



RICK SNYDER
GOVERNOR

STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
LANSING

MICHAEL P. FLANAGAN
SUPERINTENDENT OF
PUBLIC INSTRUCTION

December 28, 2011

Ms. Elizabeth Whitaker
Nsoroma Institute
20045 Joann Street
Detroit, MI 48205

Dear Ms. Whitaker:

The redesign plan submitted by your team for Nsoroma Institute has been received and reviewed by the State School Reform/Redesign Office. The redesign plan was incomplete and requires changes before it can be approved. This letter fulfills the requirement of MCL 380.1280c, section 3, for the State School Reform/Redesign Officer to "issue an order" approving, disapproving, or requiring changes of redesign plans.

Status of Redesign Plan: Changes Needed

Deadline: Wednesday, February 8, 2012 by 5:00 p.m.

Reviewer comments have been provided to assist with the revision of the redesign plan. The review document will also be posted on the Michigan Department of Education's website on the [State School Reform/Redesign District link](#) by Friday, January 6, 2012.

Please email the revised redesign plan to MDE-SROPlans@michigan.gov with a cover page that identifies the pages on which changes were made and highlight sections changed in the plan.

A letter approving or disapproving your final redesign plan will be sent via email by March 9, 2012. If you have questions, please contact the School Reform/Redesign Office at 517-335-2741.

Sincerely,

Deborah Clemmons
State School Reform/Redesign Officer

cc: Principal
Board President
State Superintendent of Public Instruction

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DISTRICT NAME: Nsoroma Institute		SCHOOL NAME: Nsoroma Institute		TEAM NUMBER: 04		DATE: 12-7-11	
PART A: DEVELOP AND INCREASE SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS							
TRANSFORMATION	GETTING STARTED	PARTIALLY COMPLIANT	COMPLIANT	COMMENTS			
REQUIREMENT 1 Replace the principal.	Continuing with existing principal who does <u>not</u> meet the two year rule.	☐ YES ☒ YES	New principal in place or complete rationale given for keeping principal that falls under the two year rule. ✓ Advertise, screen, interview, select, and hire new principal based on using turnaround competencies or criteria. ✓ Establish a pipeline of potential turnaround leaders.	☐ YES Principal appears to meet the 2 year rule, yet there is no documentation for hire date, i.e., board minutes or contract with a date specified.			
REQUIREMENT 2 Collaborative process used to create a teacher/leader evaluation plan that includes student growth as a significant factor.	☐ YES Plan states that a collaborative process was used, but no details given.	☒ YES Plan states that a collaborative process was used. Some details are provided. No mention is provided about how student growth will be included as a significant factor in the evaluation.	☐ YES Plan states that a collaborative process was used. Complete details are provided, including how student growth will be included as a significant factor in the evaluation. ✓ Percentage of student growth used in the evaluation. (MCL 380.1249 Section 2 (e) (i) states 25% by 2013-2014.)	☐ YES Teacher evaluation tool appears to have been developed collaboratively. Plan needs to identify how each of the components, particularly student growth, are weighted in the overall evaluation. Please clarify how student growth is a factor in evaluating the school leader.			

Leader and Teacher Evaluation tool is attached in Appendix A.

TRANSFORMATION REQUIREMENT 3	GETTING STARTED	PARTIALLY COMPLIANT	COMPLIANT	COMMENTS
Identify and reward school leaders/teachers/staff who have increased student achievement and remove those who have been given multiple opportunities to improve professional practice and have not increased student achievement outcomes.	☐ YES No plan or minimal plans are indicated in either the reward or remove categories.	☒ YES ☐ YES A partial plan is in place that identifies how staff members can be rewarded and/or removed. No mention is made of opportunities that staff will have to improve practice.	☐ YES ☐ YES A plan has been completed to identify and reward school leaders, teachers, and staff that have increased student achievement. ✓ A transparent and fair plan detailing how personnel that increase academic achievement are rewarded. ✓ Identify and establish non-monetary incentives for performance. ✓ Provide training to those conducting evaluations to ensure fidelity to standardized procedures and to ensure that the evaluation process is documented. A plan has been completed to remove personnel that have been given multiple chances to improve professional practice and did not. ✓ A transparent plan that details how leaders and/or staff will be removed if instruction and student achievement does not improve. ✓ Work with teachers and unions at each stage of development and implementation. ✓ Secure sufficient funding or alternative methods for long-term program sustainability. ✓ Established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff. ✓ Provide performance-based incentives using valid data on whether performance indicators have been met.	Additional information is necessary to determine who qualifies for awards under the system. There is mention of a rubric and checklist for staff to qualify for the rewards, but it is not included as supporting documentation.

TRANSFORMATION	GETTING STARTED	PARTIALLY COMPLIANT	COMPLIANT	COMMENTS
			✓ Set clear goals and measures for employees' performance that reflect the established evaluation system and provide targeted training or assistance for employees receiving an unsatisfactory evaluation or warning. ✓ Reform seniority rights, and other job protections, to enable quick performance-based dismissals.	
REQUIREMENT 4 Provide staff with ongoing, high quality, job embedded professional development that is aligned and designed to ensure that staff can facilitate effective teaching and learning.	No plan or minimal planning is in place to provide staff with job embedded staff development.	☐ YES A plan is in place, yet it is not job embedded, focused, or lacks a timeline. Professional development consists of a series of workshop activities that are not connected to the student outcomes indicated in the plan. Plan includes opportunity for staff to demonstrate new learning about effective teaching.	☐ YES A plan is in place (with timelines) that is well defined and occurs on a regular basis with follow-up and support aligned with instructional needs. ✓ The timeline for professional development includes a schedule of options for job-embedded professional development, options for determining implementation of PD, and options for sharing changes in classroom practice. ✓ The plan indicates that school staff was an integral part of designing the professional development activities to meet instructional needs. The plan differentiates for the varying needs of school personnel. ✓ Align professional development with identified needs based on staff evaluation and student performance.	☒ YES

TRANSFORMATION	GETTING STARTED	PARTIALLY COMPLIANT	COMPLIANT	COMMENTS
			☒ Structure professional development to provide adequate time for collaboration and active learning. ☒ Create a school culture in which professional collaboration is valued, emphasized, and fosters a culture of continuous learning. Professional Development calendar is attached in Appendix B. ☒ YES	Calendar indicating dates, not just months, would be helpful.
REQUIREMENT 5 Detail how the school will implement strategies such as increased opportunities for promotion and career growth, and/or flexible working conditions designed to recruit and retain staff to meet the needs of students.	The plan does not address strategies in these categories.	☐ YES ☐ YES The plan addresses strategies for some of these categories. The plan includes providing a mentor and additional professional development activities to new teachers.	☒ YES The plan addresses strategies to recruit and retain staff to meet the needs of students. ☒ YES Promotion/career growth and flexible working conditions and hours to retain staff. ☒ YES Recruitment and retention plan is in place that includes interview questions. ☒ YES An individual professional development plan for new teachers and experienced teachers with new teaching assignments.	Flexible working conditions are mentioned, yet they are not described. The plan could be strengthened by including teacher retention data. Plan does not specifically address strategies for the school leader.
PART B: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES				
REQUIREMENT 6 School uses data to identify and implement an instructional program that is research based and aligned from one grade to the next as well as with state standards.	Plan does not describe how school has or is using data to identify and implement instructional programs.	☐ YES ☒ YES Plan does not describe how programs are aligned vertically and with state standards.	☐ YES Plan describes how data have been used to identify and implement researched based instructional programs. ☐ YES Plan discusses how programs are aligned with state standards.	Need more specific information provided on the type of data, or the process on how it informs instructional programming. Greater detail is necessary regarding vertical alignment and coordination with state content standards.

TRANSFORMATION		GETTING STARTED		PARTIALLY COMPLIANT		COMPLIANT		COMMENTS
REQUIREMENT 7	The school promotes the continuous use of individual student data to inform and differentiate instruction.	☐ YES Plan describes minimal use of student data to inform instruction. Data use is primarily from state assessment results. ☐ YES No mention is made of how data is used to differentiate instruction.	☐ YES School has a plan for using student data to inform instruction. ☐ YES Some mention is made of data use that comes from formative and interim assessments to differentiate student instruction.	☒ YES School has a plan for using student data to inform instruction. ☒ YES Plan details PD on data use and describes how teachers have easy access to data on their students. ☒ YES Details are provided on the use of data in addition to state assessments (formative, interim) and how it will be used to inform and differentiate instruction. ☒ YES Teachers are trained on data usage and can access assigned student's data with ease. ☒ YES Teachers prepare standards-aligned lessons and differentiated activities. ☒ YES Student learning assessed frequently using standards-based classroom assessments. ☒ YES Parent communications are frequent and include useful information about homework practices. ☒ YES Plan includes varied modes of instruction (teacher-directed whole-class; teacher-directed small group; student-directed small group, etc.). ☒ YES Teachers employ effective classroom management.				
PART C: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT								
REQUIREMENT 8	Increased time for core academic subjects; enrichment activities for students; collaboration time for teachers.	☒ YES Plan does not address the three components of the requirement.	☐ YES Plan only partially addresses all three components of the requirement.	☐ YES Plan addresses all of the components of increased time: ☒ YES Use creative strategies to allocate funds or flex schedules to support extended learning time.	☐ YES There is little detail on additional time added for any of the three components. The plan needs to address additional time for all three components and all content areas.			

There is no increase in instructional time identified to increase the instructional day, week, or year.

TRANSFORMATION	GETTING STARTED	PARTIALLY COMPLIANT	COMPLIANT	COMMENTS
			All Core academic subjects included. ☒ Monitor progress of the extended learning time programs and strategies being implemented, using data to inform modifications. Enrichment activities for all students. ☒ Assess areas of need, select programs, and strategies to be used and identify community partners. Create and sustain partnerships to support extended learning. ☒ Create enthusiasm for extended learning programs and strategies among parents, teachers, students, civic leaders, and faith-based organizations through information sharing, collaborative planning, and regular updates. Collaboration time for all teachers. ☒ Ensure that teachers use extra time effectively when extended learning is implemented within the school program by providing targeted PD. The following schedules are attached in Appendix C. a. Daily school schedule. b. Teacher collaboration schedule. c. Student schedule that demonstrates increased learning time.	☐ YES ☐ YES ☐ YES ☐ YES

TRANSFORMATION		GETTING STARTED		PARTIALLY COMPLIANT		COMPLIANT	
REQUIREMENT 9 Provide ongoing mechanisms for family and community engagement.	Plan gives minimal information regarding how families and the community will be involved.	☐ YES	Plan gives some information about how families and/or the community will be engaged in the transformation efforts.	☐ YES	Plan contains detailed information about multiple strategies that will be used to integrate the family and the community into the improvement efforts.	☒ YES	
PART D: PROVIDING OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT							
REQUIREMENT 10 Provide operational flexibility to the school (staffing, calendars, time, and budgeting) to implement a comprehensive approach to increase student achievement and graduation rate.	Plan gives minimal information about the flexibility the district will provide to the school.	☒ YES	Plan describes some details pertaining to the operational flexibility that the district will provide to the school.	☐ YES	Plan details the operational flexibility in staffing, calendars, time, and budgeting. ☒ Align resource allocation (money, time, human resources) with the school's instructional priorities. ☒ Negotiate union waivers if necessary. ☒ Consider establishing a turnaround office or zone to also include transformation and other models. ☒ Examination of current district policies and structures related to central control and make modifications to fully support transformation. ☒ Re-orient district culture toward shared responsibility and accountability, and establish performance objectives for the school.	☐ YES	Please provide details regarding how the board plans to evaluate efficacy of the management company and progress toward outcomes in their strategic plan. Information does not provide operational flexibility to accomplish strategic goals.
REQUIREMENT 11 The district will ensure that the school receives ongoing, intensive technical assistance and related support from the district, the ISD, MDE, or other external partners.	Plan gives minimal details about how the district will support the school's efforts.	☒ YES	Plan describes how the district will support the school's efforts, but does not mention any assistance from other partners.	☐ YES	Plan details how district will support the school's reform efforts. Plan describes technical assistance that will be sought from outside sources to assist the school that should include at least one from the list below: • ISD • MDE • External Provider	☐ YES ☐ YES	Plan should identify appropriate topics for technical assistance offered by external providers and how this relates to the school.

PART E: RUBRIC REVIEW OF OVERALL PLAN					
TRANSFORMATION	GETTING STARTED	PARTIALLY COMPLIANT	COMPLIANT	COMMENTS	
REQUIREMENT 12 Plan is clear and cohesive.	☐ YES Plan shows little evidence of planning for a cohesive approach that will lead to significant gains in student achievement. No plans are in place to sustain improvements after the end of the plan.	☒ YES Planning appears to be complete for year 1, but years 2 & 3 are not well spelled out. Minimal reference is made to the longer term plan to sustain improvements after the end of the plan.	☐ YES Plan shows evidence of a well-thought out approach to improving student achievement over a three-year period. Cohesive activities are planned that are designed to lead to significant gains in student achievement. Appropriate staff is in place to oversee implementation activities. Plans are in place to sustain improvements.	No long-term plan apparent throughout the plan. Several of the requirements need greater detail in relating how the plan is being implemented and will create a systemic change in the school for long-term improvement.	

SCHOOL INFORMATION

District: Nsoroma Institute

School Name: Nsoroma Institute

Address: 20045 Joann St. Detroit, MI 48205

School Code: 07606

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

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

-DIRECTIONS-

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

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

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

REVISION: ☐ 1 ☐ 2

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

ALL COMPLETED REDESIGN PLANS MUST BE SUBMITTED ELECTRONICALLY TO:

MDE-SROplans@michigan.gov

For additional help, please contact the State Reform Office at 517-335-2741.

SCHOOL INFORMATION District: Nsoroma Institute School Name: Nsoroma Institute Address: 20045 Joann Detroit, MI 48205 School Code: 07606	CONTACT PERSON FOR REDESIGN PLAN Name: Elizabeth Whittaker Position and Office: Director Telephone: 313-521-0400 Ext. 21 Fax: 313-521-0401 Email: blackstareducation@gmail.com
LEA SCHOOL SUPERINTENDENT/DIRECTOR Printed Name: Elizabeth Whittaker Signature: X _____ Date: 11-28-11	Telephone: 313-521-0400 Ext. 21 Fax: 313-521-0401 Email: blackstareducation@gmail.com
LEA SCHOOL PRINCIPAL/DIRECTOR Printed Name: Elizabeth Whittaker Signature: X _____ Date: 11-28-11	Telephone: 313-521-0400 Ext. 21 Fax: 313-521-0401 Email: blackstareducation@gmail.com
LEA SCHOOL BOARD PRESIDENT Signature: X _____ Date: _____	
LOCAL TEACHER BARGAINING UNIT Signature: X _____ Date: _____	
The Local Educational Agency (LEA) agrees to comply with all applicable requirements of all state statutes, federal laws, executive orders, regulations, policies and conditions governing this program. The LEA understands and agrees that if it materially fails to comply with the terms and conditions of the redesign plan, fails to make satisfactory progress or does not have an approved plan, the Michigan Department of Education/State School Reform/Redesign Officer may issue an order placing the LEA into the State School Reform/Redesign School District, imposing for the LEA one of four intervention models, and an addendum to applicable collective bargaining agreements in effect for the school as necessary to implement the school intervention model.	

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THE TRANSFORMATION MODEL STARTS HERE:

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

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

I. TRANSFORMATION MODEL COMPONENTS

PART A: DEVELOP/INCREASE SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS

1. Describe how the building principal was replaced or how the existing principal meets the 2 year rule. Please include the leaders name and discuss how the leader meets the criteria for a turnaround principal. (Maximum 2500 characters)
Elizabeth Whittaker is the new Director of Nsoroma Institute. Her position began at the beginning of the 2011-2012 school year. Ms. Whittaker has worked in education as a teacher, lead teacher, curriculum developer, and administrator. She has extensive experience working in high need urban communities. Upon her appointment as Director, Ms. Whittaker joined the Michigan Dept. of Education's Principal's Academy, a network of turnaround principals who receive professional development training that focuses on the specific needs of administrators in this challenging role. She is also an active participant in Oakland University's principal network. During the summer of 2011, she served as the founding Executive Director of Nsoroma Institute's Children's Defense Fund Freedom School, a national program aimed at helping children to foster a love for literacy, and to gain access to quality mental health service and health meals. This national program is one of two of its kind in Detroit. Prior to Ms. Whittaker's appointment as Director, she served as the school's Operations Manage. During this time she worked closely with the previous director who held this position for over two decades
2. Detail the collaborative (teacher and principal) process used to create a teacher and leadership evaluation plan and explain how the evaluation includes student growth as a significant factor. (Maximum 1250 characters)
At Nsoroma, formal teacher evaluations are conducted biannually. Formal and informal observations will be conducted throughout the school year. Evaluations are conducted with a point system based on the attached. Our evaluations now include student growth per MCL 380.1249 requirement. The assessments that are administered to measure growth are chosen by administrators, teachers and charter authorizers. Decisions are made by a consensus with all stakeholder represented. The director and members of the management team conducts observations and

evaluations. We will now look at assessment data based on Mat-8, Scantron, MEAP and overall student achievement. We created focus groups based on grade levels and subjects. The group members discussed and documented through surveys procedures that they would like to see in the evaluation process. The appointed lead member meets with the director. The director, management team and leadership team will evaluate potential changes. The top suggestions will be included into the evaluation consideration is made for beginning teachers upon expressed concern. Administration takes all information into consideration, while prioritizing the statute, as changes are made to the evaluation.

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

3. Specify how the school will identify and reward school leaders, teachers, and other staff members who have increased student achievement. Additionally, describe how the school will remove leaders and staff members who have been given multiple opportunities to improve professional practice and have not increased student achievement outcomes. (Maximum 3750 characters)

The school recruits staff members through local universities by contacting and developing relationships with the institutions' career services and education departments. We also recruit through other resources such as Teach for America, internet job sites, media outlets and word-of-mouth through the families and other staff members employed at the school. Educators at Nsoroma who show exemplary performance are eligible for paid stipends for professional developments. We also offer scholarships through Oakland University for administrators and teachers as well as an opportunity to present at the scheduled professional developments through our school. There is a rubric and checklist in place so the staff has a clear understanding of the schools award system. Some of our non-monetary incentives include: staff of the month award, assembly recognition and a newsletter spotlight article. We are continuously seeking funding through forming and sustaining partnerships, community outreach and sending letters to local businesses. There are a number of opportunities for teachers to grow within the school. There are lead teacher positions, positions for leading focus groups, committee meetings, event coordinator and other positions that allow teachers to grow. We are also open to reviewing proposals if staff would like to start a program within the school. Historically at Nsoroma, the director conducted evaluations. We are reviewing ways to incorporate lead teachers and peer- evaluations and observations into the process. The training for these specific members will be included into professional development breakout sessions as well as during appointed meeting times. In the event that a staff member needs to be replaced, depending on the situation, dialogue is created based on the specified challenges. From that point the staff member and director will create a plan that will enable the staff member to improve based on specific goals. With frequent meetings, set by individuals involved, the growth and changes will be analyzed. The staff member would also have the opportunity to have assistance in classrooms, attend specified professional developments, regular progress check-in's with director and opportunities to observe master teachers. During this time we also look at the growth of students by months, assessments and report cards. If there is not a significant change within the time allocated the staff member will be placed on

probation. At this time if there is no change within the amount of time on probation the staff member will be dismissed. Our Staff members are employed at- will.

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

It is a goal of Nsoroma to have high quality and ongoing professional development for our staff. Professional developments are conducted so that the skills and knowledge are attained for both personal development and the advancement of education. At Nsoroma, professional developments are conducted 15 times throughout the year beginning in August. We plan our professional development based on staff feedback, critical need based on student assessments and data, cultural integration, staff teaching experience and community and parent outreach. Upon completion of professional developments there are surveys that are required to be completed by the staff. The administration team then reviews the comments and will make adjustments necessary that will meet the needs of the staff and follow the legal and educational protocol that is required. Each week there are 90 minute collaborative team meetings (grades K-2, grades 3-5, and grades 6-8). During the allocated time, a portion of the meeting is dedicated to professional development reflection. Teachers are required to discuss and document how the professional development will be incorporated into the classroom. The director will review the meeting minutes and approve the plan. The schedule and timing that the teachers allocated to incorporate the professional development into the classroom, either the lead teacher or director will conduct an observation. Once the observation is complete and the teacher incorporates the technique into the classroom, there will be a survey to complete by the teacher that speaks to the effectiveness and implementation of the professional development. The professional developments that take place at Nsoroma include: team building, curriculum alignment, differentiated instruction, instructional strategies, MEAP gap analysis, Great Lakes Bioneers Conference, strategies for reducing student retention loss, academic planning, special topics in special education, special topics in African-centered education, effective grade to grade transition, analysis of teacher created assessments, promoting student and family engagement maintaining a positive school culture, Michigan Association of Public School Academies and the analysis of Scantron data linked to the curriculum and instructional alignment. School improvement goals are used to design professional developments. During some of the professional developments, staff has the opportunity to work in their classroom, work with their grade level teams so teachers can collaborate and discuss student needs, data and curriculum. There is also an opportunity to have committee meetings. After the allocated time for meetings, each group is required to report out to the whole staff and turn in meeting notes to the director. There are professional developments that are specific to new teachers. Some are tied into the full staff professional developments and others serve as an induction program that will support educators in their beginning years of teaching. Along with the professional developments, we

have a mentorship program to help new teachers adjust to the profession. One-on-one meeting with the school director are also held throughout the year for professional goal setting and growth purposes. For seasoned teachers, there are opportunities for them to go to both appointed and self-directed professional developments and conferences throughout the year. They also have an opportunity to present at staff meetings and professional developments. Additionally, the administrator conducts announced and unannounced classroom visits, formal evaluations, individualized coaching as well as methods for instruction on data analysis and curriculum development. At this time administration will collaborate with staff about needs and challenges so the professional developments will be effective and properly incorporated into the classroom.

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

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

(Maximum 3750 characters)

Promotional and career growth includes: presenting at professional developments and attending conferences. As we are creating a new program for professional and career growth efforts, our focus groups have met and completed surveys that revealed to what staff would like to see when it comes to promotion and career growth. Some of these suggestions include attending self-directed professional developments, opportunities to get paid for presenting at professional developments, continued mentorship program among teachers and increased pay per years of instruction. The school is community-driven with working conditions that are flexible yet rigorous. Our staff is very self-motivated and willingly participates in extracurricular activities at the school. We also embrace the fact that our staff has many talents. The administration allows staff to share their talents with students and other staff members as long as they are aligned with the mission, legalities and curriculum. Staff has the option to participate in self-directed PD's. When a staff member chooses to attend a PD of their choice, they must write a proposal to the director that specifies the topic and how it will enhance their professional growth. This proposal must be approved by the director. We've been fortunate to have strong teacher retention at the school. To sustain this reputation, we are always looking for ways to help teachers grow professionally by seeking out opportunities for them to grow through attending and conducting lectures, presenting at PD's, attending a PD or class that will enhance their technique and skills. To recruit teachers, we secure relationships through education and career services departments at local school and universities. Our recruitment plan includes school-fairs, word of mouth and internet job boards. Our staff has a strong reputation for expanding their talents into the community and school. As a result this has led to many individuals inquiring on how they can secure employment and/or a volunteer position. Some of the interview questions include the following.

Why did you become a teacher?

What is your understanding of culturally-relevant pedagogy?

Give examples of how you connect students' experiences (historical and current) to their instruction.

What is your understanding of African-centered pedagogy?
 What qualities must a child possess in order to succeed?
 Which skills and experiences make you an ideal candidate for this position?
 Please explain your understanding of our school's mission and educational philosophy. If hired, how would you contribute to both?
 Tell me about a time when you collaborated with colleagues to achieve a goal.
 Tell me about your experiences working in an urban school environment.
 Please describe your understanding of the relationship between children, curriculum, assessment and instruction.
 What is a positive school culture?
 Please describe the best project you've ever worked on with students. What made it so great?
 Please describe a time when you were faced with a classroom management challenge. What was the challenge? What did you do?
 In what ways do you feel you can best contribute to a professional learning community?
 What qualities make a great teacher? What qualities make a great administrator?
 Where do you see yourself professionally in the next 3 years 5 years 10 years?
 What do you believe to be Detroit's most critical educational challenges?
 What are Detroit's best educational resources? Why?
 Describe your understanding of what teacher leadership is.
 How do use data to inform your instructional decisions.
 What has been your greatest professional challenge? Explain
 What do you do to build positive relationships with parents? Explain

PART B: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES

6. Specify how the school will use data to identify and implement an instructional program that is research based and aligned from one grade to the next as well as with state standards. (Maximum 6250 characters)
 The district holds high academic expectations for all students. The school's curriculum framework is based upon and organized around the adopted state and local curriculum documents. Nsoroma Institute has a data-driven culture and I deleted "all" decisions affecting student achievement are based on data. All instructional staff members are involved in this data-based decision-making process. The data that we use incorporates data from state, district, school, parents, students, and local assessments. The school has gap analysis documents and some supplemental instructional units and curriculum maps are developed by teachers. Some of the tools were developed before Ms. Whittaker's tenure. She revised some of the gap analysis instruments after doing some research on best practices and reviewing information offered on MDE's website. In order to ensure that the assessments are well aligned, often depends on the approach teachers use to align them. A number of teachers use the backwards design model---which is the direction we are moving in. In this model, after standards, essential questions, enduring understandings, etc. are identified, assessments are crafted before lessons are outlined, which ensures alignment.

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

Nsoroma promotes the continuous use of individual student to inform and differentiate instruction to meet individual students' needs in several ways. At the beginning of the school year there are teacher created assessments. In the early fall all grade levels have benchmark assessments. Grades K-2 take the MAT-8 and grades 3-8 take the Scantron Performance Series assessment. When the results are available, the teachers receive and assess the data accordingly. For students that are at risk, this serves the lower 10-25% of students at Nsoroma, there is a referral process. Students that do not have IEP's are referred to reading recovery and Title I programs. At this time the Birgance Test is administered to see the specific academic difficulties. In addition there are meetings with classroom teachers as well as observations in class. The Student Support Services will design a plan of action and the children are assessed require both small group and one-on-one sessions with the support team. The growth is tracked to see when the student can be released from the program. For the majority of the students at Nsoroma, along with MAT-8 and Scantron teachers also use MEAP Gap analysis to review student progress and to revise curriculum pacing in the fall based on the students' academic needs. In terms of formative data, students are accessed formally and also through informal quizzes, projects and other materials. Curriculum pacing and data is reviewed quarterly. The report is reviewed by administration and student support services to track alignments between assessment results, curriculum and student performance. Since the implementation of Scantron, the staff at Nsoroma participated in an extensive professional development that focused on Scantron training. Staff learned how to use the program to drive instruction, create whole group and small group instruction and analyze specific student learning objectives. In addition, staff leaned how to create assignments, study guides and assessments based on scores. With this professional development in place, there will be ongoing training on how to properly use Scantron to drive instruction and help students achieve academic gains. The measurement scores based on Scantron can group the students based on performance level. With this knowledge, teachers can look at the groups and focus on the GLCE that need to be retaught. The assessments that are in the program can help teachers assess students growth before they move on to the next problematic area. Upon the completion of Scantron, teachers will analyze the student data to assess their strengths and weaknesses. Teachers have access to the data at any time they are assigned a login and password. The planning can take place during team meetings or their prep periods. They also have access to Scantron from any computer as long as they have their login and password. They can work on the weekends or afterschool at their leisure. There is an administrator item within the program that shows when staff has logged into the program. Other data analysis takes place during team meetings and individually. The team meeting notes are documented and turned into the director. The instructor will meet with each student and share their scores as well as a plan for improvement. During parent and teacher conference the teacher will discuss the scores with parents and tools that they can use to help their child improve academically. If the student is above grade level, instruction methods will

be put in place to help the student to grow academically. Along with the test scores parents will have the opportunity to see their child's personalized student learning objective with explanation by the teacher. With a collective plan, this can also set up a classroom environment that enables students to see their growth and set goals for academic improvement. The following may be put into place as we continue to administer Scantron. Classroom score listing that is anonymous and geared toward improvement. Example, if race cars were used to show scores and each level had a set of scores. High achieving –Close to finish line, Average – in the middle Low/Average—time to catch up. The teacher will inform students about the importance of their scores as well as the grouping of students. With the universal knowledge, students will know and understand when it is time to work in instructed groups for the benefit of their academic success. Another method for student motivation is a school wide assembly and incentives for student gains.

PART C: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT

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

We are in the process of reviewing ways to increase learning time. Presently the most logistic way is reducing our daily assembly, meditation lunch and recess time so there will be 30 minutes additional learning time daily. This will be implemented as the 2012-2013 school year. This year we have increased our periods to 90 minutes. Within the daily school schedule that is attached the (Kazi prep) indicates the teacher collaborations schedule. Nsoroma Institute has formed strong community partnerships on both the academic and extracurricular level. Our partnerships have allowed students to explore topics and experience activities that will allow them to have a culturally based well-rounded education as well as give students the necessary tools to become self-sufficient citizens and compete in the global economy. All of our students were involved in a variety of special programs. As we continue to sustain the partners that we have, and attain new ones, Nsoroma plans to seek funding through Oakland University, The Center of Research Social and Emotional health grant as well as seeking fundraising through pledge cards and online donations. Our continuing partners include some of the following organizations and institutions: Oakland University/Oakland-sponsored Public School Academies, Michigan Association of Public School Academies, University of Michigan-Dearborn, Eastern Michigan Environmental Action Committee (EMEAC), Southeast Michigan Stewardship (SEMIS), Children's Defense Fund, Allied Media Network, Matrix Center, Black Family Development, Generations with Promise and the Detroit Black Community Food Security Network. Some of the lead teachers of our staff work closely with our partners and staff members participate in professional developments so they are well informed of the programs that are implemented within the school. Some of the programs that are implemented within the school due to our partnerships are instructional activities in food security and entrepreneurship and a

curriculum based environmental program with Eastern Michigan Environmental Action Committee. We are continually seeking community partnerships through organizations and businesses that support our school population and activities. With each partnership and program we will keep documentation that include goals with the partners and the outcomes to see if all involved parties are aligned and consistent with the purpose and outcome of the partnership. The students have the option to participate in the following activities: Thiosane Performing Arts Company, School Garden, Environmental Lab, Male and Female Rites of Passage Program, Honors Program, Graduation and Promotion Ceremony, Art Club, Tutoring, African Drumming Class, Science Expo, Boys and Girls Basketball, Co-Ed Soccer, Nsoroma Institute Children's Defense Fund (CDF) and Freedom School, our six week summer program.

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

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

Nsoroma has continuous goals for strong parent involvement. Some of the goals include working to encourage parent participation and involvement in programs that are specifically identified in the Consolidated Application. We also provide annual initial parent orientation sessions, assisted by existing parents, where participants directly participate in setting expectations for students, staff and parents. We also have parent-teacher conferences and regular classroom parent meetings. There are many special activities and events throughout the year that parents attend. We have a Parent Advisory Committee group that meets monthly. The various sub-committees of the PAC also meet monthly. This group is led by parents of our school community. Representation from this group attends all scheduled Board of Directors meetings. We also have a Mama and Baba's club for the mothers and fathers of the school community. Parent volunteers organize and implement a variety of activities and events which include: Parent Orientation Sessions, Parent Advisory Committee Meetings, transportation through car pools, student mentoring, field trips, school beautification, lunch hour assistance, school newsletter, Watoto Celebration (Fall Children's Celebration), African-centered School Science Exposition, Staff Appreciation Luncheon, Pep Rally, Male and Female Rites of Passage Programs and End-of-Year Picnic. We plan to strengthen our parent involvement due to the importance of the educational growth of our community and school and improve our attendance, which is the reason why we didn't meet AYP. Prior to 2009, Nsoroma Institute met AYP for five consecutive years. We are currently in "Phase 1" and have been identified for improvement under NCLB. This status does not indicate students' lack of academic proficiency. It is directly related to student attendance. Specifically, we did not meet the attendance objectives or attendance improvement rates for economically disadvantaged students. Our attendance rate for this subgroup was 89% and the AYP goal was 90%. We have outlined a strategy to address our current AYP status which includes an innovative school improvement plan that involves parents. Parent participation and service on the PAC and

volunteering in the classroom as well as at school-wide educational events will help us progress toward achieving AYP this year. We are in the process of implementing a plan to strengthen our parent involvement. Some of the ideas include but not limited to a parent resources room, monthly meetings that will be thematic to both parenting and learning. Other ideas include math night, where parents can come and visit classrooms, teachers will show parents the techniques their child is learning in class as well as tips to help them succeed. In addition, parents are always welcome to volunteer in the school. We also plan to implement a calling system, which will enable us to call families quickly for emergencies, school closings, high absences, and notices about special events. We believe this system will expand our capacity to reach families, improve attendance, and increase involvement in school activities. Nsoroma Institute has also launched a new website, with special links for parents, teachers, etc. It will also increase our capacity to communicate with our school community and beyond. We also hope that it will serve as a recruitment tool. In a similar fashion, Nsoroma Institute utilized social media to launch an improved Facebook page. Friends and fans of the page have access to community announcements, special events, and photos. Community members also utilize the page to communicate with the school, post relevant information, and network.

PART D: PROVIDING OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT

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

Black Star Educational Management is the company that manages Nsoroma Institute. The board in conjunction with school leadership develops a strategic plan. The director then solicits input from the staff members for recommendation for that plan. The director makes monthly reports to the board and staff members in regards to scheduling, budgeting and staffing etc.

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

The director, management company and leadership team will serve as the members of the transformation team. These individuals with the oversight of the board of directors will lead the transformation at both the school and district levels. Nsoroma institute is managed by Black Star Educational Management and serves both the school and district. The leadership team is comprised of teacher team leaders, department heads and teacher and staff volunteers. Team members are informed on what the school can do to improve by attending professional development meetings for best practices and leadership team meetings. The team will communicate formally through board and staff meetings and informally through surveys and focus groups. Wayne RESA and Oakland University are also external providers. The school board has an assessment rubric that they use to ensure that we are in alignment with our plan. Technical assistance is sought through student support services and

the director makes the monthly reports to the board of directors. We plan to continue closely monitor progress within the next 2-3 years. Although we are on the list due to attendance, we are also devoting time to address academic improvements and assessments. We share information with the board of directors who in turn closely analyzes that we are aligned to our strategic plan

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

THE TURNAROUND MODEL STARTS HERE:

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

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

II. TURNAROUND MODEL COMPONENTS

PART A: DEVELOP SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS

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

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

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

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

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

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

PART B: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES

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

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

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

PART C: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT

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

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

Or

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

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

TURNAROUND SCHOOLS WILL STOP HERE.

RETURN TO PAGE 3 OF THIS DOCUMENT AND UPDATE THE TABLE OF CONTENTS
PAGE NUMBERS AND MAKE SURE TO UPDATE APPENDIXES A, B AND C

THE RESTART MODEL STARTS HERE:

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

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

III. RESTART MODEL COMPONENTS

PART A: District Narrative

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

RESTART/Charter School Narrative Section

Part B: COMMUNITY ASSESSMENT

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

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

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

Part C: STUDENT POPULATION

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

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

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

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

Part D: EDUCATIONAL PROGRAM

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

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

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

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

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

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

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

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

Part E: STUDENT RECRUITMENT AND COMMUNITY INVLOVEMENT

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

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

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

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

IV. CLOSURE MODEL COMPONENTS

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

PART A: ESTABLISH POLICY

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

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

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

PART C: OPERATE TRANSPARENTLY

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

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

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

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

**APPENDIX A
COPY AND PASTE YOUR:**

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

Nsoroma Institute Teacher Evaluation Rubric
Classroom Environment

1.Lacking Proficiency
2. Gaining Proficiency

3. Meeting Proficiency 4. Exceeding Proficiency
Teacher interaction
with students Interaction is negative,
demeaning, sarcastic,
inappropriate Interaction is inconsistent, shows favoritism to some and ignores others
Interactions are generally caring, motivating, respectful and are culturally and age
appropriate Meets Proficiency and high levels of trust.
Establishing a Culture of Learning 1.Lacking Proficiency 2.Gaining Proficiency 3. Meeting
Proficiency 4. Exceeding Proficiency
Importance of content Speaks of content negatively. Does not emphasize
importance of content. Shows enthusiasm for the content and students are excited
about learning. Meets proficiency and students are motivated and show interest
through participation.

Expectations for learning achievement Instructions and outcomes convey low
expectations for student learning and achievement. Instruction and outcomes convey
moderate expectations for student learning and achievement. Instruction and outcomes
convey high expectations for most students. Meets proficiency and students
demonstrate genuine interest through participation.
Pride in Student Work

Students demonstrate no pride in their work. Students minimally accept responsibility of completing work. Students produce quality work. Students take pride in their work and go above and beyond assignments.

1 of 2

Managing Classroom Procedures 1.Lacking Proficiency
2. Gaining Proficiency

3. Meeting Proficiency 4. Exceeding Proficiency
Management of Instructional Groups Students are not engaged in learning.
Students in some groups are engaged in learning. Small group work is organized and most students are productively engaged. Meets Proficiency. Students are engaged and there is evidence of group productivity.
Management of Transition Lack of organization and too much time between transition. Only some transitions are effective with some loss of instructional time.
Transitions are smoothly and students are well informed of the transition procedure. Meets proficiency and the routines are smooth. Students assume the responsibility of transitioning.
Supervision of volunteers and paraprofessionals The volunteers or paraprofessionals have no knowledge of their roles or duties. The volunteers or paraprofessionals need continual direction. The volunteers or paraprofessionals are productive and engaged independently. Meets proficiency and volunteers can contribute to a positive classroom environment.

Managing Student Behavior 1.Lacking Proficiency
2. Gaining Proficiency

3. Meeting Proficiency 4. Exceeding Proficiency
Expectations No standards of conduct have been established or communicated. Standards of conduct are not adhered to. Standards of conduct are clear to all students and most students adhere to them Meets proficiency and students seem to have participated in the expectation process.
Response and Monitoring Student Behavior Student behavior is not monitored and teacher does not respond to misbehavior. Teacher attempts to respond to misbehavior but is inconsistent. Responds to misbehavior and monitors student behavior regularly or students rarely misbehave. Meets proficiency and students behavior is almost entirely appropriate.

Organizing Physical Space 1.Lacking Proficiency 2. Gaining Proficiency

3. Meeting Proficiency 4. Exceeding Proficiency
Safety and Accessibility

The classroom is not safe. The classroom is safe and learning is accessible to most students. The classroom is safe and learning is accessible to all students. Meets proficiency accommodations are made when applicable.
Arrangement of Furniture and use of physical resources. The furniture arrangement hinders student learning. Classroom setup is adequate but does not enhance student learning. Physical resources are used thoughtfully to enhance learning activities. Meets proficiency adjustments made by teachers or students when necessary.

2 of 2

Instruction

Communicating
with Students 1.Lacking Proficiency
2. Gaining Proficiency

3. Meeting Proficiency 4. Exceeding Proficiency
Expectations for
Learning Lesson objectives are not
communicated to
students.

Lesson objectives are communicated to students but are unclear. Lesson
objectives are
clearly communicated,
and connected to
broader learning. Meets proficiency and lesson
objectives are connected to
student interests.

Directions and Procedures Directions and
procedures are not communicated to
students.

Directions and
procedures require
constant clarification.Directions and
procedures are clear to
students. Meets proficiency and teacher anticipates possible
Misunderstandings.

Explanations of Content Explanation of content
is unclear, confusing.
Explanation of content is
uneven, at times clear, but other portions are
difficult to follow. Explanation of content
is clear and appropriate.

Evidence of student accommodation is used when it comes to explanation of subject. Meets
proficiency and
explanation is connected to
student's knowledge and
experiences.

Use of Oral and Written Language Spoken language is inaudible or
inappropriate, written language is illegible, and
contains several
grammar errors.

Audible and legible, but vocabulary is limited or not appropriate to
students' ages or
backgrounds. Audible and legible;

Vocabulary is
appropriate to the
students' ages and
backgrounds. Meets proficiency and teacher is expressive with
well-chosen vocabulary to
intentionally extend student vocabulary.

Engaging Students in Learning

1. Lacking Proficiency	2. Gaining Proficiency	3. Meeting Proficiency	4. Exceeding Proficiency
Activities and Assignments are inappropriate for students' age and background. Students are not engaged in them.	Activities and assignments are appropriate and some students are engaged in them. Most activities and assignments are appropriate and most students are engaged in exploring content. Teacher accommodates for students who need assistance.		Some activities and assignments are clearly display interest and ownership of activities and assignments.

1 of 2

Grouping of Students	Teacher never attempts to group during instruction. Instructional groupings are sometimes appropriate to advancing instructional outcomes.	Instructional groups are productive, appropriate to students and advance lesson objectives. Meets proficiency and students take the initiative to influence the formation or adjustment of instructional groups.
Instructional Materials and Resources	Instructional materials and resources are unsuitable and do not engage students. Instructional materials and resources are only partially suitable for instruction and only sometimes engage students. Instructional materials and resources are suitable to the instructional purposes and engage students.	Meets proficiency and students participate in developing instructional materials and resources.
Structure and Pacing	The lesson has no clearly defined structure. Lesson structure is not maintained through the lesson. Pacing is inconsistent. The lesson has a clearly defined and	

appropriately paced structure. Meets proficiency and creates space for reflection and closure. Pacing helps all students.

Using Assessment in Instruction 1.Lacking Proficiency
2. Gaining Proficiency
3. Meeting Proficiency 4. Exceeding Proficiency

Assessment Criteria Assessment procedures do not match assessment outcomes.
Some instructional outcomes are assessed. Most instructional outcomes are assessed with appropriate strategies. Meets proficiency and assessments are differentiated for student learning styles.

Monitoring of Student Learning Teacher does not monitor students learning.
Teacher monitors the progress of the class but does not use assessments tools. Teacher monitors the progress of students in the curriculum, making use of assessment tools. Meets proficiency and pays particular attention to the progress of individual students.

Feedback to students Feedback is of poor quality and not provided to students in a timely manner.
Feedback is uneven, and its timeliness is inconsistent. Feedback is timely and of consistently high quality. Meets proficiency and students make use of the feedback in their learning.

2 of 2

Nsoroma Institute Teacher Evaluation Rubric Planning and Preparation

Demonstrating Knowledge and Content and Pedagogy

- 1.Lacking Proficiency
2. Gaining Proficiency

3. Meeting Proficiency
4. Exceeding Proficiency

Knowledge of Content Content errors are consistent. Familiar with content area and but makes mistakes and ignores student errors. Displays solid knowledge in content area and understands how they relate to one another. Meets Proficiency and understands the connection to other disciplines.

Knowledge of Prerequisite Relationships Plans and practices display no understanding of

prerequisite
relationships important
to student learning of content. Plans and practices indicate
some awareness of prerequisite relationships
although knowledge is
inaccurate or incomplete.
Plans and practices
reflect accurate
understanding of
prerequisite
relationships among topics and concepts. Meets Proficiency and incorporates a wide range
of pedagogical
techniques to deliver
content.

Knowledge or Content Related Pedagogy Speaks of content negatively. Does not
emphasize importance of content. Shows enthusiasm for the content and students are
excited about learning. Meets proficiency and students are motivated and show interest
through participation.

Demonstrating Knowledge of Students

1.Lacking Proficiency 2.Gaining Proficiency 3. Meeting Proficiency 4. Exceeding
Proficiency

Knowledge of Child and adolescent development Displays little or no
knowledge of
developmental
characteristics of the age
group.
Displays partial knowledge
of the developmental
characteristics of age group. Displays accurate
understanding of the typical development
characteristics of the age group. Meets proficiency and displays knowledge of
which individual
students follow patterns.

Knowledge of learning process Does not understand how students learn. The
understanding of students' learning process is outdated. Knowledge of how students' learn
is accurate, applies this knowledge to the class Meets proficiency and displays knowledge
of students' needs.

1 of 2

Knowledge of students' skills, knowledge and language proficiency. Displays no
knowledge of
students' skills knowledge
and language proficiency. Recognizes the value of
understanding student skills
but does not differentiate. Recognizes the value of
understanding student skills and
differentiates
for groups. Meets proficiency and
uses information to
inform future planning.

Knowledge of students' special interest. Displays little or no understanding of students'
special learning or other needs. Displays awareness of the importance knowing students

special needs but may be incomplete. Teacher is aware of students' special learning needs. Meets proficiency and makes appropriate accommodations.

Designing Student Assessment 1.Lacking Proficiency

2. Gaining Proficiency

3. Meeting Proficiency 4. Exceeding Proficiency

Congruence with Instructional Outcomes Assessment procedures do not match assessment outcomes.

Some instructional outcomes are assessed. Most instructional outcomes are assessed with appropriate strategies. Meets proficiency and assessments are differentiated for student learning.

Criteria and Standards Proposed approach does not consider criteria or standards.

Some criteria and standards have been developed but they are not clear. Most assessment criteria and standards are clear. Meets proficiency and criteria are chosen based on student learning.

Design of Formative Assessment

Teacher does not incorporate any formative assessment.

Formative assessment approaches are unclear and not strategic. Teacher has a strategy for using formative assessment, and applies this strategy. Meets proficiency and incorporates student use of formative assessments.

Use for Planning Does not plan to use assessment results to inform future planning.

Sometimes plans to use assessment results for Planning. Mostly plans to use assessment results for future instruction. Meets proficiency and plans to use assessment results to implement differentiated instruction.

2 of 2

Nsoroma Institute Teacher Evaluation Rubric
Professional Conduct

Professionalism 1.Lacking Proficiency

2. Gaining Proficiency

3. Meeting Proficiency 4. Exceeding Proficiency
Arrives to work early enough to prepare for students without notice Consistently late by 10-15 minutes
Consistently late 5-10 minutes with notice On time and prepared to greet students'
Meets proficiency and available to students in the morning if necessary
Respects starting times of classes, assemblies and meetings Consistently late to class assemblies and meetings.
Arrives late but in time with valid excuse Arrives on time to all school related meetings.
Meets proficiency and always prepared and ready for tasks.
Reports to work daily Absent more than 15-20 times throughout the school year.
Absent is frequent with excuse and prepared lesson plans for substitute.
Provides proper notification of absences and they are minimal. Meets proficiency and

Always notifies of absences.
Maintaining
Accurate Records 1.Lacking Proficiency 2.Gaining Proficiency 3. Meeting Proficiency
4. Exceeding Proficiency
Student
Completion of
Assignments There is no system for tracking student assignments.

System for tracking student assignments is rudimentary and not entirely effective. System for tracking student assignments is effective and well maintained. Meets proficiency and communicates information with students.
Student Progress in Learning There is no system for tracking student progress
System for tracking progress is rudimentary and not entirely effective Systems for maintaining information on student learning is fully effective Meets proficiency and communicates information with students

1 of 2

Communication with families 1.Lacking Proficiency
2. Gaining Proficiency
3. Meeting Proficiency 4. Exceeding Proficiency
Information about the Instructional Program Instructional materials and resources are unsuitable and do not engage students.
Instructional materials and resources are only partially suitable for

instruction and only sometimes engage students. Instructional materials and resources are suitable to the instructional purposes and engage students. Meets proficiency and students participate in developing instructional materials and resources. Information about Individual Students Does not provide families with information about individual students and does not respond to parent concerns

Adheres to school procedures for communicating about individual students. Responses to family concerns are minimal Communicates with families about individual students progress and is available to respond to family concerns Meets proficiency and is responsive to student and family feedback. Handles concerns with professionalism.

Engagement of Families in the Instructional Programming Does not attempt to engage families in the instructional program Makes limited attempts to engage families in instructional programming Efforts to engage families in the instructional program are successful Meets proficiency and family participation is frequent Participating in a Cultural/School Community 1.Lacking Proficiency 2. Gaining Proficiency 3. Meeting Proficiency 4. Exceeding Proficiency

African-centeredness Does not understand or seek knowledge of the principles of an African-centered education Understands some of the principles lacks self-motivation to learn more. Exhibits commitment to African-centered education and personal transformation. Meets proficiency and Participates in African-centered classes and workshops on African-centered thought. Participates in organizations outside of school.

Service to the School Avoids being involved in
school events

Is only involved in
mandatory school events
when specifically asked to do so Participates in
school events and extracurricular activities with the children. Meets proficiency and
volunteers to
participate in school
events or assumes
leadership role.
Creates new activities for school environment.

2 of 2

Nsoroma Institute Teacher Evaluation Rubric
Student Gains

Reporting Student Growth 1. Lacking Proficiency
2. Gaining Proficiency

3. Meeting Proficiency 4. Exceeding Proficiency
Setting Student Learning Object (SLO) goals Does not set SLO
goals.

SLO goals are not clear and assessment tools frequently do not measure SLOs.
SLO goal is clear and assessment tools mostly match SLOs. Meets Proficiency
and SLOs clearly
are tied to past
learning data.

Tracking SLO goals Teacher does not
tracking system for SLO data.

Teacher has
tracking system but
it is not
disaggregated by
individual students.

. Tracking system
accounts for
individual students
for both pre and
post assessments. Meets Proficiency
and tracking system
accounts for details
for individual
students.

Report SLO Teacher does not
have SLO data.

SLO data is

inaccurate or not
based on the set
assessment. Teacher has SLO
data from set
assessments on
students and class
as whole. Meets Proficiency
and data is clear
and easy to
interpret.

Student Learning Objective #1

Assessment Type No students
demonstrated
growth towards
SLO.

Growth goal is not
met, but some
students
demonstrated
growth. Less than 15 % gain Students met
growth goal
towards SLO.
25% or more gain Meets Proficiency
and exceeded
growth goal.

50% or more gain

Student Learning Objective #2

Assessment Type No students
demonstrated
growth towards
SLO. Growth goal is not

met, but some
students
demonstrated
growth. Less than 15 % gain Students met
growth goal
towards SLO.
25% or more gain Meets Proficiency
and exceeded
growth goal.

50% or more gain

Student Learning Objective #3

Assessment Type No students
demonstrated
growth towards
SLO. Growth goal is not

met, but some
students
demonstrated

growth. Less than 15 % gain Students met
growth goal
towards SLO.
25% or more gain Meets Proficiency
and exceeded
growth goal.
50% or more gain

1 of 1

Black Star Educational Management LLC
2011-2012 School Year
Teacher Evaluation
Nsoroma Institute Teacher Evaluation

Name:
Position:

Scale: 1.Lacking Proficiency 2.Gaining Proficiency 3.Meeting Proficiency 4.Exceeding Proficiency

Professionalism

Punctuality

- ☐ Arrives to work early enough to prepare for students.
- ☐ Reports to work by assigned starting time.
- ☐ Respects starting times of classes, assemblies and meetings.

Evidence:

Attendance

- ☐ Reports to work daily.
- ☐ Provides proper notice of absences.
- ☐ Will give adequate notice upon tardiness.

Evidence:

Records

- ☐ Keeps student records in an organized and professional manner.
- ☐ Assignments are tracked in an organized fashion.
- ☐ Student work and grades are completed in a timely manner.

Evidence:

Communication with families

- ☐ Engages families aware about the schools instructional program
- ☐ Families are informed about students' academic and behavioral progress

- ☐ Families are engaged in the instructional programming
- ☐ Fosters consistent communication between teacher and family.

Evidence:

Preparation and Instruction

Lesson Planning

- ☐ Submits weekly lesson plans on time.
- ☐ Submits weekly lesson plans.
- ☐ Lessons address age, grade, and ability appropriate objectives.
- ☐ Lesson plans address varied ability levels of students.
- ☐ Lesson plans address varied learning modes of students.
- ☐ Lesson plans contain objectives, procedures, materials, and methods of evaluation.
- ☐ Lesson plans cite Michigan standards and benchmarks.
- ☐ Lesson plans reflect one lesson weekly with a food security connection.
- ☐ Emergency lesson plans in place.

Classroom Management

- ☐ Exhibits preparation. Instructional materials are in place.
- ☐ Enforces student code of conduct, and other school policies.
- ☐ Maintains a dynamic yet orderly classroom.
- ☐ Utilizes appropriate behavior modification techniques.
- ☐ Students have a respectful rapport with other classmates.

Evidence:

Instruction

- ☐ Adheres to lessons as planned.
- ☐ Engages all students in the learning process.
- ☐ Exhibits mastery of content area.
- ☐ Incorporates differentiated instruction to meet student needs.
- ☐ Incorporates the Nguzo Saba, attributes of Maat and/or other African-centered values into teaching.
- ☐ Demonstrates creativity and innovative teaching techniques.
- ☐ Creates and maintains appropriate and timely bulletin boards other classroom displays.

Evidence:

Participating in a Cultural/School Community

African-centeredness

- ☐ Exhibits a commitment to African-centered personal transformation.

- ☐ Attends lectures, classes and workshops on African-centered thought.
- ☐ Participates in African-centered community organizations and activities outside of school.

Evidence:

Service to the School

- ☐ Willingly participates in school activities.
- ☐ Participates in extracurricular activities.
- ☐ Use community resources to enhance school environment.

Evidence:

Student Gains

- ☐ Setting Student Learning Objectives
- ☐ Tracking Student Learning Objectives
- ☐ Reporting Student Growth
- ☐ Instructor is aware of specific student needs and working
- ☐ Student growth is demonstrated

Evidence:

Nsoroma Institute Administrator Evaluation
Discipline and Family Involvement

The principal is effective in the following ways:

1. Lacking Proficiency
 2. Gaining Proficiency
 3. Meeting Proficiency 4. Exceeding Proficiency
- Expectations Often tolerates discipline violations and enforces the rules inconsistently. Urges staff to demand good student behavior, but allows different standards in different classrooms. Sets expectations for student behavior and establishes School wide routines and consequences. Meets proficiency and Gets staff buy-in for clear, schoolwide student-behavior standards, routines, and consequences.

Effectiveness Tries to deal with disruptive students but is swamped by the number of problems. Deals firmly with students who are disruptive in classrooms, but doesn't get to the root causes. Deals quickly with disruptions to learning and looks for underlying causes. Meets proficiency and Deals effectively with any disruptions to teaching and learning, analyzes patterns, and works on prevention

Celebration Rarely praises students and fails to build school pride. Praises well-behaved students and good grades. Praises student achievement and works to build school spirit. Meets proficiency and Publicly celebrates kindness,

effort, and improvement and
builds students' pride in their
school.

Training	Does little to build teachers' skills in classroom management. Urges teachers to get better at classroom management. Organizes workshops and suggests articles and books on classroom management. Meets proficiency and ensures that staff are skilled in positive discipline and sensitive handling of student issues.
Support	Focuses mainly on discipline and punishment with highly disruptive and troubled students. Tries to get crisis counseling for highly disruptive and troubled students. Identifies struggling students and works to get support services to meet their needs. Meets proficiency and Is highly effective getting counseling, mentoring, and other supports for high-need students.
Openness	Makes little effort to reach out to families and is defensive when parents express concerns. Reaches out to parents and tries to understand when they are critical. Makes parents feel welcome, listens to their concerns, and tries to get them involved. Makes families feel welcome and respected, responds to concerns, and gets a number of them actively involved in the school.
Curriculum	Does not sent home the school's learning expectations. Sends home an annual list of grade-level learning expectations. Sends home information on the grade-level learning expectations and ways parents can help at home. Meets proficiency and Informs parents of monthly learning expectations and specific ways they can support their children's learning.

1 of 2

Nsoroma Institute Administrator Evaluation
Discipline and Family Involvement
The principal is effective in the following ways:
1.Lacking Proficiency
2. Gaining Proficiency

3. Meeting Proficiency Conferences Provides little or no monitoring of the parent teacher conference parents about student progress.	4. Exceeding Proficiency Requires teachers communicates with Works to maximize the number of face-to-face parent/ teacher conferences. Meets proficiency Orchestrates productive parent/teacher conferences in which parents and students get specific suggestions on next steps. Communication Leaves parent contact and communication up to individual teachers. Suggests that teachers communicate regularly with parents. Sends home a periodic school communication and asks teachers to have regular channels of communication of their own. Meets proficiency Sends home a regular school communication, gets all teachers sending substantive updates
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External student support Does not provide assistance
for students with inadequate
home support. Provides ad hoc, occasional
support for students who are not adequately supported at
home. Provides safety-net programs
for most students whose parents do not provide
adequate support. Meets proficiency
Provides effective safety-net
programs for all students with
inadequate home support.

2 of 2

Nsoroma Institute Administrator Evaluation
Management and External Relations
The principal is effective in the following ways:
1.Lacking Proficiency
2. Gaining Proficiency

3. Meeting Proficiency	4. Exceeding Proficiency
-------------------------------	---------------------------------

Scheduling Oversees a creation with inequities, technical flaws, and little time for teacher teams to meet. Oversees a creation with some flaws and few opportunities for team meetings. Oversees a creation schedule that provides meeting times for all key teams
Meets proficiency and oversees creation of an equitable schedule that maximizes learning teacher collaboration, and smooth transitions.

Movement Rarely supervises student entry, dismissal, and common spaces and there are frequent problems. Intermittently supervises student entry, dismissal, transitions, and meal times. Supervises orderly student entry, dismissal, meals, class transitions, and recesses. Meets proficiency and ensures smooth, friendly student entry, dismissal, meal times, transitions, and recesses every day.

Transparency
Makes decisions with little or no consultation, causing frequent resentment and morale problems. Tries to be transparent about decision-making, but stakeholders sometimes feel shut out. Ensures that staff members know how and why key decisions are being made. Meets proficiency and is transparent about how and why decisions were made, involving stakeholders whenever possible.

Bureaucracy Makes decisions with little or no consultation, causing frequent resentment and morale problems. Tries to be transparent about decision-making, but stakeholders sometimes feel shut out. Ensures that staff members know how and why key decisions are being made. Meets proficiency and Is transparent about how and why decisions were made, involving stakeholders whenever possible.

Budget Makes errors in managing the budget and finances and misses opportunities to further the mission. Manages budget and finances with few errors, but misses opportunities to support the strategic plan. Manages the school's budget and finances to support the strategic plan within possible means. Meets proficiency and Skillfully manages the budget and finances to maximize student achievement and staff growth within possible means.

1 of 2

Nsoroma Institute Administrator Evaluation
Management and External Relations
The principal is effective in the following ways:
1. Lacking Proficiency
2. Gaining Proficiency

3. Meeting Proficiency 4. Exceeding Proficiency

Compliance Has difficulty keeping the school in compliance and district and other external requirements. Meets minimum compliance and reporting responsibilities with occasional lapses. Fulfills compliance and works with management company to report responsibilities to the district and beyond. Meets proficiency and works with management company fulfills all compliance and reporting requirements and creates new opportunities to support learning.

Communication Neglects relationship-building with district and external staff and doesn't have their support to complete tasks. Is correct and professional with district and external staff but does not enlist their active support. Builds relationships with district and external staffers so they will be helpful with paper work and process. Meets proficiency and builds strong relationships with key district and external personnel and gets them excited about the school's mission.

Resources Is resigned to working with the standard school budget, which doesn't seem adequate Occasionally raises additional funds or finds volunteers to help out. Is effective in bringing additional human and financial resources into the school. Meets proficiency and taps all possible human and financial resources to support the school's mission and strategic plan.

2 of 2

Nsoroma Institute Administrator Evaluation
Supervision and Professional Development
The principal is effective in the following ways:

1. Lacking Proficiency
2. Gaining Proficiency

3. Meeting Proficiency 4. Exceeding Proficiency

Meetings Rarely convenes staff members and uses meetings for one-way lectures on policies. Uses staff meetings primarily to announce decisions, clarify policies, and listen to staff concerns. Uses all-staff meetings to get

teachers sharing strategies and becoming more cohesive Meets proficiency and In all-staff meetings, has teachers discuss results, learn best strategies, and build trust and respect.

Ideas Rarely reads professional literature or discusses best practices. Occasionally passes along interesting articles and ideas to colleagues. Reads and shares research and

fosters an on-going, schoolwide discussion of best practices. Meets proficiency and Ensures that the whole staff is current on professional literature and constantly explores best practices.

Development Provides occasional workshops, leaving teachers mostly on their own in terms of professional development. Provides conventional staff development workshop to teachers. Organizes aligned, on-going coaching and training builds classroom proficiency. Meets proficiency and orchestrates aligned high quality coaching, workshops, school visits and other professional learning tuned into staff needs.

Empowerment Does not emphasize teamwork and teachers work mostly in isolation from colleagues. Suggests that teacher teams work together to address students' learning problems. Orchestrates regular teacher team meeting as the prime locus for professional learning. Meets proficiency and gets teams to take ownership for using data and student work to drive constant refinement of teaching.

Support

No leadership support for teachers and staff to chair meetings and file reports. Provides teacher teams with facilitators so meetings are focused and substantive. Has teacher team appoint a leader to chair meetings and file reports. Meets proficiency and gives teacher teams the training and resources they need to make their meeting highly effective.

Units Does not review lesson or unit plans. Occasionally reviews teachers' lesson plans but not unit plans. Asks teacher teams to cooperatively plan curriculum units following a common format. Meets proficiency. and Ensures that teachers backwards-design high quality, aligned units and provides feedback on drafts

Supervision Only observes teachers in annual or bi-annual formal observation visits. Tries to get into classrooms but is often distracted by other events and rarely provides feedback. Makes unannounced visits to a few classrooms every day and gives helpful feedback to teachers. Meets proficiency and regularly visits classrooms. Gives helpful, face-to-face feedback to each teacher within 24 hours.

1 of 2

Nsoroma Institute Administrator Evaluation

Supervision and Professional Development

The principal is effective in the following ways:

1.Lacking Proficiency

2. Gaining Proficiency

3. Meeting Proficiency

4. Exceeding Proficiency

Constructive

Criticism Shies away from giving honest feedback and

redirection to teachers who are not performing well. Criticizes struggling teachers but does not give them much help improving their

performance. Provides redirection and support to teachers who are

less than proficient. Meets proficiency
and Courageously engages in difficult conversations with
below-proficient teachers, helping them improve.
Release of Staff Does not initiate dismissal
procedures, despite evidence
that some teachers are ineffective. Tries to dismiss one or two
ineffective teachers, but is
stymied by procedural errors. Counsels out or dismisses
most ineffective teachers,
carefully following
contractual requirements. Meets proficiency and counsels out or dismisses all
ineffective teachers,
scrupulously following
contractual requirements.
Hiring Makes last-minute
appointments to teaching
vacancies based on candidates
who are available. Hires teachers who seem to fit
his or her philosophy of teaching. Recruits and hires effective
teachers who share the
school's mission. Meets proficiency and Recruits, hires, and supports
highly effective teachers who
share the school's vision.

2 of 2

Nsoroma Institute Administrator Evaluation
Curriculum and Data

The principal is effective in the following ways:

1. Lacking Proficiency
2. Gaining Proficiency

3. Meeting Proficiency
4. Exceeding Proficiency

Expectations Leaves staff without clear direction on student learning outcomes for each
grade level. Refers staff to district or national scope-and-sequence documents for
curriculum direction. Tells staff exactly what academic goals should be throughout the school
year as well as student achievement by the end of the year. Meets Proficiency and
teachers are motivated, clear and aware of standards, grade-level goals with examples of
proficient work.

Baselines Does not provide historical test data to teachers. Refers staff to previous year
test data as a baseline for current year instruction. Provides teacher teams with
previous-year test data and asks them to assess students' current levels. Meets

Proficiency and ensures that all teams use summative data from the year before and fresh diagnostic data to plan instruction.

Targets Urges staff to improve student achievement but without measurable outcome. Urges grade-level/subject teams to set measurable student learning goals for the current year. Works with grade-level and subject-area teams to set measurable student goals for the current year. Meets proficiency and gets each grade-level/subject team invested in reaching measurable, results-oriented year-end goals.

Materials Leaves staff to find their own material. Works to procure good curriculum materials in all academic curriculum. Gets best possible academic and curriculum materials for staff and they have easy access. Meets proficiency and ensures that all teachers have top-notch curriculum materials and training on how to use them.

Analysis

Does not see the value of analyzing test given during the year. Suggests that teacher teams work together to draw lessons from the tests they give. Monitors teacher teams as they as they analyze interim assessment result and formulate action plans.

Meets proficiency and orchestrates high-quality, low-stakes data/action team meeting after each round of assessments.

Causes Does not exercise leadership in looking for underlying causes in student difficulties.

Suggests that teachers focus on the areas in which students had the most difficulty.

Asks that data meetings go beyond student's academic difficulty and why. Meets proficiency. and gets data meetings engaged in no-blame, test-in-hand search for root causes and hypothesis-testing.

Follow - Up Does not provide time or leadership for follow-up after tests. Suggests that teachers use interim assessment data to

help struggling students. Insist that teams follow up each interim assessment with reteaching and remediation. Meets proficiency and gets teams invested in following up assessments with effective reteaching, tutoring and other interventions.

1 of 2

Nsoroma Institute Administrator Evaluation Curriculum and Data

The principal is effective in the following ways:

1. Lacking Proficiency

2. Gaining Proficiency

3. Meeting Proficiency 4. Exceeding Proficiency

Monitoring Keeps an eye on attendance and suspension rates. Monitors attendance and discipline data to inform decisions.

Monitors data in several key areas and uses them to inform improvement efforts. Meets proficiency

Uses data on grades, attendance, behavior, and other variables to monitor and drive continuous improvement toward goals

Celebration Solely takes credit for improvements in school performance. Congratulates staff on "small

wins” and other successes. Shares student, classroom,
and school-wide successes and gives credit where credit is due. Meets proficiency and
boosts morale and a sense of
efficacy by getting colleagues
to celebrate and own
measurable student gains.

2 of 2

Nsoroma Institute Administrator Evaluation Diagnosis and Planning

The principal is effective in the following ways:

1. Lacking Proficiency
2. Gaining Proficiency

3. Meeting Proficiency
4. Exceeding Proficiency

Leadership Team Works with little or no support from colleagues. Enlists one or two
like-minded colleagues to provide advice and support Recruits and develops a leadership
team with a balance of skills. Meets Proficiency and develops the team skills and
commitment to a high level.

Diagnosis Unable to gather much information on the school’s strong and weak points.
Makes assessment of the school’s strength and weaknesses without thorough
analysis. Carefully assesses the school’s strength and area for development. Meets
Proficiency and involves stakeholders in a comprehensive diagnosis of the schools strengths
and weaknesses.

Gap Analysis Lack of involvement in regards to data and increasing significant change.
Presents data without relation to the specific needs of the school Motivates
colleagues by comparing students’ current achievements with rigorous expectations. Meets
proficiency and challenges colleagues by presenting the gap between current student data
and a vision for continual success.

Mission Does not have and/or share mission statement. Mission statement is not
aligned with the vision of the school or African-centered principles. Writes a succinct
mission statement that is aligned with the school and follows African-centered principles.

Meets proficiency and students and staff understand and know the mission of the school.

Target

Sees student achievement target goals one year at a time. Express confidence that student achievement will improve each year through hard work. Builds staff support for student achievement target. Meets proficiency and works as a team by attaining staff commitment on a bold student achievement target.

Support Little or no support for annual plan. Presents annual plan to stakeholders and asks them to support it. Builds ownership and support among stakeholders for achieving annual goals. Meets Proficiency. Students and fosters a sense of urgency and responsibility among all stakeholders for achieving annual goals.

1 of 1

Nsoroma Institute Administrator Evaluation Diagnosis and Planning

The principal is effective in the following ways:

1. Lacking Proficiency
2. Gaining Proficiency

3. Meeting Proficiency
4. Exceeding Proficiency

Leadership Team Works with little or no support from colleagues. Enlists one or two like-minded colleagues to provide advice and support Recruits and develops a leadership team with a balance of skills. Meets Proficiency and develops the team skills and commitment to a high level.

Diagnosis Unable to gather much information on the school's strong and weak points. Makes assessment of the school's strength and weaknesses without thorough analysis. Carefully assesses the school's strength and area for development. Meets Proficiency and involves stakeholders in a comprehensive diagnosis of the schools strengths and weaknesses.

Gap Analysis Lack of involvement in regards to data and increasing significant change. Presents data without relation to the specific needs of the school Motivates colleagues by comparing students' current achievements with rigorous expectations. Meets proficiency and challenges colleagues by presenting the gap between current student data and a vision for continual success.

Mission Does not have and/or share mission statement. Mission statement is not aligned with the vision of the school or African-centered principles. Writes a succinct mission statement that is aligned with the school and follows African-centered principles. Meets proficiency and students and staff understand and know the mission of the school.

Target

Sees student achievement target goals one year at a time. Express confidence that student achievement will improve each year through hard work. Builds staff support for student achievement target. Meets proficiency and works as a team by attaining staff commitment on a bold student achievement target.

Support Little or no support for annual plan. Presents annual plan to stakeholders and asks them to support it. Builds ownership and support among stakeholders for achieving

annual goals. Meets Proficiency. Students and fosters a sense of urgency and responsibility among all stakeholders for achieving annual goals.

1 of 1

Nsoroma Institute Administrator Evaluation Priority Management and Communication

The principal is effective in the following ways: 1.Lacking Proficiency 2. Gaining Proficiency

3. Meeting Proficiency 4. Exceeding Proficiency

Planning Has not documented any tasks that need to be completed and loses track. Comes to work with a list of what needs to be accomplished that day but is often distracted and no effort to complete task. Plans for the year, month, week, and day, keeping the highest-leverage activities front and center. Meets proficiency and relentlessly getting the highest-leverage activities done.

Communication Is not an effective communicator, and others are often left guessing about policies and direction. Has a limited communication repertoire and some key stakeholders are not aware of school goals. Uses a variety of means (e.g., face-to-face, newsletters, websites) to communicate goals to others. Meets proficiency and skillfully and eloquently communicates goals to all constituencies using a variety of channels.

Outreach Never reaches out to others for feedback or help. Occasionally reaches out to staff, students, parents, and external partners for feedback and help. Frequently solicits and uses feedback and help from staff, students, parents, and external partners. Meets proficiency and uses feedback and help from staff, students, parents, and external partners with follow up.

Expectations Constantly reminding staff what they should be doing in management, discipline and following African -centered principles. Periodically reminds teachers of policies on management, procedures discipline and African-centered principles.

Communication is clear to staff of school expectations for management procedures discipline and African-centered principles. Meets proficiency and has total staff support on exactly what is expected for management procedures, discipline and African-centered principles.

Meetings

Convenes grade-level, leadership, and other teams only when there is a crisis or an immediate need. Needs to call key team meetings each month because they are not in regulated by staff. Ensures that key teams (e.g., leadership, grade-level, student support) meet regularly. Meets proficiency and All key teams meet on a regular basis and take responsibility for productive agendas.

Efficiency Behind on e-mail, paperwork, and administrative chores, to the detriment of the school's mission. Tries to stay on top of e-mail, paperwork, and administrative chores but is often behind. Has a system for dealing with e-mail, paperwork, and administrative chores. Meets proficiency and deals quickly and decisively with the highest-priority email and paperwork, delegating the rest.

1 of 1

Black Star Educational Management LLC
2011-2012 School Year
Teacher Evaluation
Nsoroma Institute Administrator Evaluation

Name:
Position:

RATINGS ON INDIVIDUAL RUBRICS:

A.Diagnosis and Planning:

Highly Effective –Effective- Improvement Necessary- Does Not Meet Standards

Evidence:

B. Priority Management and Communication:

Highly Effective- Effective- Improvement Necessary- Does Not Meet Standards

Evidence:

C. Curriculum and Data:

Highly Effective- Effective -Improvement Necessary -Does Not Meet Standards

Evidence:

D. Supervision and Professional Development:

Highly Effective- Effective- Improvement Necessary -Does Not Meet Standards

Evidence:

E. Discipline and Parent Involvement:

Highly Effective- Effective- Improvement Necessary- Does Not Meet Standards

Evidence:

F. Management and External Relations:

Highly Effective- Effective -Improvement Necessary- Does Not Meet Standards

Evidence:

OVERALL RATING:



REDESIGN PLAN TEMPLATE

Highly Effective-Effective-Improvement Necessary-Does Not Meet Standards

Evidence:

OVERALL COMMENTS BY SUPERVISOR:

OVERALL COMMENTS BY PRINCIPAL:

Supervisor's signature: _____ Date: _____

Principal's signature: _____ Date: _____

(The principal's signature indicates that he or she has seen and discussed the evaluation; it does not necessarily denote agreement with the report.)

Black Star Educational Management LLC
2011-2012 School Year
Teacher Evaluation
Nsoroma Institute Administrator Self- Evaluation

Name:
Position:

RATINGS ON INDIVIDUAL RUBRICS:

A.Diagnosis and Planning:

Highly Effective -Effective- Improvement Necessary- Does Not Meet Standards

Evidence:

B. Priority Management and Communication:

Highly Effective- Effective- Improvement Necessary- Does Not Meet Standards

Evidence:

C. Curriculum and Data:

Highly Effective- Effective -Improvement Necessary -Does Not Meet Standards

Evidence:

D. Supervision and Professional Development:

Highly Effective- Effective- Improvement Necessary -Does Not Meet Standards

Evidence:

E. Discipline and Parent Involvement:

Highly Effective- Effective- Improvement Necessary- Does Not Meet Standards

Evidence:

F. Management and External Relations:

Highly Effective- Effective -Improvement Necessary- Does Not Meet Standards

Evidence:

OVERALL RATING:

Highly Effective-Effective- Improvement Necessary- Does Not Meet Standards

Evidence:

OVERALL COMMENTS BY SUPERVISOR:

OVERALL COMMENTS BY PRINCIPAL:

Supervisor's signature: _____ Date: _____

Principal's signature: _____ Date: _____

(The principal's signature indicates that he or she has seen and discussed the evaluation; it does not necessarily denote agreement with the report.)

APPENDIX B COPY AND PASTE YOUR:

Professional Development Calendar or Timeline

(unlimited characters)

August-September

Team Building

Developmental and Educational Needs of Black Boys and Black Girls

Visioning for the Upcoming School Year

Academic Planning

Rites and Rituals to Promote Positive School Culture

MEAP Gap Analysis

Place-based Education: Black History 101 Mobile Museum

Relaxation and Stress Prevention Techniques

Special Topics in Special Education and Student Support Services

Differentiation to Promote Student Gains

Special Topics in African-centered Education

October

Great Lakes Bioneers Conference

- Place-based Education in and Environmental Activism in Detroit

Black Scrolls Study Group Research Tour

- The legacy of the Civil Rights Movement

Engaging Parents in Student Success: Analysis of Benchmark Assessment Data

November

Michigan Association of Public School Academies (MAPSA) Conference

- various topics

Using Student Performance Data to Support Student Success

- Analysis of Scantron Data

- Curriculum and Instructional Alignment

Intrinsic and Extrinsic Student Motivation Factors from an African-centered

Perspective

Strategies for Reducing Student Retention Loss

December

Promoting Cultural Imperatives through Curriculum

January

Promoting Student and Family Engagement

February

Using Student Performance Data to Support Student Success

- Focus: Analysis of Student Performance Gains
Effective Differentiation Strategies

March

Analysis of Teacher-created Assessments
Effective Grade to Grade Transitions

April

Relaxation and Stress Reduction
Maintaining a Positive School Culture

May

Using Student Performance Data to Support Student Success

- Focus: Analysis of Student Performance Gains

June Effective Planning for the Year Ahead

APPENDIX C
COPY AND PASTE YOUR:

Daily School Schedule, Sample Student Schedule and Teacher Collaboration Schedule

Or

Executed Addendum to Support the Implementation of the Reform Model

(Maximum 6250 characters)

8:30 AM Assembly

8:50 AM Tayari/Meditation/Sustained Silent Reading

9:20 AM	Mandinka Mbili Wellness	Ashanti Moja Wellness	Bamana	Touba
		Serer		

10:50 AM	Dogon	Waset Moja Wellness Zimbabwe	Mandinka Moja Wellness
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12:20 PM

12:40 PM

1:00 PM

2:30 PM	Ashanti	Mandinka Timbuktu	(both classes) Waset Mbili Wellness	Waset	(both classes)
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4:00 PM Dismissal

SCHOOL INFORMATION	CONTACT PERSON FOR REDESIGN PLAN
District: Nsoroma Institute School Name: Nsoroma Institute Address: 20045 Joann Detroit, MI 48205 School Code: 07606	Name: Elizabeth Whittaker Position and Office: Director Telephone: 313-521-0400 Ext. 21 Fax: 313-521-0401 Email: blackstareducation@gmail.com
LEA SCHOOL SUPERINTENDENT/DIRECTOR Printed Name: Elizabeth Whittaker Signature: X  Date: 11-28-11	Telephone: 313-521-0400 Ext. 21 Fax: 313-521-0401 Email: blackstareducation@gmail.com
LEA SCHOOL PRINCIPAL/DIRECTOR Printed Name: Elizabeth Whittaker Signature: X  Date: 11-28-11	Telephone: 313-521-0400 Ext. 21 Fax: 313-521-0401 Email: blackstareducation@gmail.com
LEA SCHOOL BOARD PRESIDENT Signature: X  Date: 11-28-11	
LOCAL TEACHER BARGAINING UNIT Signature: X <u>N/A</u> Date:	
The Local Educational Agency (LEA) agrees to comply with all applicable requirements of all state statutes, federal laws, executive orders, regulations, policies and conditions governing this program. The LEA understands and agrees that if it materially fails to comply with the terms and conditions of the redesign plan, fails to make satisfactory progress or does not have an approved plan, the Michigan Department of Education/State School Reform/Redesign Officer may issue an order placing the LEA into the State School Reform/Redesign School District, imposing for the LEA one of four intervention models, and an addendum to applicable collective bargaining agreements in effect for the school as necessary to implement the school intervention model.	

Nsoroma Institute Teacher Evaluation Rubric

Classroom Environment

	1.Lacking Proficiency	2. Gaining Proficiency	3. Meeting Proficiency	4. Exceeding Proficiency
Teacher interaction with students	Interaction is negative, demeaning, sarcastic, inappropriate	Interaction is inconsistent, shows favoritism to some and ignores others	Interactions are generally caring, motivating, respectful and are culturally and age appropriate	Meets Proficiency and high levels of trust.
Establishing a Culture of Learning	1.Lacking Proficiency	2.Gaining Proficiency	3. Meeting Proficiency	4. Exceeding Proficiency
Importance of content	Speaks of content negatively.	Does not emphasize importance of content.	Shows enthusiasm for the content and students are excited about learning.	Meets proficiency and students are motivated and show interest through participation.
Expectations for learning achievement	Instructions and outcomes convey low expectations for student learning and achievement.	Instruction and outcomes convey moderate expectations for student learning and achievement.	Instruction and outcomes convey high expectations for most students.	Meets proficiency and students demonstrate genuine interest through participation.
Pride in Student Work	Students demonstrate no pride in their work.	Students minimally accept responsibility of completing work.	Students produce quality work.	Students take pride in their work and go above and beyond assignments.

Managing Classroom Procedures	1.Lacking Proficiency	2. Gaining Proficiency	3. Meeting Proficiency	4. Exceeding Proficiency
Management of Instructional Groups	Students are not engaged in learning.	Students in some groups are engaged in learning.	Small group work is organized and most students are productively engaged.	Meets Proficiency. Students are engaged and there is evidence of group productivity.
Management of Transition	Lack of organization and too much time between transition.	Only some transitions are effective with some loss of instructional time.	Transitions are smoothly and students are well informed of the transition procedure.	Meets proficiency and the routines are smooth. Students assume the responsibility of transitioning.
Supervision of volunteers and paraprofessionals	The volunteers or paraprofessionals have no knowledge of their roles or duties.	The volunteers or paraprofessionals need continual direction.	The volunteers or paraprofessionals are productive and engaged independently.	Meets proficiency and volunteers can contribute to a positive classroom environment.
Managing Student Behavior	1.Lacking Proficiency	2. Gaining Proficiency	3. Meeting Proficiency	4. Exceeding Proficiency
Expectations	No standards of conduct have been established or communicated.	Standards of conduct are not adhered to.	Standards of conduct are clear to all students and most students adhere to them	Meets proficiency and students seem to have participated in the expectation process.
Response and Monitoring Student Behavior	Student behavior is not monitored and teacher does not respond to misbehavior.	Teacher attempts to respond to misbehavior but is inconsistent.	Responds to misbehavior and monitors student behavior regularly or students rarely misbehave.	Meets proficiency and students behavior is almost entirely appropriate.
Organizing Physical Space	1.Lacking Proficiency	2. Gaining Proficiency	3. Meeting Proficiency	4. Exceeding Proficiency
Safety and Accessibility	The classroom is not safe.	The classroom is safe and learning is accessible to most students.	The classroom is safe and learning is accessible to all students.	Meets proficiency accommodations are made when applicable.
Arrangement of Furniture and use of physical resources.	The furniture arrangement hinders student learning.	Classroom setup is adequate but does not enhance student learning.	Physical resources are used thoughtfully to enhance learning activities.	Meets proficiency adjustments made by teachers or students when necessary.

Nsoroma Institute Teacher Evaluation Rubric

Instruction

Communicating with Students	1.Lacking Proficiency	2. Gaining Proficiency	3. Meeting Proficiency	4. Exceeding Proficiency
Expectations for Learning	Lesson objectives are not communicated to students.	Lesson objectives are communicated to students but are unclear.	Lesson objectives are clearly communicated, and connected to broader learning.	Meets proficiency and lesson objectives are connected to student interests.
Directions and Procedures	Directions and procedures are not communicated to students.	Directions and procedures require constant clarification.	Directions and procedures are clear to students.	Meets proficiency and teacher anticipates possible Misunderstandings.
Explanations of Content	Explanation of content is unclear, confusing.	Explanation of content is uneven, at times clear, but other portions are difficult to follow.	Explanation of content is clear and appropriate. Evidence of student accommodation is used when it comes to explanation of subject.	Meets proficiency and explanation is connected to student's knowledge and experiences.
Use of Oral and Written Language	Spoken language is inaudible or inappropriate, written language is illegible, and contains several grammar errors.	Audible and legible, but vocabulary is limited or not appropriate to students' ages or backgrounds.	Audible and legible; Vocabulary is appropriate to the students' ages and backgrounds.	Meets proficiency and teacher is expressive with well-chosen vocabulary to intentionally extend student vocabulary.
Engaging Students in Learning	1.Lacking Proficiency	2.Gaining Proficiency	3. Meeting Proficiency	4. Exceeding Proficiency
Activities and Assignments	Activities and assignments are inappropriate for students' age and background. Students are not engaged in them.	Some activities and assignments are appropriate and some students are engaged in them.	Most activities and assignments are appropriate and most students are engaged in exploring content. Teacher accommodates for students who need assistance.	Meets proficiency and student are clearly display interest and ownership of activities and assignments.

Grouping of Students	Teacher never attempts to group during instruction.	Instructional groupings are sometimes appropriate to advancing instructional outcomes.	Instructional groups are productive, appropriate to students and advance lesson objectives.	Meets proficiency and students take the initiative to influence the formation or adjustment of instructional groups.
Instructional Materials and Resources	Instructional materials and resources are unsuitable and do not engage students.	Instructional materials and resources are only partially suitable for instruction and only sometimes engage students.	Instructional materials and resources are suitable to the instructional purposes and engage students.	Meets proficiency and students participate in developing instructional materials and resources.
Structure and Pacing	The lesson has no clearly defined structure.	Lesson structure is not maintained through the lesson. Pacing is inconsistent.	The lesson has a clearly defined and appropriately paced structure.	Meets proficiency and creates space for reflection and closure. Pacing helps all students.
Using Assessment in Instruction	1.Lacking Proficiency	2. Gaining Proficiency	3. Meeting Proficiency	4. Exceeding Proficiency
Assessment Criteria	Assessment procedures do not match assessment outcomes.	Some instructional outcomes are assessed.	Most instructional outcomes are assessed with appropriate strategies.	Meets proficiency and assessments are differentiated for student learning styles.
Monitoring of Student Learning	Teacher does not monitor students learning.	Teacher monitors the progress of the class but does not use assessments tools.	Teacher monitors the progress of students in the curriculum, making use of assessment tools.	Meets proficiency and pays particular attention to the progress of individual students.
Feedback to students	Feedback is of poor quality and not provided to students in a timely manner.	Feedback is uneven, and its timeliness is inconsistent.	Feedback is timely and of consistently high quality.	Meets proficiency and students make use of the feedback in their learning.

Nsoroma Institute Teacher Evaluation Rubric

Planning and Preparation

Demonstrating Knowledge and Content and Pedagogy	1.Lacking Proficiency	2. Gaining Proficiency	3. Meeting Proficiency	4. Exceeding Proficiency
Knowledge of Content	Content errors are consistent.	Familiar with content area and but makes mistakes and ignores student errors.	Displays solid knowledge in content area and understands how they relate to one another.	Meets Proficiency and understands the connection to other disciplines.
Knowledge of Prerequisite Relationships	Plans and practices display no understanding of prerequisite relationships important to student learning of content.	Plans and practices indicate some awareness of prerequisite relationships although knowledge is inaccurate or incomplete.	Plans and practices reflect accurate understanding of prerequisite relationships among topics and concepts.	Meets Proficiency and incorporates a wide range of pedagogical techniques to deliver content.
Knowledge or Content Related Pedagogy	Speaks of content negatively.	Does not emphasize importance of content.	Shows enthusiasm for the content and students are excited about learning.	Meets proficiency and students are motivated and show interest through participation.
Demonstrating Knowledge of Students	1.Lacking Proficiency	2.Gaining Proficiency	3. Meeting Proficiency	4. Exceeding Proficiency
Knowledge of Child and adolescent development	Displays little or no knowledge of developmental characteristics of the age group.	Displays partial knowledge of the developmental characteristics of age group.	Displays accurate understanding of the typical development characteristics of the age group.	Meets proficiency and displays knowledge of which individual students follow patterns.
Knowledge of learning process	Does not understand how students learn.	The understanding of students' learning process is	Knowledge of how students' learn is accurate, applies this	Meets proficiency and displays knowledge of

		outdated.	knowledge to the class	students' needs.
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Knowledge of students' skills, knowledge and language proficiency.	Displays no knowledge of students' skills knowledge and language proficiency.	Recognizes the value of understanding student skills but does not differentiate.	Recognizes the value of understanding student skills and differentiates for groups.	Meets proficiency and uses information to inform future planning.
Knowledge of students' special interest.	Displays little or no understanding of students' special learning or other needs.	Displays awareness of the importance knowing students special needs but may be incomplete.	Teacher is aware of students' special learning needs.	Meets proficiency and makes appropriate accommodations.
Designing Student Assessment	1.Lacking Proficiency	2. Gaining Proficiency	3. Meeting Proficiency	4. Exceeding Proficiency
Congruence with Instructional Outcomes	Assessment procedures do not match assessment outcomes.	Some instructional outcomes are assessed.	Most instructional outcomes are assessed with appropriate strategies.	Meets proficiency and assessments are differentiated for student learning.
Criteria and Standards	Proposed approach does not consider criteria or standards.	Some criteria and standards have been developed but they are not clear.	Most assessment criteria and standards are clear.	Meets proficiency and criteria are chosen based on student learning.
Design of Formative Assessment	Teacher does not incorporate any formative assessment.	Formative assessment approaches are unclear and not strategic.	Teacher has a strategy for using formative assessment, and applies this strategy.	Meets proficiency and incorporates student use of formative assessments.
Use for Planning	Does not plan to use assessment results to inform future planning.	Sometimes plans to use assessment results for Planning.	Mostly plans to use assessment results for future instruction.	Meets proficiency and plans to use assessment results to implement differentiated instruction.

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Nsoroma Institute Teacher Evaluation Rubric

Professional Conduct

Professionalism	1.Lacking Proficiency	2. Gaining Proficiency	3. Meeting Proficiency	4. Exceeding Proficiency
Arrives to work early enough to prepare for students	Consistently late by 10-15 minutes without notice	Consistently late 5-10 minutes with notice	On time and prepared to greet students'	Meets proficiency and available to students in the morning if necessary
Respects starting times of classes, assemblies and meetings	Consistently late to class assemblies and meetings.	Arrives late but in time with valid excuse	Arrives on time to all school related meetings.	Meets proficiency and always prepared and ready for tasks.
Reports to work daily	Absent more than 15-20 times throughout the school year.	Absent is frequent with excuse and prepared lesson plans for substitute.	Provides proper notification of absences and they are minimal.	Meets proficiency and Always notifies of absences.
Maintaining Accurate Records	1.Lacking Proficiency	2.Gaining Proficiency	3. Meeting Proficiency	4. Exceeding Proficiency
Student Completion of Assignments	There is no system for tracking student assignments.	System for tracking student assignments is rudimentary and not entirely effective.	System for tracking student assignments is effective and well maintained.	Meets proficiency and communicates information with students.
Student Progress in Learning	There is no system for tracking student progress	System for tracking progress is rudimentary and not entirely effective	Systems for maintaining information on student learning is fully effective	Meets proficiency and communicates information with students

Communication with families	1.Lacking Proficiency	2. Gaining Proficiency	3. Meeting Proficiency	4. Exceeding Proficiency
Information about the Instructional Program	Instructional materials and resources are unsuitable and do not engage students.	Instructional materials and resources are only partially suitable for instruction and only sometimes engage students.	Instructional materials and resources are suitable to the instructional purposes and engage students.	Meets proficiency and students participate in developing instructional materials and resources.
Information about Individual Students	Does not provide families with information about individual students and does not respond to parent concerns	Adheres to school procedures for communicating about individual students. Responses to family concerns are minimal	Communicates with families about individual students progress and is available to respond to family concerns	Meets proficiency and is responsive to student and family feedback. Handles concerns with professionalism.
Engagement of Families in the Instructional Programming	Does not attempt to engage families in the instructional program	Makes limited attempts to engage families in instructional programming	Efforts to engage families in the instructional program are successful	Meets proficiency and family participation is frequent
Participating in a Cultural/School Community	1.Lacking Proficiency	2. Gaining Proficiency	3. Meeting Proficiency	4. Exceeding Proficiency
African-centeredness	Does not understand or seek knowledge of the principles of an African-centered education	Understands some of the principles lacks self-motivation to learn more.	Exhibits commitment to African-centered education and personal transformation.	Meets proficiency and Participates in African-centered classes and workshops on African-centered thought. Participates in organizations outside of school.
Service to the School	Avoids being involved in school events	Is only involved in mandatory school events when specifically asked to do so	Participates in school events and extracurricular activities with the children.	Meets proficiency and volunteers to participate in school events or assumes leadership role. Creates new activities for school environment.

Nsoroma Institute Teacher Evaluation Rubric

Student Gains

Reporting Student Growth	1.Lacking Proficiency	2. Gaining Proficiency	3. Meeting Proficiency	4. Exceeding Proficiency
Setting Student Learning Object (SLO) goals	Does not set SLO goals.	SLO goals are not clear and assessment tools frequently do not measure SLOs.	SLO goal is clear and assessment tools mostly match SLOs.	Meets Proficiency and SLOs clearly are tied to past learning data.
Tracking SLO goals	Teacher does not tracking system for SLO data.	Teacher has tracking system but it is not disaggregated by individual students.	Tracking system accounts for individual students for both pre and post assessments.	Meets Proficiency and tracking system accounts for details for individual students.
Report SLO	Teacher does not have SLO data.	SLO data is inaccurate or not based on the set assessment.	Teacher has SLO data from set assessments on students and class as whole.	Meets Proficiency and data is clear and easy to interpret.
Student Learning Objective #1 Assessment Type	No students demonstrated growth towards SLO.	Growth goal is not met, but some students demonstrated growth. Less than 15 % gain	Students met growth goal towards SLO. 25% or more gain	Meets Proficiency and exceeded growth goal. 50% or more gain
Student Learning Objective #2 Assessment Type	No students demonstrated growth towards SLO.	Growth goal is not met, but some students demonstrated growth. Less than 15 % gain	Students met growth goal towards SLO. 25% or more gain	Meets Proficiency and exceeded growth goal. 50% or more gain
Student Learning Objective #3 Assessment Type	No students demonstrated growth towards SLO.	Growth goal is not met, but some students demonstrated growth. Less than 15 % gain	Students met growth goal towards SLO. 25% or more gain	Meets Proficiency and exceeded growth goal. 50% or more gain

Black Star Educational Management LLC
2011-2012 School Year
Teacher Evaluation
Nsoroma Institute Teacher Evaluation

Name:

Position:

Scale: 1.Lacking Proficiency 2.Gaining Proficiency 3.Meeting Proficiency 4.Exceeding Proficiency

Professionalism

Punctuality

☐ Arrives to work early enough to prepare for students.

☐ Reports to work by assigned starting time.

☐ Respects starting times of classes, assemblies and meetings.

Evidence:

Attendance

☐ Reports to work daily.

☐ Provides proper notice of absences.

☐ Will give adequate notice upon tardiness.

Evidence:

Records

☐ Keeps student records in an organized and professional manner.

☐ Assignments are tracked in an organized fashion.

☐ Student work and grades are completed in a timely manner.

Evidence:

Communication with families

- [] Engages families aware about the schools instructional program**
- [] Families are informed about students' academic and behavioral progress**
- [] Families are engaged in the instructional programming**
- [] Fosters consistent communication between teacher and family.**

Evidence:

Preparation and Instruction

Lesson Planning

- [] Submits weekly lesson plans on time.**
- [] Submits weekly lesson plans.**
- [] Lessons address age, grade, and ability appropriate objectives.**
- [] Lesson plans address varied ability levels of students.**
- [] Lessons plans address varied learning modes of students.**
- [] Lesson plans contain objectives, procedures, materials, and methods of evaluation.**
- [] Lesson plans cite Michigan standards and benchmarks.**
- [] Lesson plans reflect one lesson weekly with a food security connection.**
- [] Emergency lesson plans in place.**

Classroom Management

- [] Exhibits preparation. Instructional materials are in place.**
- [] Enforces student code of conduct, and other school policies.**
- [] Maintains a dynamic yet orderly classroom.**
- [] Utilizes appropriate behavior modification techniques.**
- [] Students have a respectful rapport with other classmates.**

Evidence:

Instruction

- [] Adheres to lessons as planned.**
- [] Engages all students in the learning process.**
- [] Exhibits mastery of content area.**
- [] Incorporates differentiated instruction to meet student needs.**
- [] Incorporates the Nguzo Saba, attributes of Maat and/or other African-centered values into teaching.**
- [] Demonstrates creativity and innovative teaching techniques.**
- [] Creates and maintains appropriate and timely bulletin boards other classroom displays.**

Evidence:

Participating in a Cultural/School Community

African-centeredness

- [] Exhibits a commitment to African-centered personal transformation.**
- [] Attends lectures, classes and workshops on African-centered thought.**
- [] Participates in African-centered community organizations and activities outside of school.**

Evidence:

Service to the School

- [] Willingly participates in school activities.**

- ☐ Participates in extracurricular activities.
- ☐ Use community resources to enhance school environment.

Evidence:

Student Gains

- ☐ Setting Student Learning Objectives
- ☐ Tracking Student Learning Objectives
- ☐ Reporting Student Growth
- ☐ Instructor is aware of specific student needs and working
- ☐ Student growth is demonstrated

Evidence:

Nsoroma Institute Administrator Evaluation

Discipline and Family Involvement

The principal is effective in the following ways:	1.Lacking Proficiency	2. Gaining Proficiency	3. Meeting Proficiency	4. Exceeding Proficiency
Expectations	Often tolerates discipline violations and enforces the rules inconsistently.	Urges staff to demand good student behavior, but allows different standards in different classrooms.	Sets expectations for student behavior and establishes School wide routines and consequences.	Meets proficiency and Gets staff buy-in for clear, schoolwide student-behavior standards, routines, and consequences.
Effectiveness	Tries to deal with disruptive students but is swamped by the number of problems.	Deals firmly with students who are disruptive in classrooms, but doesn't get to the root causes.	Deals quickly with disruptions to learning and looks for underlying causes.	Meets proficiency and Deals effectively with any disruptions to teaching and learning, analyzes patterns, and works on prevention
Celebration	Rarely praises students and fails to build school pride.	Praises well-behaved students and good grades.	Praises student achievement and works to build school spirit.	Meets proficiency and Publicly celebrates kindness, effort, and improvement and builds students' pride in their school.
Training	Does little to build teachers' skills in classroom management.	Urges teachers to get better at classroom management.	Organizes workshops and suggests articles and books on classroom management.	Meets proficiency and ensures that staff are skilled in positive discipline and sensitive handling of student issues.
Support	Focuses mainly on discipline and punishment with highly disruptive and troubled students.	Tries to get crisis counseling for highly disruptive and troubled students.	Identifies struggling students and works to get support services to meet their needs.	Meets proficiency and Is highly effective getting counseling, mentoring, and other supports for high-need students.
Openness	Makes little effort to reach out to families and is defensive when parents express concerns.	Reaches out to parents and tries to understand when they are critical.	Makes parents feel welcome, listens to their concerns, and tries to get them involved.	Makes families feel welcome and respected, responds to concerns, and gets a number of them actively involved in the school.
Curriculum	Does not sent home the school's learning expectations.	Sends home an annual list of grade-level learning expectations.	Sends home information on the grade-level learning expectations and ways parents can help at home.	Meets proficiency and Informs parents of monthly learning expectations and specific ways they can support their children's learning.

Nsoroma Institute Administrator Evaluation

Discipline and Family Involvement

The principal is effective in the following ways:	1.Lacking Proficiency	2. Gaining Proficiency	3. Meeting Proficiency	4. Exceeding Proficiency
Conferences	Provides little or no monitoring of the parent teacher conference	Requires teachers communicates with parents about student progress.	Works to maximize the number of face-to-face parent/ teacher conferences.	Meets proficiency Orchestrates productive parent/teacher conferences in which parents and students get specific suggestions on next steps.
Communication	Leaves parent contact and communication up to individual teachers.	Suggests that teachers communicate regularly with parents.	Sends home a periodic school communication and asks teachers to have regular channels of communication of their own.	Meets proficiency Sends home a regular school communication, gets all teachers sending substantive updates
External student support	Does not provide assistance for students with inadequate home support.	Provides ad hoc, occasional support for students who are not adequately supported at home.	Provides safety-net programs for most students whose parents do not provide adequate support.	Meets proficiency Provides effective safety-net programs for all students with inadequate home support.

Nsoroma Institute Administrator Evaluation

Management and External Relations

The principal is effective in the following ways:	1. Lacking Proficiency	2. Gaining Proficiency	3. Meeting Proficiency	4. Exceeding Proficiency
Scheduling	Oversees a creation with inequities, technical flaws, and little time for teacher teams to meet.	Oversees a creation with some flaws and few opportunities for team meetings.	Oversees a creation schedule that provides meeting times for all key teams	Meets proficiency and oversees creation of an equitable schedule that maximizes learning teacher collaboration, and smooth transitions.
Movement	Rarely supervises student entry, dismissal, and common spaces and there are frequent problems.	Intermittently supervises student entry, dismissal, transitions, and meal times.	Supervises orderly student entry, dismissal, meals, class transitions, and recesses.	Meets proficiency and ensures smooth, friendly student entry, dismissal, meal times, transitions, and recesses every day.
Transparency	Makes decisions with little or no consultation, causing frequent resentment and morale problems.	Tries to be transparent about decision-making, but stakeholders sometimes feel shut out.	Ensures that staff members know how and why key decisions are being made.	Meets proficiency and is transparent about how and why decisions were made, involving stakeholders whenever possible.
Bureaucracy	Makes decisions with little or no consultation, causing frequent resentment and morale problems.	Tries to be transparent about decision-making, but stakeholders sometimes feel shut out.	Ensures that staff members know how and why key decisions are being made.	Meets proficiency and is transparent about how and why decisions were made, involving stakeholders whenever possible.
Budget	Makes errors in managing the budget and finances and misses opportunities to further the mission.	Manages budget and finances with few errors, but misses opportunities to support the strategic plan.	Manages the school's budget and finances to support the strategic plan within possible means.	Meets proficiency and skillfully manages the budget and finances to maximize student achievement and staff growth within possible means.

Nsoroma Institute Administrator Evaluation

Management and External Relations

The principal is effective in the following ways:	1.Lacking Proficiency	2. Gaining Proficiency	3. Meeting Proficiency	4. Exceeding Proficiency
Compliance	Has difficulty keeping the school in compliance and district and other external requirements.	Meets minimum compliance and reporting responsibilities with occasional lapses.	Fulfills compliance and works with management company to report responsibilities to the district and beyond.	Meets proficiency and works with management company fulfills all compliance and reporting requirements and creates new opportunities to support learning.
Communication	Neglects relationship-building with district and external staff and doesn't have their support to complete tasks.	Is correct and professional with district and external staff but does not enlist their active support.	Builds relationships with district and external staffers so they will be helpful with paper work and process.	Meets proficiency and builds strong relationships with key district and external personnel and gets them excited about the school's mission.
Resources	Is resigned to working with the standard school budget, which doesn't seem adequate	Occasionally raises additional funds or finds volunteers to help out.	Is effective in bringing additional human and financial resources into the school.	Meets proficiency and taps all possible human and financial resources to support the school's mission and strategic plan.

Nsoroma Institute Administrator Evaluation

Supervision and Professional Development

The principal is effective in the following ways:	1.Lacking Proficiency	2. Gaining Proficiency	3. Meeting Proficiency	4. Exceeding Proficiency
Meetings	Rarely convenes staff members and uses meetings for one-way lectures on policies.	Uses staff meetings primarily to announce decisions, clarify policies, and listen to staff concerns.	Uses all-staff meetings to get teachers sharing strategies and becoming more cohesive	Meets proficiency and In all-staff meetings, has teachers discuss results, learn best strategies, and build trust and respect.
Ideas	Rarely reads professional literature or discusses best practices.	Occasionally passes along interesting articles and ideas to colleagues.	Reads and shares research and fosters an on-going, schoolwide discussion of best practices.	Meets proficiency and Ensures that the whole staff is current on professional literature and constantly explores best practices.
Development	Provides occasional workshops, leaving teachers mostly on their own in terms of professional development.	Provides conventional staff development workshop to teachers.	Organizes aligned, on-going coaching and training builds classroom proficiency.	Meets proficiency and orchestrates aligned high quality coaching, workshops, school visits and other professional learning tuned into staff needs.
Empowerment	Does not emphasize teamwork and teachers work mostly in isolation from colleagues.	Suggests that teacher teams work together to address students' learning problems.	Orchestrates regular teacher team meeting as the prime locus for professional learning.	Meets proficiency and gets teams to take ownership for using data and student work to drive constant refinement of teaching.
Support	No leadership support for teachers and staff	Has teacher team appoint a leader to chair meetings and file reports.	Provides teacher teams with facilitators so meetings are focused and substantive.	Meets proficiency and gives teacher teams the training and resources they need to make their meeting highly effective.
Units	Does not review lesson or unit plans.	Occasionally reviews teachers' lesson plans but not unit plans.	Asks teacher teams to cooperatively plan curriculum units following a common format.	Meets proficiency. and Ensures that teachers backwards-design high quality, aligned units and provides feedback on drafts
Supervision	Only observes teachers in annual or bi-annual formal observation visits.	Tries to get into classrooms but is often distracted by other events and rarely provides feedback.	Makes unannounced visits to a few classrooms every day and gives helpful feedback to teachers.	Meets proficiency and regularly visits classrooms. Gives helpful, face-to-face feedback to each teacher within 24 hours.

Nsoroma Institute Administrator Evaluation

Supervision and Professional Development

The principal is effective in the following ways:	1.Lacking Proficiency	2. Gaining Proficiency	3. Meeting Proficiency	4. Exceeding Proficiency
Constructive Criticism	Shies away from giving honest feedback and redirection to teachers who are not performing well.	Criticizes struggling teachers but does not give them much help improving their performance.	Provides redirection and support to teachers who are less than proficient.	Meets proficiency and Courageously engages in difficult conversations with below-proficient teachers, helping them improve.
Release of Staff	Does not initiate dismissal procedures, despite evidence that some teachers are ineffective.	Tries to dismiss one or two ineffective teachers, but is stymied by procedural errors.	Counsels out or dismisses most ineffective teachers, carefully following contractual requirements.	Meets proficiency and counsels out or dismisses all ineffective teachers, scrupulously following contractual requirements.
Hiring	Makes last-minute appointments to teaching vacancies based on candidates who are available.	Hires teachers who seem to fit his or her philosophy of teaching.	Recruits and hires effective teachers who share the school's mission.	Meets proficiency and Recruits, hires, and supports highly effective teachers who share the school's vision.

Nsoroma Institute Administrator Evaluation

Curriculum and Data

The principal is effective in the following ways:	1.Lacking Proficiency	2. Gaining Proficiency	3. Meeting Proficiency	4. Exceeding Proficiency
Expectations	Leaves staff without clear direction on student learning outcomes for each grade level.	Refers staff to district or national scope-and-sequence documents for curriculum direction.	Tells staff exactly what academic goals should throughout the school year as well as student achievement by the end of the year.	Meets Proficiency and teachers are motivated, clear and aware of standards, grade-level goals with examples of proficient work.
Baselines	Does not provide historical test data to teachers.	Refers staff to previous year test data as a baseline for current year instruction.	Provides teacher teams with previous-year test data and asks them to assess students' current levels.	Meets Proficiency and ensures that all teams use summative data from the year before and fresh diagnostic data to plan instruction.
Targets	Urges staff to improve student achievement but without measurable outcome.	Urges grade-level/subject teams to set measurable student learning goals for the current year.	Works with grade-level and subject-area teams to set measurable student goals for the current year.	Meets proficiency and gets each grade-level/subject team invested in reaching measurable, results-oriented year-end goals.
Materials	Leaves staff to find their own material.	Works to procure good curriculum materials in all academic curriculum.	Gets best possible academic and curriculum materials for staff and they have easy access.	Meets proficiency and ensures that all teachers have top-notch curriculum materials and training on how to use them.
Analysis	Does not see the value of analyzing test given during the year.	Suggests that teacher teams work together to draw lessons from the tests they give.	Monitors teacher teams as they as they analyze interim assessment result and formulate action plans.	Meets proficiency and orchestrates high-quality, low-stakes data/action team meeting after each round of assessments.
Causes	Does not exercise leadership in looking for underlying causes in student difficulties.	Suggests that teachers focus on the areas in which students had the most difficulty.	Asks that data meetings go beyond student's academic difficulty and why.	Meets proficiency. and gets data meetings engaged in no-blame, test-in-hand search for root causes and hypothesis-testing.
Follow - Up	Does not provide time or leadership for follow-up after tests.	Suggests that teachers use interim assessment data to help struggling students.	Insist that teams follow up each interim assessment with reteaching and remediation.	Meets proficiency and gets teams invested in following up assessments with effective reteaching, tutoring and other interventions.

Nsoroma Institute Administrator Evaluation

Curriculum and Data

The principal is effective in the following ways:	1.Lacking Proficiency	2. Gaining Proficiency	3. Meeting Proficiency	4. Exceeding Proficiency
Monitoring	Keeps an eye on attendance and suspension rates.	Monitors attendance and discipline data to inform decisions.	Monitors data in several key areas and uses them to inform improvement efforts.	Meets proficiency Uses data on grades, attendance, behavior, and other variables to monitor and drive continuous improvement toward goals
Celebration	Solely takes credit for improvements in school performance.	Congratulates staff on “small wins” and other successes.	Shares student, classroom, and school-wide successes and gives credit where credit is due.	Meets proficiency and boosts morale and a sense of efficacy by getting colleagues to celebrate and own measurable student gains.

Nsoroma Institute Administrator Evaluation

Diagnosis and Planning

The principal is effective in the following ways:	1.Lacking Proficiency	2. Gaining Proficiency	3. Meeting Proficiency	4. Exceeding Proficiency
Leadership Team	Works with little or no support from colleagues.	Enlists one or two like-minded colleagues to provide advice and support	Recruits and develops a leadership team with a balance of skills.	Meets Proficiency and develops the team skills and commitment to a high level.
Diagnosis	Unable to gather much information on the school's strong and weak points.	Makes assessment of the school's strength and weaknesses without thorough analysis.	Carefully assesses the school's strength and area for development.	Meets Proficiency and involves stakeholders in a comprehensive diagnosis of the schools strengths and weaknesses.
Gap Analysis	Lack of involvement in regards to data and increasing significant change.	Presents data without relation to the specific needs of the school	Motivates colleagues by comparing students' current achievements with rigorous expectations.	Meets proficiency and challenges colleagues by presenting the gap between current student data and a vision for continual success.
Mission	Does not have and/or share mission statement.	Mission statement is not aligned with the vision of the school or African-centered principles.	Writes a succinct mission statement that is aligned with the school and follows African-centered principles.	Meets proficiency and students and staff understand and know the mission of the school.
Target	Sees student achievement target goals one year at a time.	Express confidence that student achievement will improve each year through hard work.	Builds staff support for student achievement target.	Meets proficiency and works as a team by attaining staff commitment on a bold student achievement target.
Support	Little or no support for annual plan.	Presents annual plan to stakeholders and asks them to support it.	Builds ownership and support among stakeholders for achieving annual goals.	Meets Proficiency. Students and fosters a sense of urgency and responsibility among all stakeholders for achieving annual goals.

Nsoroma Institute Administrator Evaluation

Diagnosis and Planning

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Nsoroma Institute Administrator Evaluation

Priority Management and Communication

The principal is effective in the following ways:	1.Lacking Proficiency	2. Gaining Proficiency	3. Meeting Proficiency	4. Exceeding Proficiency
Planning	Has not documented any tasks that need to be completed and loses track.	Comes to work with a list of what needs to be accomplished that day but is often distracted and no effort to complete task.	Plans for the year, month, week, and day, keeping the highest-leverage activities front and center.	Meets proficiency and relentlessly getting the highest-leverage activities done.
Communication	Is not an effective communicator, and others are often left guessing about policies and direction.	Has a limited communication repertoire and some key stakeholders are not aware of school goals.	Uses a variety of means (e.g., face-to-face, newsletters, websites) to communicate goals to others.	Meets proficiency and skillfully and eloquently communicates goals to all constituencies using a variety of channels.
Outreach	Never reaches out to others for feedback or help.	Occasionally reaches out to staff, students, parents, and external partners for feedback and help.	Frequently solicits and uses feedback and help from staff, students, parents, and external partners.	Meets proficiency and uses feedback and help from staff, students, parents, and external partners with follow up.
Expectations	Constantly reminding staff what they should be doing in management, discipline and following African - centered principles.	Periodically reminds teachers of policies on management, procedures discipline and African-centered principles.	Communication is clear to staff of school expectations for management procedures discipline and African-centered principles.	Meets proficiency and has total staff support on exactly what is expected for management procedures, discipline and African-centered principles.
Meetings	Convenes grade-level, leadership, and other teams only when there is a crisis or an immediate need.	Needs to call key team meetings each month because they are not in regulated by staff.	Ensures that key teams (e.g., leadership, grade-level, student support) meet regularly.	Meets proficiency and All key teams meet on a regular basis and take responsibility for productive agendas.
Efficiency	Behind on e-mail, paperwork, and administrative chores, to the detriment of the school's mission.	Tries to stay on top of e-mail, paperwork, and administrative chores but is often behind.	Has a system for dealing with e-mail, paperwork, and administrative chores.	Meets proficiency and deals quickly and decisively with the highest-priority email and paperwork, delegating the rest.

Black Star Educational Management LLC
2011-2012 School Year
Teacher Evaluation
Nsoroma Institute Administrator Evaluation

Name:

Position:

RATINGS ON INDIVIDUAL RUBRICS:

A.Diagnosis and Planning:

Highly Effective –Effective- Improvement Necessary- Does Not Meet Standards

Evidence:

B. Priority Management and Communication:

Highly Effective- Effective- Improvement Necessary- Does Not Meet Standards

Evidence:

C. Curriculum and Data:

Highly Effective- Effective -Improvement Necessary -Does Not Meet Standards

Evidence:

D. Supervision and Professional Development:

Highly Effective- Effective- Improvement Necessary -Does Not Meet Standards

Evidence:

E. Discipline and Parent Involvement:

Highly Effective- Effective- Improvement Necessary- Does Not Meet Standards

Evidence:

F. Management and External Relations:

Highly Effective- Effective -Improvement Necessary- Does Not Meet Standards

Evidence:

OVERALL RATING:

Highly Effective-Effective-Improvement Necessary-Does Not Meet Standards

Evidence:

OVERALL COMMENTS BY SUPERVISOR:

OVERALL COMMENTS BY PRINCIPAL:

Supervisor's signature: _____ Date: _____

Principal's signature: _____ Date: _____

(The principal's signature indicates that he or she has seen and discussed the evaluation; it does not necessarily denote agreement with the report.)

Black Star Educational Management LLC
2011-2012 School Year
Teacher Evaluation
Nsoroma Institute Administrator Self- Evaluation

Name:

Position:

RATINGS ON INDIVIDUAL RUBRICS:

A.Diagnosis and Planning:

Highly Effective –Effective- Improvement Necessary- Does Not Meet Standards

Evidence:

B. Priority Management and Communication:

Highly Effective- Effective- Improvement Necessary- Does Not Meet Standards

Evidence:

C. Curriculum and Data:

Highly Effective- Effective -Improvement Necessary -Does Not Meet Standards

Evidence:

D. Supervision and Professional Development:

Highly Effective- Effective- Improvement Necessary -Does Not Meet Standards

Evidence:

E. Discipline and Parent Involvement:

Highly Effective- Effective- Improvement Necessary- Does Not Meet Standards

Evidence:

F. Management and External Relations:

Highly Effective- Effective -Improvement Necessary- Does Not Meet Standards

Evidence:

OVERALL RATING:

Highly Effective-Effective- Improvement Necessary- Does Not Meet Standards

Evidence:

OVERALL COMMENTS BY SUPERVISOR:

OVERALL COMMENTS BY PRINCIPAL:

Supervisor's signature: _____ Date: _____

Principal's signature: _____ Date: _____

(The principal's signature indicates that he or she has seen and discussed the evaluation; it does not necessarily denote agreement with the report.)

Nsoroma Institute

2011-2012 Professional Development Topics

August-September

Team Building
Developmental and Educational Needs of Black Boys and Black Girls
Visioning for the Upcoming School Year
Academic Planning
Rites and Rituals to Promote Positive School Culture
MEAP Gap Analysis
Place-based Education: Black History 101 Mobile Museum
Relaxation and Stress Prevention Techniques
Special Topics in Special Education and Student Support Services
Differentiation to Promote Student Gains
Special Topics in African-centered Education

October

Great Lakes Bioneers Conference

- Place-based Education in and Environmental Activism in Detroit

Black Scrolls Study Group Research Tour

- The legacy of the Civil Rights Movement

Engaging Parents in Student Success: Analysis of Benchmark Assessment Data

November

Michigan Association of Public School Academies (MAPSA) Conference

- various topics

Using Student Performance Data to Support Student Success

- Analysis of Scantron Data
- Curriculum and Instructional Alignment

Intrinsic and Extrinsic Student Motivation Factors from an African-centered Perspective
Strategies for Reducing Student Retention Loss

December

Promoting Cultural Imperatives through Curriculum

January

Promoting Student and Family Engagement

February

Using Student Performance Data to Support Student Success

- Focus: Analysis of Student Performance Gains

Effective Differentiation Strategies

March

Analysis of Teacher-created Assessments
Effective Grade to Grade Transitions

April

Relaxation and Stress Reduction
Maintaining a Positive School Culture

May

Using Student Performance Data to Support Student Success

- Focus: Analysis of Student Performance Gains

June

Effective Planning for the Year Ahead

Nsoroma Institute Schedule

8:30 AM	Assembly				
8:50 AM	Tayari/Meditation/Sustained Silent Reading				
9:20 AM	Block I		Kazi Prep K-2	Kazi Prep 3-5	
10:50 AM	Block II				
12:20 PM	Recess Lunch				
12:40 PM					
1:00 PM					
2:30 PM	Block IV		Kazi Prep 6-8		
4:00 PM	Dismissal				