li>* Violates boundaries</li> <li>* Is less than completely honest and at times uses questionable judgment</li> </ul>	<ul style="list-style-type: none"> <li>* Has perfect or near perfect attendance (97%-100%)</li> <li>* Presents self as accomplished professional and always observes appropriate boundaries</li> <li>* Is ethical, honest, and uses impeccable judgment. Respects confidentiality</li> </ul>
1.0	2.0	3.0	4.0

## Final Calculation Guidance

School Year: \_\_\_\_\_

$$(\text{RubricScore} \times \text{DBD}) + (\text{DataScore} \times \text{DBD}) + (\text{Attendance/DisciplineScore} \times \text{DBD}) = \text{FinalRating}$$

Final Performance Rating			
<b>Ineffective</b>	<b>Minimally Effective</b>	<b>Effective</b>	<b>Highly Effective</b>
1.0- 1.4	1.5- 2.4	2.5- 3.4	3.5-4.0

Teacher Signature	Date
Administrator Signature	Date:

- 2012-2013      Student Growth and Assessment Data = 25%
- 2013-2014      Student Growth and Assessment Data = 30%
- 2014-2015      Student Growth and Assessment Data = 40%
- 2015-2016      Student Growth and Assessment Data = 50%