



# **Single Building District Improvement Report - Priority**

Center for Literacy and Creativity

Center for Literacy and Creativity

Mrs. Julia Butler  
18401 WEST MCNICHOLS RD  
DETROIT, MI 48219-4113

# TABLE OF CONTENTS

Introduction.....	1
-------------------	---

## **Executive Summary**

Introduction.....	3
-------------------	---

Description of the School.....	4
--------------------------------	---

School's Purpose.....	5
-----------------------	---

Notable Achievements and Areas of Improvement.....	6
--	---

Additional Information.....	7
-----------------------------	---

## **Single Building District Resource Allocation Self-Assessment Diagnostic**

Introduction.....	9
-------------------	---

Investing In Teaching Quality.....	10
------------------------------------	----

Creating Individual Attention and Personal Learning Environments.....	12
---	----

Use Student Time Strategically.....	14
-------------------------------------	----

Report Summary.....	15
---------------------	----

## **Transformation Redesign Diagnostic**

Introduction.....	17
-------------------	----

PART A: REFORM TEAM PERSONNEL.....	18
------------------------------------	----

PART B: TEACHING AND LEARNING PRIORITIES.....	19
---	----

PART C: DEVELOP/INCREASE SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS.....	20
---	----

PART D: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES..... 21

PART E: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT..... 22

PART F: PROVIDING OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT..... 23

**Turnaround Redesign Diagnostic**

Introduction..... 25

PART A: REFORM TEAM PERSONNEL..... 26

PART B: TEACHING AND LEARNING PRIORITIES..... 27

PART C: DEVELOP SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS..... 29

PART D: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES..... 39

PART E: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT..... 52

**Assurances Report**

Michigan Department of Education Assurances..... 55

    Priority Assurances..... 55

## **Introduction**

Single building districts do not have the same central office structure as districts that support elementary and secondary schools. Priority and Focus Schools that are single building districts are required to complete the ERS Strategic School Diagnostic Tool as an alternative to the ERS ResourceCheck. This School Diagnostic School asks the school leadership to self-assess against Resource Principles that characterize high performing schools. The results of this diagnostic gives leadership focus areas for resource allocation.

# Executive Summary

## **Introduction**

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

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

## **Description of the School**

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

The Center for Literacy & Creativity Academy is a small, nurturing public school academy that serves approximately 95 students in the historic district of North Rosedale Park in Detroit, Michigan. Our students typically do not reside in North Rosedale Park, but throughout the City of Detroit. Over the last three years, we along with most other schools in Southeastern Michigan, have experienced a more transient student population in that we often have students relocating and/or changing schools 1-3 times during the school year. It has made the role of the faculty and staff more challenging to educate current and incoming students with regards to our state and district assessments.

## **School's Purpose**

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

The Center for Literacy & Creativity Academy strives to serve as an inspiration to each student to strive for academic excellence, and to be a winner in life. We believe in teaching them well and letting them lead the way.

In cooperation with parents and community, the Center for Literacy & Creativity Academy strives to promote good citizenship and excellent scholarship; to enhance the lives of every child through the use of technology and communication to ensure that demonstrates a positive self-image, attitude and self-control.

We believe:

- School must provide learning experiences through which children will acquire fundamental skills, abilities and attitudes to participate in a global society.
- Students must demonstrate competency prior to being promoted to the next grade.
- Each family plays a major role in the formulation and implementation of school philosophy.

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

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

### Past NOTABLE ACHIEVEMENTS:

- ☒ Several of the students that matriculated thru our school have been accepted, attended and graduated from several local magnet high schools, Ivy League Colleges and Universities and Big 12 Colleges and Universities.
- ☒ Professions of our graduates include: teachers, police officers, assistant prosecuting attorney, assistant pastor, designer engineer for one of the Big 3 Automakers, professional bowler, GM of a radio station
- ☒ Former MEAP Merit Award Winner
- ☒ 98% high school completion rate
- ☒ Made AYP for several years

### 3-years into the Future AREAS OF IMPROVEMENT:

- ☒ Obtain a new school facility that would allow for 2 classrooms per grade level
- ☒ Provide the teachers with a daily prep period and time to do grade level planning
- ☒ After-school tutoring program - FasTrackKids®
- ☒ Extended day
- ☒ Afterschool activities
- ☒ Parent University
- ☒ Chess Club
- ☒ Sports programs
- ☒ Mentoring programs for boys & girls
- ☒ Choir
- ☒ Great Books Reading Club

## **Additional Information**

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

N/A

# **Single Building District Resource Allocation Self- Assessment Diagnostic**

## **Introduction**

This school assessment tool is based on resource strategies and principles from “The Strategic School: Making the Most of People, Time, and Money” by Karen Hawley Miles and Stephen Frank (2008). The purpose of this tool is to help you do a healthy school check-up: thinking about your current structure, where are and aren't you strategic? Are there any areas that are high priority for updating?

## Investing In Teaching Quality

Hiring and organizing staff to fit school needs in terms of expertise, philosophy, and schedule. Integrating significant resources for well-designed teacher professional development that provides expert support to implement the school's core instructional design. Creating systems that promote individual teacher growth through induction, leadership opportunities, professional development planning, evaluation, and compensation.

Overall Rating: 1.46

	Statement or Question	Response	Rating
<b>Execute Hiring Plan</b>	Before posting a position, school leaders assess student need, staff capacity, and scheduling priorities to determine long-term staffing priorities and needs.	Agree	N/A

	Statement or Question	Response	Rating
<b>Create Job Description</b>	School leaders work ahead to define a clear set of desired traits, skills, and work schedules, keeping in minds of the teacher's collaborative team, the school design, and the school's student population.	Don't Know	N/A

	Statement or Question	Response	Rating
<b>Ensure Quality Hiring Pool</b>	School actively encourages interns and finds opportunities for teachers needing part-time work.	Don't Know	N/A

	Statement or Question	Response	Rating
<b>Assess Fit and Experience</b>	A well-designed protocol, combined with classroom lesson demonstrations, assesses candidate expertise, philosophy, and commitment.	Agree	N/A

	Statement or Question	Response	Rating
<b>Track New Teacher Progress</b>	School leaders carefully track whether new teachers are placed in supportive teams and make team changes as necessary to distribute expertise across grades and subjects, with the most expert teachers assigned to the highest priority areas.	Don't Know	N/A

	Statement or Question	Response	Rating
<b>Analyze Student Performance and Teacher Needs</b>	Professional Development content is consistent with the language, instructional methods, priorities, and timing of the school's instructional design; school leaders and teacher teams use student performance data to determine areas of focus, set school improvement goals, and monitor progress.	Agree	N/A

## Single Building District Improvement Report - Priority

Center for Literacy and Creativity

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>Organize Collaborative Professional Development</b>	Teams of teachers in the same school whose members share subjects or students collaborate around assessment and instruction; rigorous structures are in place to use collaborative team planning effectively.	Disagree	N/A

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>Provide Structured Professional Development Opportunities</b>	Time is structured to allow sufficient, regular time for right groups to collaborate, with the right support.	Agree	N/A

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>Facilitate Follow-up and Coaching</b>	Teachers practice new strategies and review impact with expert support throughout their careers.	Don't Know	N/A

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>Offer Induction Support</b>	Schools provide deep ongoing support; integrates the district-provided support with its own school needs; Assigns new teachers manageable challenges.	Agree	N/A

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>Specify Growth Opportunities</b>	Schools provide systematic provision of growth opportunities linked to school needs.	Don't Know	N/A

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>Schedule Personnel Reviews</b>	Schools perform regular reviews of professional development plans that inform opportunities	Don't Know	N/A

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>Evaluate Performance</b>	Schools perform regular evaluations that link to professional development, support, and opportunities provided	Disagree	N/A

## Creating Individual Attention and Personal Learning Environments

Assessing student learning to adjust instruction and support. Creating smaller group sizes and reducing teacher loads in high-need areas; foster personal relationships between students and teachers

Overall Rating: 2.14

	Statement or Question	Response	Rating
<b>Assess Students</b>	Schools conduct formative assessments throughout the year to ensure teachers know whether students are learning what they should be as the year progresses-not only after the year or unit is over.	Don't Know	N/A

	Statement or Question	Response	Rating
<b>Use Assessment Results</b>	Teachers examine results from ongoing assessments and use these data to improve lessons and tailor instruction to meet specific student needs.	Strongly Agree	N/A

	Statement or Question	Response	Rating
<b>Practice Collaborative Planning</b>	Schools provide blocks of common planning time during which teachers may collaborate with their colleagues to interpret and then use the data to improve schoolwide practice.	Disagree	N/A

	Statement or Question	Response	Rating
<b>Align Student Evaluation Strategies</b>	Teachers align their student evaluation strategies across the schools. For example, all ES might perform reading assessments every six weeks and compare progress. A SS might use a schoolwide writing prompt to examine writing skills. Teachers are then able to use this common strategy to discuss findings and adjust instruction accordingly.	Don't Know	N/A

	Statement or Question	Response	Rating
<b>Manage Class Sizes</b>	Class size in core subjects varies by grade and subject purposefully to address student needs; reduced in high-priority areas such as early grades, reading, and math. Class size in electives is managed to maximize enrollment.	Disagree	N/A

	Statement or Question	Response	Rating
<b>Consider Student Needs</b>	Small groups are created that are flexible and change based on subject and student progress. Use other adults from the school building to come into classrooms and provide support during flexible-group time.	Agree	N/A

## Single Building District Improvement Report - Priority

Center for Literacy and Creativity

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>Provide Tutoring</b>	Tutoring is integrated into homeroom's regular instruction and curriculum. Students may work with a tutor regularly until they no longer need the services. Tutoring is provided by regular classroom teachers, or by staff who coordinate closely with homeroom teachers.	Strongly Agree	N/A

## Use Student Time Strategically

Maximizing time, including longer blocks of uninterrupted time, that students spend on academic subjects; Varying time and instructional programs to ensure all students meet rigorous academic standards

Overall Rating: 2.14

	Statement or Question	Response	Rating
<b>Maintain Schedules</b>	School leadership team recrafts the schedule, sometimes annually, to match time allocation with needs of students-subgroups and individuals.	Disagree	N/A

	Statement or Question	Response	Rating
<b>Exercise Flexibility</b>	Schedule may differ from other schools to increase planning time or professional development opportunities, or meet other teacher priorities.	Agree	N/A

	Statement or Question	Response	Rating
<b>Balance Time</b>	Schedule is crafted to strategically balance time spent on core instruction, support, enrichment activities, and non-instructional time.	Don't Know	N/A

	Statement or Question	Response	Rating
<b>Set Clear Expectations</b>	Teachers have clear expectations for how to use instruction time and are held accountable for spending sufficient time in English and math (at elementary level) and making good use of time; administrators avoid interrupting instruction.	Agree	N/A

	Statement or Question	Response	Rating
<b>Provide Learning Opportunities</b>	Students who struggle are given sufficient opportunity to catch up with peers in core academic subjects, focusing on key areas such as ELA and Math.	Don't Know	N/A

	Statement or Question	Response	Rating
<b>Support Student Learning</b>	Students who need more time on a unit get it, while students who are ready to move on are able to or receive enrichment.	Agree	N/A

	Statement or Question	Response	Rating
<b>Expand Hours of Instruction</b>	Time is extended when deemed necessary for student learning (e.g., extended day, extended year, Sat school, summer school).	Strongly Agree	N/A

## Report Summary

### Scores By Section

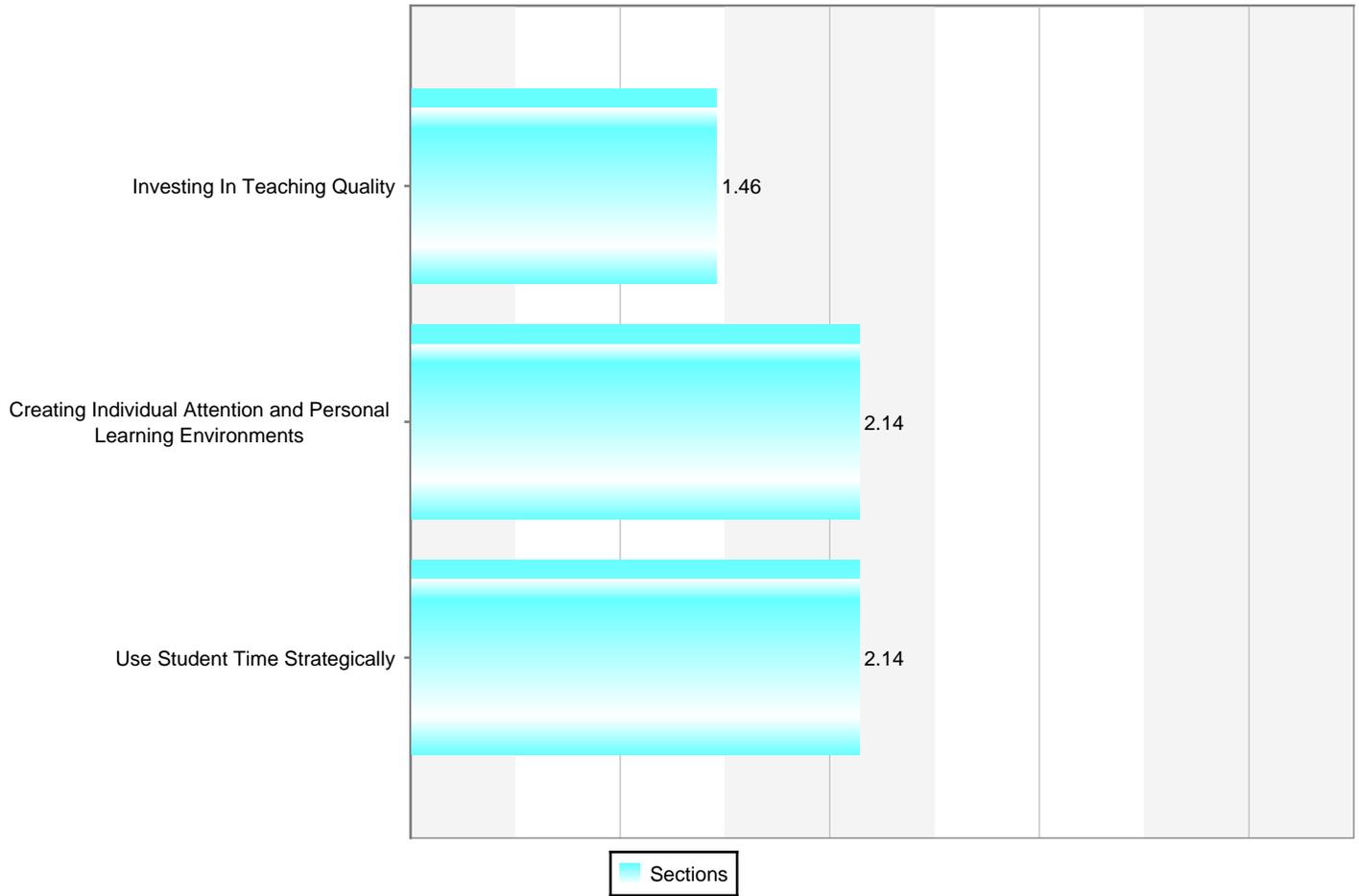
Section Score

1

2

3

4



# Transformation Redesign Diagnostic

## **Introduction**

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

**PART A: REFORM TEAM PERSONNEL**

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

N/A

## **PART B: TEACHING AND LEARNING PRIORITIES**

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

N/A

**State what data were used to identify these ideas.**

N/A

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

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

N/A

**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.**

N/A

**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.**

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

**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.**

## **PART D: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES**

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

**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.**

## **PART E: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT**

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

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

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

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

**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.**

# Turnaround Redesign Diagnostic

## **Introduction**

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.

## PART A: REFORM TEAM PERSONNEL

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

### REFORM TEAM PERSONNEL:

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

Name Title or Role Email/Contact Information

Baird, Mrs. Christie Teacher - 6th Grade CBaird@clcpsa.org

Butler, Mr. Jeffrey Dean of Students/IT JButler@clcpsa.org

Butler, Mrs. Julia Lunch Coordinator JButler@clcpsa.org

Dotstry, Mrs. Rita SIF, Wayne RESA RitaDotstry@yahoo.com

Gardner, Ms. Carol Teacher - Title 1 CGardner@clcpsa.org

Garland, Ms. Carol IS, MSU-MDE Garlan7@msu.edu

Garner, Ms. Shavonne Teacher - 4-5th Grades SGarner@clcpsa.org

Green, Mr. Garnet Lead IS; MSU-MDE GGreen@msu.edu

Hall, Mrs. Kimistri Principal KimistriHall@gmail.com

Hammons, Ms. Angelina Teacher - Resource Room AHammons@clcpsa.org

Jackson, Mrs. Machion Consultant to PEAK Performance Yours\_In\_Education@yahoo.com

Martin, Jr., Dr. Herb CLC Executive Director/PEAK Performance Management Co.

Mbua, Ms. Monica Teacher - K-1st Grades Mmbua@clcpsa.org

Sibert, Mr. Calvin Teacher - 2-3rd Grades CSibert@clcpsa.org

Smith, Mrs. Benitra Administrative Assistant BSmith@clcpsa.org

Trice, Mr. Willie Teacher - 7-8th Grades WTrice@clcpsa.org

Watkins, Mrs. P. Louise Para-Professional - K-3rd Grades PLWatkins@clcpsa.org

## PART B: TEACHING AND LEARNING PRIORITIES

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

The Main Big Idea #1 for the Center for Literacy & Creativity will be to institute a data-based decision making process utilizing research-based Marzano's Art of Teaching and Madeline Hunter's lesson format to enhance overall teacher instruction and improve student learning and achievement in the areas of Reading and Math.

- Marzano's Art of Teaching will be implemented to increase reading and math acquisition in the following ways:

☞ Students will gain mastery in reading by inserting summarizing and note-taking techniques during personal and group/class reading times by recognizing main idea, key characters, plot and structure, sequence of a story, comparing and contrasting, inference, predicting, author's purpose, and figurative language within a text using graphic organizers such as column notes, venn diagrams, and vocabulary picture to word matching. Students will gain mastery in Math by inserting note-taking techniques to understand and operate step-by-step processes when applying mathematic concepts. Specific note-taking techniques will include diagram, pictorial, and teacher modeled math applications using a side-by-side note representation or a step-by-step procedure for completing a problem using an appropriate graphic organizer.

☞ Students will gain mastery in reading and math by inserting homework and practice through the provision of weekly/monthly parent information about academic concepts, acquiring student and parent feedback regarding homework time, student journals, and entrance and exit exams based on homework assignments.

☞ Students will gain mastery in reading and math by generating and testing hypotheses. Students will engage reading passages and mathematic word problems by predicting what may happen in a text based on specific objectives provided such as vocabulary words, pictures, and discovery based learning/project based learning rubrics. Resultants from such predictions will be that students will build, write, or complete a project based on their initial predictions of information provided to them.

☞ Students will gain mastery in reading and math through the implementation of cooperative learning groups. Cooperative learning groups will be created by the teachers based on student lead roles/responsibilities per group. These groups will integrate content and student language through peer engagement, small homogeneous/heterogeneous reading groups, and peer editing groups for analyzing text, mathematic word problems, and oral explanation of mathematic processes within the small group differentiated instruction..

☞ Students will gain mastery in reading and math when teachers provide students with visible and student "friendly" goals and objectives based on Common Core standards and Michigan Grade Level Content Expectations. This will be accomplished by utilizing overall "Kids Will Learn charts" and contracts and outlines stating specific academic and behavioral goals that students are expected to achieve.

-Madeline Hunter's Lesson Format/Plan is a great asset for teachers, students, and administration. It will provide intensive structure and assist with student acquisition in reading and math in the following presentation from teachers as well as a hard copy of written plan for administration to view:

☞ provide objectives/standards (visually for students, parents, and administrators to see)

☞ anticipatory set (presenting the new skill to be taught through an engaging activity and the use of understandable analogies)

☞ prior knowledge (gauging what students already know through an appealing activity)

☞ Provide teacher instruction (teacher will provide instruction through a lecture, video, tape, pictures, etc.)

☞ Teacher modeling (this will demonstrate the teacher's expectations, give the students a visual "how-to" for assignment, and show students the problem solving and critical thinking skills required in order to comprehend and perform expectations for the concept presented).

☞ Check for understanding (Higher order questions will be asked of the students in order to gauge understanding of concepts presented using knowledge, comprehension, application, analysis, synthesis, and evaluation.

☞ provide guided practice (Teacher will measure student understanding by moving around the room during student performance of

## Single Building District Improvement Report - Priority

Center for Literacy and Creativity

---

expectations)

☐ closure (This will be the time when the teacher engages student acquisition/comprehension and provides reinforcement of the lesson taught)

☐ supply independent practice time for students (This is usually in the form of an assessment or homework practice)

☐ provision of materials listed

☐ Duration of the whole lesson.

The Main Big Idea 2 that will change teaching and learning at the Center for Literacy & Creativity will be the implementation of scientific research-based Marzano's Art of Teaching and integrating Madeline Hunter's Elements of Teaching to enhance overall teacher instruction and improve student learning and achievement in the areas of Reading and Math.

-Madeline Hunter's Elements of Teaching and Marzano's Art of Teaching will collectively collaborate together as Madeline Hunter's Elements of Teaching will be the methodology of instruction and Marzano's Art of Teaching skills and strategies will be utilized daily in an effort to target low achieving areas based on current MEAP Data for the 2012-2013 school year as follows:

3rd grade: Reading averaged a score of 286 (not proficient) and Math averaged a score of 300 (not Proficient); 4th grade Reading averaged a score of 399 (partially proficient), Writing averaged a score of 361 (partially proficient), and Math averaged a score of 390 (partially proficient); 5th grade Reading averaged a score of 511 (partially proficient), Math averaged a score of 476 (not proficient), Science averaged a score of 489 (not proficient); 6th grade Reading averaged a score of 600 (partially proficient), Math averaged a score of 585 (not proficient), Social Studies averaged a score of 574

**State what data were used to identify these ideas.**

N/A

## **PART C: DEVELOP SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS**

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

The Center for Literacy & Creativity Academy is committed to providing sound and effective leadership to lead the turnaround process. The school board recognized the inherent need of such leadership and retained principal, Mrs. Kimistri Hall who joined the staff in the fall of 2011, thus satisfying this aspect of the turnaround requirement. {See Resume Attachment} Mrs. Hall comes with a wealth of charter school and traditional school experience and has dispatched staff members and education consultants alike to work within areas of expertise to increase levels of student achievement. She received a bachelor of science in microbiology from Howard University and a master of science in health administration from Central Michigan University. Having taught 3-years in the secondary (6-12) classroom, Mrs. Hall came to CLC with over 15-years of administrative experience and administrator certificates (Pre-K to 12) from both Ohio and Michigan. Significant experience includes: building principal, school grant reader & evaluator for the State of Ohio, chairperson of various school committees including improvement, professional development facilitator, and district representative for school improvement planning.

It is expected that any and all future turnaround administrative personnel, superintendents, principals or assistant principals that join CLC after 2013 will minimally possess an administrative certificate or be able to obtain the certificate immediately over a period of 3-years. Any candidate would have the favor of the board of directors should he/she seek to obtain a doctorate, (Ph.D. or Ed.D.), to maintain and strengthen his/her skills as a turnaround educator.

**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.**

The district will support site based management with support from high quality consultants to provide a comprehensive approach of increasing student achievement. The new principal, in collaboration with the educational management company will have direct and complete jurisdiction over hiring qualified staff, developing the school calendar, curriculum, instruction, lesson design, implementation of best practices, supplemental programming and general operational duties. This approach provides ownership of the school's success and ultimately engages all staff members in the continued refinement and improvement of school programs. The board of education will continually receive quarterly financial reports, as submitted to the authorizer (DPS) and PEAK Performance Management Company, which will allocate appropriate funds for operational changes. The board will continue to review the implementation of the turnaround reform plan including best management practices of the financial resources to provide the necessary materials and resources needed to increase student achievement.

**Describe how the school will use locally adopted competencies to measure the effectiveness of the principal and staff who works within the turnaround school.**

The school will use locally adopted competencies as implemented by the management company and district administration to measure the effectiveness of the principal and staff who works within the turnaround school by implementing the following:

1. quarterly/bi-semester evaluations which are measurable and valid
2. provision of relevant professional development sessions which are geared toward the academic success of students, culturally sensitive toward students, and aide in the greatest pedagogical practices of teachers.
3. insertion of updated materials/resources that will provide predicted results based on the active application of research based/best practices for both students and teachers
4. providing teachers with all pertinent information regarding school activity, public budget, and ALL other relevant knowledge that should be privy to all stakeholders.
5. involve all stakeholders in board meetings by posting them
6. provide immediate data results so that the principal and teachers may adjust curriculum/teaching strategies for students.

The district will develop an effective method for evaluating principal performance relative to clearly defined standards that combines qualitative and quantitative data from a variety of different sources, including parent/community surveys, school and student performance, and executive management feedback. The district will also develop an instrument for evaluating staff performance including student achievement, professional performance, team work, and instructional delivery. Anecdotal parent data will also be used. The district will likely align the instrument with the recommended key components of an effective educator evaluation as identified by the Michigan Department of Education.

The school improvement team expects to meet in February 2013 to work out the criteria for instituting the necessary common assessments that will be used for K-2 students as well as implementing the use of the NWEA/MAP Assessment for all grade levels (K-8).

Performance Goals are found below:

#### Performance Goals

#### Performance Area Target

Daily Attendance Rate At or above 95% each year

NWEA Annual academic growth K-8th grades\*¥

1.0 years/school year

MEAP At or above state AYP in both targets for the given year in the given grade level

Promotion Rate 97% will be promoted to the next grade

Stakeholder Surveys At least 80% or more reporting satisfaction with academy programs during turnaround years 1 & 2, at least 85% each year thereafter.

## Single Building District Improvement Report - Priority

Center for Literacy and Creativity

---

Each employee's job performance will be reviewed yearly. Performance evaluations will be discussed individually with each employee and performed by their immediate supervisor. Once the performance review is delivered and discussed, you will be asked to acknowledge that you received the performance review by signing it.

Should an employee disagree with a performance evaluation, employees may submit a written response, within ten working days of receiving the evaluation. Performance evaluations do not necessarily result in a change in pay or duties.

We are in the midst of creating a collaboration committee, but the management company has set for the specific criteria for identifying staff as highly effective, effective, partially effective or ineffective as mentioned within the evaluative forms. CLC will continue to use formative and summative assessments along with the NWEA/MAP Assessment for grades K-2 in non-core content areas as well as the MAP for grades 3 - 8, as required by the Authorizer. It is expected that there will be 20-25% growth in the core content areas as student growth and achievement indicators at the rate of 70-80% is expected for all students and teachers.

### **Specify how the school will screen all existing staff and rehire no more than 50 percent.**

The Center for Literacy & Creativity has met the 50% turnover in 2011-2012 as a result of staff attrition.

The school will screen teacher qualifications through:

- ☐ Receipt of academic transcripts
- ☐ Receipt of professional resume
- ☐ Receipt of no less than two professional recommendation letters
- ☐ Educator Portfolio, if available
- ☐ Valid teacher certification(s)
- ☐ Samples of professional applications such as: lesson plans, IEPs, student portfolios, etc.
- ☐ Receipt of previous performance evaluation, pertinent student academic increase/achievement data
- ☐ Use of School Improvement Team for Hiring and screening purposes
- ☐ Retention of teachers will come through monetary bonuses, tuition reimbursement, advancement opportunities, and performance recognition

The competencies held will be Title I Intervention for small groups in the classroom, 31a strategies for qualifying students, Title III for sub-groups of students such as special needs students and ELL/ESL learners, SIOP (Sheltered Instruction Operation Protocol for ESL and ELL students), Special Education: Collecting Relevant Data for the Individual Learner, Incorporation of Bloom's Taxonomy in Education: Higher Order Thinking Questions, and Special Education: Count Day, State Wide Assessments, and Data Procedures. Also, the Marzano Nine Research Based Strategies as well as collecting various types of data based on student needs will be utilized in daily instruction.

Qualifications of Ms. Hammons, Resource Room Teacher (14 yrs teaching experience):

Personal strengths:

Classroom Management

Creative Lesson Planning using the Madeline Hunter Format

ESL/ELL/Bilingual Services using the SIOP Protocol

Creation and Processing of Student Data

Response to Intervention (Rtl) Implementation/Training

Use of assessments and other forms of collected data to better instruct all students

Master's degree in special education Standardized Testing Administration

Experiential Learning/Teaching and development/delivery of PLCs for education staff

Special Education Students/IEPs

Application of Differentiated Instruction and Scientifically Research Based Best Practices (Madeline Hunter Format Lesson, Garner's Theory of Multiple Intelligences, Marzano Nine with emphasis on Bloom's Taxonomy Higher Order Thinking)

Maintenance of all Special education files to remain compliant with State/Federal Regulations

Federal Reporting of Special Education Data and all pertinent information

Qualifications of Ms. Garner, 4-5 Grade Teacher (3yrs teaching experience):

Personal Strengths:

☺ Excellent Reading Data

☺ Delivering Instruction

☺ Classroom/Behavior Management

☺ Differentiated Instruction

☺ Developing Lesson Plans

☺ Rtl process

☺ Teaching Diverse Students

Qualifications of Mr. Sibert, 2-3 Grade Teacher (10yrs teaching experience):

Personal Strengths/Awards:

☺ Teacher of the Year

☺ Mentor in the Community

## Single Building District Improvement Report - Priority

Center for Literacy and Creativity

---

☺ Coach of the Year

Qualifications of Mr. Trice, 7-8 Grade Teacher (10yrs teaching experience):

Personal Strengths/ Awards:

- ☺ Honorary member 2008-2009 National Nominating Committee
- ☺ Current member of Michigan Science Teacher Association
- ☺ Earned 6 Credits (Call for Greatness)
- ☺ Americorp

Qualifications of Mrs, Baird, 6th Grade Teacher (9 yrs teaching experience):

Personal Strengths:

- ☺ Classroom Management
- ☺ Creative Lesson Planning
- ☺ Curriculum Development
- ☺ Standardized Testing/Scoring
- ☺ Learner Assessment
- ☺ Experiential Learning/Instruction
- ☺ Differentiated Learning/ Instruction
- ☺ Brain Gym
- ☺ Master's Degree in Special Education ~ In Progress

Qualifications of Ms, Mbua, K-1 Grade Teacher (9 yrs teaching experience):

Personal Strengths/Awards:

- ☺ Incorporated Reader's Theater in 2011-2012 with 2-3 grade students
- ☺ Member of the National Reading Association
- ☺ Currently completing my Master's Thesis ~ Reading In Literacy
- ☺ FasTracKids® Teacher & Trainer
- ☺ Summer School Teacher
- ☺ Afterschool Tutor
- ☺ Fluent in Arabic
- ☺ Recipient of the Rosemary Martin Award

Qualifications of Ms. Gardner, Title 1 Teacher (45 yrs teaching experience):

Personal Strengths/Awards:

- ☺ Certifications: Art Education K-12; Learning Disabilities K-12; Secondary 7-8: All Subjects; Science and Social Science -12
- ☺ Experience teaching Art Education for 10-years

## Single Building District Improvement Report - Priority

Center for Literacy and Creativity

---

- ☒ Previously taught at the Detroit Day School for the Deaf
- ☒ Previously ran the June Brown Reading Program
- ☒ Experience teaching the A-Beka Curriculum

Qualifications of Ms. Watkins. K-3 Para-professional Teacher (11 yrs teaching experience):

Personal Strengths/Awards:

- ☒ Former of the Detroit Story Teller Association
- ☒ Historical Presenter at the Henry Ford Museum & Greenfield Village for 11-years
- ☒ 1st African American Recipient of the Master Presenter Award
- ☒ Recipient of the Outstanding Educator Award

**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.**

CLC administration realizes that we must ensure that the principal and teachers have the skills and capacity to create a culture of change and meet the needs of our students during the turnaround period. We must also provide adequate and appropriate resources to based on the unique school and student needs, and align people, time, and money in to support the instructional vision to meet those needs. Within the confines of our limited resources, we plan to offer staff competitive salaries, flextime (for the longer school day and school year), paid health insurance for the employee, and leadership opportunities to best utilize their skills. We will also ensure high-quality teams of teachers are in place to ensure that the school uses additional instructional time effectively as to not place unreasonable expectations on teachers during the turnaround period. As the school grows, merit bonuses and 401K will be offered to staff.

RETENTION METHODS FOR FACULTY & STAFF:

- A. 5% salary increase for every two (2) years of service at CLC
- B. Pay for graduate level courses up to 6-credit hours = \$1200 total value
- C. Pay for two (2) professional developments sessions, one per semester = \$1000 total value
- D. Obtain National Board Certification = \$5000 salary increase upon completion
- E. Create a Pay Scale for levels and/or years of experience:
  - Provisional Certificate and/or 1st Renewal
  - Two-Year Extended Provisional Certificate
  - Professional Education Certificate
  - Continuing or Permanent Certificate (if previously held)
  - Para-professional Certification or Master Keys Assessment
  - Certificate of Completion
  - Associate Degree
  - Bachelor Degree
  - Master Degree
  - Administrator or Central Office Certification
  - Doctoral Degree (Ph.D. or Ed.D.)

## Single Building District Improvement Report - Priority

Center for Literacy and Creativity

---

- F. Student Growth (as demonstrated by state and district assessments) 35% after Year 1 = salary increase by \$3000.
- G. Student Growth (as demonstrated by state and district assessments) 40% after Year 2 = salary increase by \$2500.
- H. Guaranteed staff preparation periods daily.
- I. Guaranteed staff time for grade levels 2x per month.
- J. District covers ALL employee benefit costs.
- K. Institute a Retirement savings plan (401K, 403B, etc.) with employer contributions of at least 3%.

## PART D: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES

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

The purpose for establishing a School Improvement Team (SIT) is to improve the learning environment of a school. The SIT oversees the management and coordination of our School Improvement Plan (SIP). The SIT's primary purpose is to promote successes, monitor progress and implement ideas, plans and strategies to bring about increased achievement and partnership.

Plans for ongoing, high quality, job embedded professional development will be provided in the following ways:

- ☐ School administration will allow staff to plan & meet monthly on core content areas.
- ☐ Professional Development will be based on student achievement data and teaching strategies to target student mastery.
- ☐ Teachers that have expertise and mastery skills in a specific content area will facilitate and conduct trainings and workshops for other teachers in an effort to enhance their professional growth and development.
- ☐ Teachers will rotate their prep schedule as needed to observe other teachers teach their mastery skills as they provide novice teachers with the strategies needed to support school improvement practices in their classrooms.
- ☐ Focus on and application of specific teaching methods included in the Madeline Hunter Method of Teaching as well as particular strategies inserted and used in Marzano's Art of Teaching/Marzano Nine Theory will take place monthly
- ☐ Development and implementation of monthly parent education meetings, inclusive of all pertinent stake-holders
- ☐ Define school discipline, academic, and attendance/tardy problem using the five Y's: LEARNING INTERRUPTED DUE TO LACK OF CONSISTENT STRUCTURE, SCHOOL-WIDE PLAN, LACK OF PARENT EDUCATION

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. (Note: This requirement also requires the completion of assurances for Priority School Professional Development Plan and Calendar.)

PLC/PDs for staff will address intervention models including M-TSS/Rtl, Marzano Nine, and an overall increase of Professional development opportunities for staff.

Professional development will be aligned to Common Core Standards through Professional Learning Communities and online training made available to staff

All teachers will be observed on lesson plan implementation based upon school-wide format along with the infusion of project based learning, service learning, as well as keen focus on differentiating instruction based on Garner's Multiple Intelligences Theory. They will then be provided with suggestions for instruction as well as application.

Professional development will also be aligned and designed to ensure staff facilitation of effective teaching and learning and have capacity to successfully implement the school reform strategies through stake-holder feedback, data completion of District assessments, State mandated assessments, and Common Core Standards based assessments, and the staff participation in Professional Learning Communities, Professional Development Sessions, and continuing education.

Professional development will also empathetically address specific student population (90% poverty).

Center for Literacy & Creativity Academy

PROFESSIONAL DEVELOPMENT PLAN

2012-2013

Vision

Vision Statement

Center for Literacy & Creativity Academy strives to serve as an inspiration to each student to strive for academic excellence, and to be a winner in life. We believe in teaching them well and letting them lead the way.

Mission Statement

In cooperation parents and community, Center for Literacy & Creativity Academy strives to promote good citizenship and excellent scholarship. To enhance the lives of every child through the use of technology and communication. To ensure that demonstrates a positive self-image, attitude and self-control.

Belief Statement

We believe:

- School must provide learning experiences through which children will acquire fundamental skills, abilities and attitudes to participate in a global society.
- Students must demonstrate competency prior to being promoted to the next grade.
- Each family play major roles in the formulation and implementation of school philosophy.

PURPOSE

It is the purpose of the Professional Development Plan to align each building's goals to the district's School Improvement Plan which addresses the National Staff Development Council Standards of Staff Development and the Michigan School Improvement Framework (MSIF). All

## Single Building District Improvement Report - Priority

Center for Literacy and Creativity

---

professional development activities should ultimately address the School Improvement Goals dealing with student achievement in reading, mathematics, and research-based instructional practices.

### PLAN EVALUATION

The staff members will evaluate the Professional Development Plan quarterly. At the end of each quarter, year a needs assessment (Appendix B) will be distributed to teachers each school year. The results will be used, in conjunction with the School Improvement Plan, to determine the focus for professional development opportunities at the Academy for the following school year.

### PROFESSIONAL DEVELOPMENT ACTIVITIES:

Through the use of the School Improvement Plan, the following Professional Development Plan was designed to support the 2012-2013 academic school year. The scheduled activities will provide on-going and systematic training and support in the following areas:

- ☐ Reading
- ☐ Data Driven Dialogue
- ☐ Mathematics
- ☐ English Language Arts
- ☐ Struggling Learners

### SCHOOL IMPROVEMENT GOALS:

The CLC Professional Development Plan was created based on the strategies and goals of the School Improvement Plan and the Priority Schools Reform Plan. These documents were tightly aligned to create the yearly professional development calendar (Appendix A).

#### Goal #1: Mathematics

Student Goal Statement: All students will be proficient in mathematics.

Corresponding Professional Development Activities:

- ☐ Differentiated Instruction
- ☐ Classroom Centers Training
- ☐ SMART Board - Interactive Lessons

#### Goal #2: Reading

Student Goal Statement: All students will be proficient in reading.

Corresponding Professional Development Activities:

- ☐ Differentiated Instruction

## Single Building District Improvement Report - Priority

Center for Literacy and Creativity

---

- ☐ Classroom Centers Training
- ☐ Core of English Language Arts
- ☐ Struggling Readers
- ☐ SMART Board - Interactive Lessons

### Goal #3: Writing

Student Goal Statement: All students will be proficient in writing.

Corresponding Professional Development Activities:

- ☐ Differentiated Instruction
- ☐ Classroom Centers Training
- ☐ Core of English Language Arts
- ☐ Struggling Readers
- ☐ SMART Board - Interactive Lessons

### Goal #4: Science

Student Goal Statement: Students will demonstrate proficiency in science.

Corresponding Professional Development Activities:

- ☐ Differentiated Instruction
- ☐ Classroom Centers Training
- ☐ SMART Board - Interactive Lessons

### Goal #5: Social Studies

Student Goal Statement: All students will be proficient in social studies.

Corresponding Professional Development Activities:

- ☐ Differentiated Instruction
- ☐ Classroom Centers Training
- ☐ SMART Board - Interactive Lessons

## STRATEGIES TO SUPPORT THE CLC PROFESSIONAL DEVELOPMENT PLAN

### Strategy #1:

Staff will attend professional development conferences and workshops to help improve in the areas of differentiated instruction, reading and mathematics, effective use of technology in the classroom, and effective methods to improve parental involvement.

### Strategy # 2:

Create and conduct an end of the year needs assessment for professional development in May of each year. Utilize the data to address the needs of the staff when developing the Professional Development Plan and Calendar for the 2013-2014 school year.

2012-2013 PROFESSIONAL DEVELOPMENT CALENDAR

August 28, 2012 Data-Driven Dialogue  
August 29, 2012 Marzano 9 Training  
September 18, 2012 Staff Meeting  
September 25, 2012 Staff Meeting  
October 2, 2012 Data and Introduction to the Turnaround Plan  
October 9, 2012 Data, Z-Scores and Turnaround Plan Meeting  
October 15, 2012 FasTracKids© Training  
October 16, 2012 SIP - MDE Reform Redesign Turnaround Template  
October 23, 2012 SST/SIP & Turnaround Plan and RESA Service Plan  
October 30, 2012 SIP - MDE Reform Redesign Turnaround Plan  
November 1, 2012 School Support Team Meeting  
November 5, 2012 MDE Reform Redesign Turnaround Plan  
November 6, 2012 Professional Learning  
November 13, 2012 SIP - MDE Reform Redesign Turnaround Plan  
November 20, 2012 Data & Turnaround Plan Meeting  
November 21, 2012 Turnaround Plan Meeting  
November 26, 2012 SIP Meeting  
November 27, 2012 Reform Plan Meeting - RESA  
December 4, 2012 SIP - RESA Service Plan Meeting  
December 11, 2012 Data Team & Turnaround Plan Meeting  
December 18, 2012 SIP Meeting  
January 7, 2013 Emergency Staff Meeting  
January 8, 2013 SIP Meeting  
January 9, 2013 SST/SIP & Turnaround Plan and RESA Service Plan  
Appendix A  
January 18, 2013 Madeline Hunter Lesson Plan Formatting I

## Single Building District Improvement Report - Priority

Center for Literacy and Creativity

---

January 18, 2013 SIP - MDE Reform Redesign Turnaround Plan  
January 23, 2013 Turnaround Reform Plan Collaboration Meeting  
January 26, 2013 Vertical Curriculum Alignment I  
January 26, 2013 Integrating Technology-Differentiated Instruction I  
January 29, 2013 Data Collaboration Meeting  
January 30, 2013 SIP, Staff and/or Leadership Meeting  
February 2, 2013 Vertical Curriculum Alignment II  
February 2, 2013 Integrating Technology-Differentiated Instruction II  
February 5, 2013 Data Collaboration Meeting  
February 6, 2013 SIP, Staff and/or Leadership Meeting  
February 9, 2013 Vertical Curriculum Alignment III  
February 9, 2013 Integrating Technology-Differentiated Instruction III  
February 12, 2013 Data Collaboration Meeting  
February 12, 2013 Survey of Enacted Curriculum-WayneRESA Meeting  
February 26, 2013 Data Collaboration Meeting  
February 27, 2013 Reform Plan, SIP, Staff and/or Leadership Meeting  
March 2, 2013 Vertical Curriculum Alignment VI  
March 2, 2013 Integrating Technology-Differentiated Instruction VI  
March 5, 2013 Data Collaboration Meeting  
March 6, 2013 SST/SIT Meeting  
March 9, 2013 Vertical Curriculum Alignment V  
March 9, 2013 Integrating Technology-Differentiated Instruction V  
March 12, 2013 Data Collaboration Meeting  
March 13, 2013 SIP, Staff and/or Leadership Meeting  
March 15, 2013 Analyzing Data  
Appendix A  
March 19, 2013 Data Collaboration Meeting  
March 20, 2013 SIP, Staff and/or Leadership Meeting  
March 26, 2013 Data Collaboration Meeting  
March 27, 2013 SIP, Staff and/or Leadership Meeting  
April 9, 2013 Data Collaboration Meeting  
April 10, 2013 SIP, Staff and/or Leadership Meeting  
April 16, 2013 Data Collaboration Meeting  
April 17, 2013 SIP, Staff and/or Leadership Meeting  
April 23, 2013 Data Collaboration Meeting  
April 24, 2013 SIP, Staff and/or Leadership Meeting  
April 30, 2013 Data Collaboration Meeting  
May 1, 2013 SST/SIT Meeting  
May 7, 2013 Data Collaboration Meeting  
May 8, 2013 SIP, Staff and/or Leadership Meeting  
May 14, 2013 Data Collaboration Meeting  
May 15, 2013 SIP, Staff and/or Leadership Meeting  
May 21, 2013 Data Collaboration Meeting  
May 22, 2013 SIP, Staff and/or Leadership Meeting

# Single Building District Improvement Report - Priority

Center for Literacy and Creativity

---

May 28, 2013 Data Collaboration Meeting

May 29, 2013 SIP, Staff and/or Leadership Meeting

June 4, 2013 Data Collaboration Meeting

June 5, 2013 SIP, Staff and/or Leadership Meeting

## Appendix A

### End of the Year Needs Assessment for Professional Development

We will conduct a survey to determine what professional development activities should be set in place for 2012-2013 school year. Please keep in mind class and school wide data, preferences for personal growth, and our current curriculum when completing the following survey.

1. Based on our current school wide data, what subject areas/classroom management techniques do you feel is most needed to help the success of our students?

---

---

---

---

2. Personal and professional growth for educators is significant to ensure student success. What professional development activities would you like to attend to be able to grow as an educator?

---

---

---

---

3. Based on our current curriculum and supplement resources in what areas do you feel most weak in and would like to receive additional training?

---

---

---

---

4. Are there any additional supplemental resources or professional development training you would like CLC to adapt? If so explain why you think it would be beneficial to the CLC community?

---

---

---

---

# Single Building District Improvement Report - Priority

Center for Literacy and Creativity

---

5. Please list additional comments or suggestions below.

---

---

---

---

Name of Educator: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Grades/Subject Taught: \_\_\_\_\_

## Appendix B

### Expectations of Quality Professional Learning

The Academy has established the following expectations:

- ☐ Educators improve their practice throughout their careers.
  
- ☐ Educators focus their professional development on issues of improving student learning.
  
- ☐ Educators analyze data about teaching practices and student learning in order to make choices about professional development.
  
- ☐ Educators analyze student learning data to evaluate the effectiveness of professional development.
  
- ☐ Educators learn through study, reflection, and collegial conversation.
  
- ☐ Educators benefit from professional development that occurs as a part of the work-day and how it relates to the work they do.
  
- ☐ Educators who participate in learning communities study the learning process together - their own and that of their students.
  
- ☐ Educators must rethink the ways in which time and resources are used for professional development.
  
- ☐ Educators in administrative roles and those new to the profession have unique professional development needs.
  
- ☐ Professional development is a balance between the needs of individual educators and the needs of district leadership who hold the vision for the whole school system.

### Executive Summary

Members of the school environment learn from one another about how to effectively facilitate student learning. They learn by acquiring new information and by applying it to their work. They learn from one another by sharing ideas about the work they do and talking about which factors have a positive impact on student learning and which do not. They use current research about teaching and learning to study together through meaningful conversation, application of new ideas, and reflection in groups of trusted colleagues. These groups of colleagues are called Learning Communities. Learning Communities are guided by data on student learning, research on improved teaching and leadership practices, and state and national curricula standards that indicate what students know and should be able to do. Educators who learn together in Learning Communities contribute to a school culture in which all learners learn at high levels.

### Appendix C

#### National Staff Development Council Standards of Staff Development

These standards were revised in 2001 to reflect current understanding of human development and adult learning. They remain in the three categories (context, process and content) in which they were divided in 1996, and are found in the earlier professional development section of the Michigan Curriculum Framework.

#### Context Standards

**LEARNING COMMUNITIES:** Staff development that improves the learning of all students organizes adults into learning communities whose goals are aligned with those of the school and district.

**LEADERSHIP:** Staff development that improves the learning of all students requires skillful schools and district leaders who guide continuous instructional improvement.

**RESOURCES:** Staff development that improves the learning of all students requires resources to support adult learning and collaboration.

#### Process Standards

**DATA-DRIVEN:** Staff development that improves the learning of all students uses disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement.

**EVALUATION:** Staff development that improves the learning of all students uses multiple sources of information to guide improvement and demonstrate its impact.

**RESEARCH-BASED:** Staff development that improves the learning of all students prepares educators to apply research to decision-making.

**DESIGN:** Staff development that improves the learning of all students uses learning strategies appropriate to the intended goal.

**LEARNING:** Staff development that improves the learning of all students applies knowledge about human learning and change.

**COLLABORATION:** Staff development that improves the learning of all students provides educators with the knowledge and skills to collaborate.

### Content Standards

**EQUITY:** Staff development that improves the learning of all students prepares educators to understand and appreciate all students, create safe, orderly and supportive learning environments, and hold high expectations for their academic achievement.

**QUALITY TEACHING:** Staff development that improves the learning of all students deepens educators' content knowledge, provides them with research-based instructional strategies (to assist students in meeting rigorous academic standards), and prepares them to use various types of classroom assessments appropriately.

**FAMILY INVOLVEMENT:** Staff development that improves the learning of all students provides educators with the knowledge and skills to involve families and other stakeholders appropriately.

As Approved by State Board of Education August 28, 2003 (8/28/03)

### Appendix D

**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.**

The turnaround governance model is as follows:

CLC's Collaborative Governance Plan is based on Shared Leadership with all partners working together to achieve one vision, one team and one plan comprised of parents and the community, established school teams and committees, PLC's, Reform and SIP, Technology, Discipline, School Culture, Climate and Safety, Social/Emotional and Student Achievement.

CLC's school board has contracted Peak Consulting Services to oversee the business operations of the school. The principal, assigned to the school for less than 2 years, has been designated, turnaround leader by the ESP and school board. With the combined support of the board, Wayne RESA school improvement facilitator, the school improvement team, school data team, the Michigan Department of Education Office of School Reform, the principal will effectively lead the school district, faculty & staff, students, parents and community stakeholders in turning around the school. The principal, Mrs. Hall, will have complete autonomy over curriculum, instruction, assessment, and school operations. Inherent to this site-based management plan, is her ability to recruit, hire, evaluate, and dismiss staff members. Further, she will be given the necessary supports to increase teacher capacity. We believe the key to effective governance during this period is to ensure that the school has a transformational leader and a team of high-capacity teachers who can create a culture of achievement. The board will continue to monitor achievement and the fiscal integrity of the school collaboratively with the educational management company. The school's authorizer is also committed to improving the school and has established academic targets (see below). Our school administrator complies with authorizer activities including quarterly meetings, professional development sessions, and work group meetings. The authorizer's office has provided support as we engage in the turnaround process.

## Authorizer Targets for Turnaround Year One

**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.**

The school is in the process of implementing a Quarterly Instructional Learning Cycle (ILC) which is a collaborative short term process of instructional improvement. ILC's will provide opportunities for teachers, along with their colleagues to reflect on the quality of classroom instruction. ILC's will focus the efforts of teacher teams on the implementation of instructional strategies from their School Improvement Plan (SIP) and linked to a school-wide instructional priority. With an ILC, teacher teams focus on a single instructional strategy related to specific content expectations, Survey of Enacted Curriculum (SEC) and/or Common Core Standards.

Establishing the ILC's quarterly will provide purposeful instructional improvements allowing teacher teams the benefits of monitoring student achievement, formalizing a continual process for data collection and analysis, and promoting dialogue focused on instruction and student learning. We are in the beginning stages of the ILC and CLC will have completed their first ILC by May 1, 2013. During the implementation process, the ILC's will be implemented quarterly in all content areas and the data will be used to inform and drive instruction.

The purpose of establishing a Data Team is to effectively dialogue about data to make quality decisions regarding sustaining powerful practices and discounting ineffective practices. The data team will focus on monitoring teaching and learning practices to enhance student achievement.

Data analysis can provide a snapshot of what students know, what they should know, and what can be done to meet their academic needs. With appropriate analysis and interpretation of data, educators can make informed decisions that positively affect student outcomes. There are many steps that we need to take as a school to tailor our educational delivery system in order to gain accurate data from our assessments to put us on an even playing field with other schools in the country. We will procure an updated curriculum that includes the Common Core State Standards. We will implement a school-wide system for collecting the data such as Mi\*Star and or Rtl to assess and properly utilize the data.

Research has shown that using data in instructional decisions can lead to improved student performance (Wayman, 2005; Wayman, Cho, &

## Single Building District Improvement Report - Priority

Center for Literacy and Creativity

---

Johnston, 2007; Wohlstetter, Datnow, & Park, 2008). No single assessment can tell educators all they need to know to make well-informed instructional decisions, so researchers stress the use of multiple data sources. Generally, schools collect enormous amounts of data on students' attendance, behavior, and performance, as well as administrative data and perceptual data from surveys and focus groups. But when it comes to improving instruction and learning, it's not the quantity of the data that counts, but how the information is used (Hamilton et al., 2009).

☐ engage in quality professional learning at least weekly to ensure delivery of effective instruction for students, and  
☐ collect student data from several sources"responses on standardized tests, writing samples, and projects"and meet weekly to analyze, interpret, and use the data to adjust instruction and plan lessons.

Response to Intervention,(Rtl), to address students' diverse needs and foster school improvement. Designed for use in the general classroom, Rtl uses graduated levels, or tiers, of support, individualized goals, and frequent monitoring to tackle students' specific learning and behavioral problems.

GAPS in Data occurred for the following reasons:

- ☐ Variation of students and teachers
- ☐ Influx of new staff and students
- ☐ Possible incorrect data submission based on special education sub-group reporting/recording
- ☐ Outdated/lack of curriculum and resources

Data Plan

Based on the GAPS in reading, CLC will continue to improve and incorporate Title I intervention, Click-n-kids phonics and spelling and the implementation of Marzano Nine to differentiate instruction.

Based on the GAPS in Math CLC will incorporate Bell Work, Entrance/Exit tickets, Title I intervention, "Everyday Math", small group and differentiate instruction.

These strategies will be implemented in order to achieve the 70-80% increase for student mastery.

As of the 1st week of November 2012, we had a staff meeting where the principal established a data team that would meet bi-weekly to analyze and aggregate the MEAP, map, and common classroom assessments. The data team was established due to, 80% of the staff who demonstrated a lack of knowledge of utilizing data driven assessments. Our data team and staff will be trained in data analysis in the form of ongoing PD. Roles of the data team are data chair: plan and facilitate the agenda of the bi-weekly meetings, co-chair: in the occurrence of the absence of the chair plan and facilitate the meetings, recorder: takes the minutes from the meetings and provides copies, time keeper: maintains a sense of time management and keeps the meeting on task.

When given the data teachers are responsible for reading and analyzing individual and whole school results. Results are utilized to target gaps in instruction, assess student level and ability, improve instruction and drive future instruction. Currently we do not have a data warehouse. However, a member of the data team working in conjunctions with our IT Technology Specialist, will establish a working data warehouse that is accessible to utilize and analyze individual and whole school curriculum based assessments, summative and formative assessments, formal and informal assessments, and the ILC instructional based learning cycles. Until the data warehouse system is in place, the data results are provided to the classroom teachers in the form of handouts and are made available via the school web site.

Data will be incorporate into the classroom in the form of a data wall and individual student data analysis for example the students will graph the

**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.**

Continuous use of individual student data will inform instruction to meet individual student needs by providing the following:

1. Providing measurable baselines that are relevant and valid
2. Supplying the criterion to create/align goals and objectives that are based on MI GLCE's/Common Core standards
3. Implementation of Quarterly ILC's to track student data
4. Monitor student performance through data digs and the data analysis process
5. Review the data to target gaps in instruction and plan lessons that will provide practice skills for students to achievement
6. Meet with teachers to observe instructional strategies that are proven to be best practices
7. Research other best practices in surrounding schools in the community
8. Enable teachers and students to engage in feedback
9. Allow students the opportunity to self-evaluate and fashion academic/adaptive/functional goals with more personal investment
10. Provide a visual, such as active portfolios, for students and parents to gauge progress of goals
11. Provide student surveys to address their learning concerns

The Data Team, along with assistance from administration will collect obtain the school wide data three times per year on a district level using measurements gauged through NWEA/MAP (District and District interim assessments). This data will provide teachers with individual student goals based on common core standards, achievement gaps, and class reports. Use of curriculum based assessments, daily and weekly formative assessments, monthly and quarterly summative assessments, Observational checklists/reports, working student portfolios, psychological evaluation reports, formal interviews with family, teachers, and students, progress reports, reports cards, daily attendance records, discipline logs, parent contact logs, current Individual Education Plans (IEPs), consistent recording of scientifically research-based strategies for students receiving Response to Intervention (M-TSS/RtI), <http://www.resa.net/specialeducation/rti/> and [http://policy.microscribepub.com/cgi-bin/om\\_isapi.dll?clientID=783451&depth=2&infobase=miser.nfo&record={7C94}&softpage=PL\\_frame](http://policy.microscribepub.com/cgi-bin/om_isapi.dll?clientID=783451&depth=2&infobase=miser.nfo&record={7C94}&softpage=PL_frame) as well as student referrals for intervention and special education services. All applicable data will be held in MiStar/Zangle as well as a working excel spreadsheet to be turned in quarterly to measure student mastery, areas of progress/regression, parent concerns, and all other germane stake-holder input.

## PART E: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT

**Explain how the school will establish schedules and strategies that provide for increased time for all students to learn core academic content by expanding the school day, week or year. 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?**

The Center for Literacy & Creativity Academy has been required to adopt the Wayne RESA 5-Year Common Calendar, but we will add an additional 35-minutes to each school day {2013-2014 },to have the new hours of 7:55am - 3:45pm. These minutes will be utilized to enhance student achievement in Mathematics. Reading, and Writing. Note the chart below:

Monday and Wednesday MATHEMATICS 3:10-3:45pm

Tuesday and Thursday READING 3:10-3:45pm

Friday WRITING 3:10-3:45pm

Beginning January 29, 2013, teachers will meet on Tuesday's from 7:00 - 7:40am for data and collaboration meetings. They will also continue to meet on Wednesdays from 3:30-5:00pm for SIT, Staff and/or SST meetings. All meetings will have an agenda and will begin promptly at the scheduled time.

An additional 3-weeks will be added to the end of the school year {Summer school/Extended school year} to provide to service low-achieving students and special needs students, targeting acquisition in basic reading skills, reading comprehension strategies, writing structure, math computation, math calculation, and math application. A student and parent survey will be administered at the end of each semester.

Also how will the increased learning time include other enrichment activities for students and provide for increased collaboration time for teachers? Reform plan components for this requirement should align with the instructional "big ideas" identified at the beginning of this plan. (Note: This requirement also requires the completion of assurance for Priority School Increased Time, Increased Enrichment Opportunities, and Increased Collaboration Time for Educators.

Community members, parents, and students (all stake-holders) will be involved in the creation and implementation of enrichment programs that will provide extra-curricular activities such as art, dance, physical education, service learning opportunities, foreign language, and functional/adaptive (vocational) opportunities for students transitioning into the secondary (high school) setting.

**Detail how the school will provide appropriate social, emotional and community services that support students.**

The District is in partnership with Wayne RESA and MSU. Wayne RESA has assigned a School Improvement Facilitator (SIF) to provide weekly technical assistance to evaluate our teaching and learning practices, assist the team with the implementation of quarterly learning cycles and data analysis, monitor students' academic progress, and adapt lessons and teaching strategies in response to students' needs. In SY 2012-2013

addition, the SIF will help the school establish a school improvement team and data team. The school improvement team will meet monthly with the SIF to monitor the school improvement plan and school improvement practices and the data team will meet monthly with the SIF to implement data-driven decision making at the classroom level and monitor areas of students needs and collaboratively decide on the best instructional approach in response to those needs.

The Intervention Specialist (IS) will assist the Center for Literacy & Creativity in identifying critical issues that limit educational outcomes for students. The IS will facilitate a professional dialogue informed by diagnostic data to reveal systemic barriers to district support of priority schools and assist district leaders by providing focused and customized support that addresses school needs.

In conjunction with Wayne RESA's SI , the IS will help the Center for Literacy & Creativity District use data to revise the District Improvement Plan to include support for the building-level leaders as they develop and implement the required Turnaround Reform Model. The IS will also work with central office staff to collaboratively develop milestones for assessing systemic changes and identify growth and areas of improvement.

In order to meet the needs of the student culture and population, the Center on School, Family, and Community Partnerships written by Joyce L. Epstein, Ph.D. from the John R. Hopkins University, will enable the school to implement parent education meetings, literacy engagement for families, and parent support groups to increase student academic, social, and functional achievement in the school and home settings. There will also be an inclusion of stake-holder feedback through a written survey and a theoretical measurement tool: Measure of School, Family, and Community Partnerships.

# Assurances Report

## Michigan Department of Education Assurances

### Priority Assurances

Assurance	Certified	Comment/Attachment
Our school has implemented an evaluation process, which includes a significant connection with student growth, to assess the effectiveness of teachers and leaders working in our school. (Attach a copy of the evaluation tool below.)	Yes	2 Files attached in 1 document <u>12-13 CLC Teacher &amp; Administrator Evals.docx</u>
Our school has a Professional Development calendar that supports the reform effort selected for our school. (Attach a copy of the professional development calendar below.)	Yes	The 2012-2013 Calendar and the 2013-2014 DRAFT Calendar is attached as 1 document. <u>12-13 PD Calendar and 13-14 DRAFT PD Calendar.docx</u>
Our school has implemented an extended learning time model to increase instructional time as evidenced by our daily school schedule, teacher collaboration schedule and student schedule. (Attach a copy of the schedule(s) below.)	Yes	The 2012-2013 Calendar and the 2013-2014 are attached into 1 document. <u>12-13 PD Calendar and 13-14 DRAFT PD Calendar.docx</u>
Our school provides additional time to improve student learning and engagement through enrichment activities for students.	Yes	
Our school provides time for teachers to collaborate, plan and engage in professional development within and across grades and subjects.	Yes	NOTE the PD and Daily Schedules as attached:  Beginning January 29, 2013, teachers will meet on Tuesdayâs from 7:00 â 7:40am for data and collaboration meetings. They will also continue to meet on Wednesdays from 3:30-5:00pm for SIT, Staff and/or SST meetings. All meetings will have an agenda and will begin promptly at the scheduled time.
Our school District has a Memorandum of Understanding or Collective Bargaining Agreement with the Local Education Association regarding the measures required to implement the reform/redesign plan. Alternately, Public School Academies without a Local Education Association can provide documentation of board approval of the submitted reform plan.	Yes	We do not have this document

**CLC ~ Instructional Staff Evaluation Instrument**  
**Revised 12/12/2012**

**NAME OF STAFF MEMBER** \_\_\_\_\_  
**GRADE/SUBJECT TAUGHT** \_\_\_\_\_ / \_\_\_\_\_

**EVALUATOR** \_\_\_\_\_  
**DATE OF EVALUATION** \_\_\_\_\_

**Planning and Preparation**  
**Demonstrating Knowledge of Content and Pedagogy**

Level of Performance				
Component	1	2	3	4
<b>Knowledge of Content</b>	Teacher makes content errors or does not correct content errors student makes	Teacher displays basic content knowledge but cannot articulate connections with other parts of the discipline or with other disciplines.	Teacher displays solid content knowledge and makes connections between the content and other parts of the discipline and other disciplines	Teacher displays extensive content knowledge with evidence of continuing pursuit of such knowledge.
<b>Knowledge of Content Related Pedagogy</b>	Teacher displays little understanding of pedagogical issues involved in student learning of the content.	Teacher displays basic pedagogical knowledge but does not anticipate student misconception.	Pedagogical practices reflect current research on basic pedagogical practice within the discipline but without anticipating student misconception.	Teacher displays continuing search for best practice and anticipates student misconceptions.

**Basis for evaluation:**

---



---



---

**Planning and Preparation**  
**Demonstrating Knowledge of Students**

Level of Performance				
Component	1	2	3	4
<b>Knowledge of Characteristic of Age Group</b>	Teacher displays minimal knowledge of developmental characteristics of age group.	Teacher displays generally accurate knowledge of development characteristics of age group.	Teacher displays thorough understanding of typical developmental characteristics of age groups, as well as exceptions to general pattern.	Teacher displays knowledge of typical developmental characteristics of age group, exceptions to the patterns, and the extent to which each student follows pattern.
<b>Planning and Preparation of Lesson Plans</b>	Teacher lack detail and/or instruction does not match lesson. Materials are not easily assessable	Teacher has some details and/or instruction sometimes coincide. Materials are somewhat assessable but not one consecutive ready.	Teacher lesson plans are current and instruction matches plans. Materials are assessable and ready. Procedures are in place to distribute materials.	Teacher lesson plans and instruction display detail and matches instruction. Bloom's Taxonomy (higher levels) is utilized. Materials are easily assessable and ready prior to lesson. Procedures are in place and implemented to distribute materials.

**Basis for evaluation:**

---



---



---

## Designing Coherent Instruction

Level of Performance				
Component	1	2	3	4
<b>Learning Activities</b>	Learning activities are not suitable to students or instructional goals. They do not follow an organized progression and do not reflect recent professional research.	Only some of the learning activities are suitable to students or instructional goals. Progression of activities in the units is uneven, and only some activities reflect recent professional research.	Most of the learning activities are suitable to students and instructional goals. Progression of activities in the unit is fairly even, and most activities reflect recent professional research.	Learning activities are highly relevant to students and instructional goals. They progress coherently, producing a unified whole and reflecting recent professional research.
<b>Lessons and Unit Structure</b>	The lesson or unit has no clearly defined structure, or the structure is chaotic. Time allocations are unrealistic.	The lesson or unit has a recognized structure, although the structure is not uniformly maintained throughout. Most time allocations are reasonable.	The lesson or unit has a clearly defined structure that activities are organized around. Time allocations are reasonable.	The lesson's or unit's structure is clear and allows for different pathways according to students needs.
<b>Sequence of Instruction</b>	Teacher does not follow pacing chart or sequence of instruction and/or components of program.	Teacher somewhat implements the pacing chart or sequence of instruction and/or components of program.	Teacher implements many of the pacing charts and is on target. Sometimes following many components of the program.	Teacher implements all pacing charts and follows the sequence of instruction. All components of the program are effectively implemented.

Basis for evaluation:

---



---



---

## Assessing Student Learning

Level of Performance				
Component	1	2	3	4
<b>Use for Planning</b>	The assessment results affect planning for these students only minimally.	Teacher uses assessment results to plan for the class as a whole.	Teacher uses assessment results to plan for individuals and groups of students.	Students are aware of how they are meeting the established standards and participate in planning the next steps.
<b>Student Assessment</b>	Less than 50% of students are scoring 80% or better on CC assessments.	Less than 60% of students are scoring 80% on CC assessments.	Less than 75% of students are scoring 80% on CC assessments.	76% or more of students are passing CC assessments with a score of 80% or better.

Basis for evaluation:

---



---



---

## The Classroom Environment Creating an Environment of Respect and Rapport

Level of Performance				
Component	1	2	3	4
Teacher Interaction With Students	Teacher interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students. Students exhibit disrespect.	Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students cultures. Students exhibit only minimal respect for teacher.	Teacher-student interactions are friendly and demonstrate general warmth, caring, and respect. Such interactions are appropriate to developmental and cultural norms. Student exhibit respect for teacher.	Teacher demonstrates genuine caring and respect for individual students. Students exhibit respect for teacher as an individual, beyond that for the role.
Student Interaction	Student interactions are characterized by conflict, sarcasm, or put-downs.	Students do not demonstrate negative behavior toward one another.	Student interactions are generally polite and respectful.	Students demonstrate genuine caring for one another as individuals and as students.

Basis for evaluation:

---



---



---

## The Classroom Environment Establishing a Culture for Learning

Level of Performance				
Component	1	2	3	4
Expectations for Learning and Achievement	Instructional goals and activities, interactions, and the classroom environment convey only modest expectations for student achievement.	Instructional goals and activities, interactions, and the classroom environment convey inconsistent expectations for student achievement.	Instructional goals and activities, interactions, and the classroom environment convey high expectations for student achievement.	Both student and teacher establish and maintain through planning of learning activities, interactions, and the classroom environment high expectations for the learning of all students.

Basis for evaluation:

---



---



---

## The Classroom Environment Managing Classroom Procedures

Level of Performance				
Component	1	2	3	4
Management of Instructional Groups	Students not working with the teacher are not productively engaged in learning.	Tasks for group work are partially organized, resulting in some off-task behavior when teacher is involved with one group.	Tasks for group work are organized, and groups are managed so that most students are engaged at all times.	Groups working independently are productively engaged at all times, with students assuming responsibility for efficient operation.

<b>Performance of Non-Instructional Duties</b>	Considerable instructional time is lost in performing non-instructional duties.	Systems for performing non-instructional duties are fairly efficient, resulting in little loss of instructional time.	Efficient systems for performing non-instructional duties are in place, resulting in minimal loss of instructional time.	Systems for performing non-instructional duties are well established, with students assuming considerable responsibility for efficient operation.
--	---	---	--	---

**Basis for evaluation:**

---



---

**The Classroom Environment  
Managing Student Behavior**

Level of Performance				
Component	1	2	3	4
<b>Expectations</b>	No standards of conduct appear to have been established, or students are confused as to what the standards are.	Standards of conduct appear to have been established for most situations, and most students seem to understand them.	Standards of conduct are clear to all students.	Standards of conduct are clear to all students and appear to have been developed with student participation.
<b>Monitoring of Student Behavior</b>	Student behavior is not monitored, and teacher is unaware of what students are doing.	Teacher is generally aware of student's behavior but may miss the activities of some students.	Teacher is alert to student behaviors at all times.	Monitoring by teacher is subtle and preventive. Students monitor their own and their peer's behavior correcting one another respectfully.
<b>Response to Student Misbehavior</b>	Teacher does not respond to misbehavior, or the response is inconsistent, overly repressive, or does not respect the student's dignity.	Teacher attempts to respond to student misbehavior but with uneven results, or no serious disruptive behavior occurs.	Teacher response to misbehavior is appropriate and successful and respects the student's dignity, or student behavior is generally appropriate.	Teacher response to misbehavior is highly effective and sensitive to students' individual needs, or student behavior is entirely appropriate.

**Basis for evaluation:**

---



---

**Instruction  
Communicating Clearly and Accurately**

Level of Performance				
Component	1	2	3	4
<b>Directions and Procedures</b>	Teacher directions and procedures are confusing to students.	Teacher directions and procedures are clarified after initial student confusion or are excessively detailed.	Teacher directions and procedures are clear to students and contain an appropriate level of detail.	Teacher directions and procedures are clear to students and anticipate possible student misunderstanding.
<b>Oral and Written Language</b>	Teacher's spoken language is inaudible, or written language is illegible. Spoken or written language may contain many grammar and syntax errors. Vocabulary may be inappropriate, vague, or used	Teacher's spoken language is audible, and written language is legible. Both are used correctly. Vocabulary is correct but limited or is not appropriate to students' ages or backgrounds.	Teacher's spoken and written language is clear and correct. Vocabulary is appropriate to students' age and interests.	Teacher's spoken and written language is correct and expressive, with well-chosen vocabulary that enriches the lesson.

	incorrectly, leaving students confused.			
--	---	--	--	--

Basis for evaluation:

---



---



---

**Instruction  
Engaging Students in Learning**

Level of Performance				
Component	1	2	3	4
Activities and Assignments	Activities and assignments are inappropriate for students in terms of their age or background. Students are not engaged mentally.	Some activities and assignments are appropriate to students and engage them mentally, but others do not.	Most activities and assignments are appropriate to students. Almost all students are cognitively engaged in them.	All students are cognitively engaged in the activities and assignments in their exploration of content. Students initiate or adapt activities and projects to enhance understanding.
Grouping of Students	Instructional groups are inappropriate to the students or to the instructional goals.	Instructional groups are only partially appropriate to the students or only moderately successful in advancing the instructional goals of a lesson.	Instructional groups are productive and fully appropriate to the students or to the instructional goals of a lesson.	Instructional groups are productive and fully appropriate to the instructional goals of a lesson. Students take the initiative to influence instructional groups to advance their understanding.
Structure and Pacing	The lesson has no clearly defined structure, or the pacing of the lesson is too slow or rushed, or both.	The lesson has a recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing of the lesson is inconsistent.	The lesson has a clearly defined structure around which the activities are organized. Pacing of the lesson is consistent.	The lesson's structure is highly coherent, allowing for reflection and closure as appropriate. Pacing of the lesson is appropriate for all students.

Basis for evaluation:

---



---



---

**Instruction  
Providing Feedback to Students**

Level of Performance				
Component	1	2	3	4
Quality: Accurate, Substantive, Constructive, and Specific	Feedback is either not provided or it is uniformly poor quality.	Feedback is inconsistent in quality. Some elements of high quality are present; others are not.	Feedback is consistently high quality.	Feedback is consistently high quality. Provision is made for students to use feedback in their learning.

<b>Timeliness</b>	Feedback is not provided in a timely manner.	Timeliness of feedback is inconsistent.	Feedback is consistently provided in a timely manner.	Feedback is consistently provided in a timely manner. Students make prompt use of the feedback in their learning.
-------------------	--	---	---	---

Basis for evaluation:

---



---

**Instruction  
Demonstrating Flexibility and Responsiveness**

Component	Level of Performance			
	1	2	3	4
<b>Lesson Adjustment</b>	Teacher adheres rigidly to an instructional plan even when a change will clearly improve a lesson.	Teacher attempts to adjust a lesson, with mixed results.	Teacher makes a minor adjustment to a lesson, and the adjustment occurs smoothly.	Teacher successfully makes a major adjustment to a lesson.
<b>Response to Students</b>	Teacher ignores or brushes aside students' questions or interests.	Teacher attempts to accommodate students' questions or interests. The effects on the coherence of a lesson are uneven.	Teacher successfully accommodates students' questions or interests.	Teacher seizes a major opportunity to enhance learning, building on a spontaneous event.
<b>Persistence</b>	When a student has difficulty learning, the teacher either gives up or blames the student or the environment for the student's lack of success.	Teacher accepts responsibility for the success of all students but had only a limited repertoire of instructional strategies to use.	Teacher persists in seeking approaches for students who have difficult learning, possessing a moderate repertoire of strategies.	Teacher persist in seeking effective approaches for students who need help, using an extensive repertoire of strategies and soliciting additional resources from the school/

Basis for evaluation:

---



---

**Professional Responsibilities**

Component	Level of Performance			
	1	2	3	4
<b>Student Assignments</b>	Teacher's system for maintaining information on student completion of assignments is in disarray.	Teacher's system for maintaining information on student completion of assignments is rudimentary and only partially effective.	Teacher's system for maintaining information on student completion of assignments is fully effective.	Teacher's system for maintaining information on student completion of assignments is fully effective. Students participate in the maintenance of records.
<b>Instructional Records &amp; Lesson Plans</b>	Teacher's records (lesson plans, assessments) for instructional activities are in disarray, resulting in errors and confusion. Teachers lesson plans are not completed and are submitted not on time	Teacher's records for instructional activities are adequate, but they require frequent monitoring to avoid error. Teacher lesson plans are somewhat detailed and submitted sometimes by the due date.	Teacher's system for maintaining information on instructional activities is fully effective. Many of the teacher lesson plans have the require components and are submitted by the due date most of the time.	Teacher's system for maintaining information on instructional activities is highly effective, and students contribute to its maintenance. All of the teacher lesson plans reflects the required components and are submitted on time and implemented in class effectively.

<b>Grade Level Meeting/Academy, Schoolwide and Solution Meetings</b>	Teacher does not attend meetings. Teacher makes no effort to share knowledge with others and participates.	Teacher finds limited ways to contribute to meetings. Teacher arrives to meetings many times late.	Teacher attends school/academy meetings. Teacher arrives to meetings sometimes on time.	Teacher is actively engage, participates, contributes to meetings and arrives to meetings in a timely manner. i.e., data analysis, sharing ideas, etc.
<b>Grades/Grading/Progress Reports</b>	Grades are not completed on time and/or parents does not receive student's paper	Grades are sometimes completed and parents receive some student's paper.	Grades are completed and submitted most of the time in a timely manner. Parents receive student's paper.	Grades are completed on time and submitted on time. Parents receive all students' paper
<b>Reviewing Student Data</b>	Teacher receives test data from curriculum coordinator but does not review it at all. There is no effort to complete the assessment/curriculum instructional strategy analysis to promote student growth.	Teacher discusses what the data is or is not saying during grade level meetings, but does not fill out strategy analysis form and does not implement ways to promote student growth based on findings.	Teacher discusses what the data is or is not saying during grade level meetings, and fills out the assessment/curriculum instructional strategy form.	Teacher discusses what the data is or is not saying during grade level meetings, fills out the assessment/curriculum form, and there is evidence of next step implementation in the classroom to promote student growth.

**Basis for evaluation:**

---



---



---

**Evaluator Comments:**

---



---



---

**Instructor's Comments:**

---



---



---

\_\_\_\_\_  
**Instructor's Signature**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Principal's Signature**

\_\_\_\_\_  
**Date**

**CENTER FOR LITERACY & CREATIVITY PSA DISTRICT**

DRAFT/UNAPPROVED COPY

**PRINCIPAL  
PERFORMANCE EVALUATION**

**2012-2013**

Principal: \_\_\_\_\_

School: Center for Literacy & Creativity Academy

Evaluator: \_\_\_\_\_

Evaluation # 1 2 3 4 (Circle Correct #)

Date: Mid-Year \_\_\_\_\_ Final \_\_\_\_\_

## PRINCIPAL EVALUATION PROCESS

### Purpose:

The purpose of the performance evaluation process is to improve the performance of the designated school turnaround administrative leader assigned as school principal.

### Goal:

The goal of the Principal Performance Evaluation Process is to acknowledge the work of school leaders, enhance instructional leadership skills, create safe and orderly learning climates, develop professional skills, and to deepen core values of ethics and professionalism so student achievement improves in every school.

### Guiding Principles:

The Principal Performance Evaluation process is aligned with the Characteristics/Strategies of *Priority Schools: A Turnaround Reform/Redesign Plan*:

- *Leadership*
- *Goal-Setting*
- *Accountability*
- *Curriculum and Instruction*
- *Professional Development*
- *Support of Implementation*
- *Use of Data and Assessments*

And is led by the following principles and ideals:

- *Possesses measurable student outcomes & indicators of "Best Practice".*
- *Leads to high quality schools.*
- *Exemplifies a Standards-Based Learning System.*
- *Values continuous school progress in all areas.*
- *Contains clear, consistent systems and timelines.*
- *Meets all Michigan legal requirements and ensures due process.*
- *Is based on the criteria for evaluation principals as stated in the Michigan School Code.*

1. Leadership

1 Ineffective	2 Partially Effective	3 Effective	4 Highly Effective
The district lacked a coherent approach to instructional reform, and the principal was left to shape his/her school's instructional efforts over the study period with little guidance, oversight, or technical assistance from the management company.	Despite a reform-minded CEO, financial challenges diverted the focus of reform away from the core elements of teaching and learning.	The school board, superintendent, and the management company staff were able to unify the district behind a shared vision for instructional reform and sustain these reforms over a number of years, despite initial pushback.	Strong, consistent focus on improving teaching and learning.

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Consideration for Growth Plan:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. Goal-Setting

1 Ineffective	2 Partially Effective	3 Effective	4 Highly Effective
Goal-setting did not go much beyond meeting NCLB safe-harbor targets.	The tenure of the superintendent was stable over the study period, but the management company was unable to build momentum behind the instructional reforms.	The district articulated system-wide goals for improvement that went beyond state and federal targets, and were clear, measureable, and communicated throughout the district.	Leadership remained stable over a relatively long period of time, by urban school district standards, and superintendent led districts on new strategies

Comments: \_\_\_\_\_

---

---

Consideration for Growth Plan:

---

---

---

---

### 3. Accountability

1 Ineffective	2 Partially Effective	3 Effective	4 Highly Effective
Staff throughout CLC demonstrated little confidence in or ownership of reforms.	There was little support or monitoring of progress at the school site, and school and district staff members were evaluated only minimally on academic gains.	The transparency of improvement targets and the district's efforts to create buy-in for new programs helped create a culture of ownership for student achievement.	While accountability systems varied in terms of explicitness, the district enacted systems for holding school and district staff accountable for meeting achievement goals and standards of performance.

Comments: \_\_\_\_\_

---

---

Consideration for Growth Plan:

---

---

---

---

4. Curriculum and Instruction

1 Ineffective	2 Partially Effective	3 Effective	4 Highly Effective
Without guidance or oversight from the management company, the school used a wide range of materials to implement state standards, which resulted in poor cohesion of instructional programs overall.	The district lacked a coherent, fully-articulated program of instruction, leaving schools to depend on textbook adoptions and state standards, which resulted in poor cohesion of instructional programs overall.	While specific programs sometimes varied within the school, a common curriculum was deliberately rolled out and helped to create coherent instructional programming throughout the district.	The district defined curriculum and learning objectives and laid out the knowledge and skills students were expected to have at each of the K-8 grade levels

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Consideration for Growth Plan:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## 5. Professional Development

1 Ineffective	2 Partially Effective	3 Effective	4 Highly Effective
<p>The district's professional development plan was designed largely around the attainment of credits for continuing education, rather than around the instructional priorities of the school district or program implementation. Moreover, training was insufficient to prepare teachers for the new grades they will teach when budget cuts result in layoffs and staff redeployment.</p>	<p>While there was a professional development plan in place, the school was often left to define the nature of this professional development themselves, leading to a lack of focus and consistency throughout the district.</p>	<p>Professional development was generally perceived by school staff as "high quality," and was used to support curricula and programs.</p>	<p>District leadership was clear about defining how quality instruction looked like, and putting support structures in place to build staff capacity to deliver it. These support structures included pedagogical and content training, training for principals, coaching, and professional learning communities.</p>

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Consideration for Growth Plan:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

6. Support for Implementation

1 Ineffective	2 Partially Effective	3 Effective	4 Highly Effective
The district lacked a strategy for supporting or overseeing instructional programming at the school level.	There was no culture of transparency or receptivity to classroom monitoring and support during the study period. This limited the role of coaches and the ability of principals to oversee program implementation.	Support came from a variety of policies, practices, and structures, and often involved the strategic deployment of school-based support staff.	The district employed a comprehensive strategy for rolling out and providing support and oversight for district-wide reforms, allowing them to monitor and refine programs over time rather than constantly replacing them.

7. Use of Data and Assessments

1 Ineffective	2 Partially Effective	3 Effective	4 Highly Effective
During the study period, data from benchmark tests were not generally viewed as "actionable," and low-performance did not trigger interventions, additional support, professional development, or program adjustments	There was little training on the interpretation and use of data. While staff referred to being "data-driven," they were often unable to cite examples of how data were used during the study period to modify instructional practice or professional development	The district has worked to create a "data culture," providing teachers and principals with training and protocols for the use of data and promoting the use of data to identify student needs and inform instruction.	The district employed data systems to monitor program implementation, identify low-performing schools and target resources and interventions, identify professional development needs, and refine or supplement the curriculum.

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Consideration for Growth Plan:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

	<b>The Characteristics/Strategies of Priority Schools</b>	<b>Score</b>
1.	Leadership	
2.	Goal-Setting	
3.	Accountability	
4.	Curriculum and Instruction	
5.	Professional Development	
6.	Support for Implementation	
7.	Use of Data and Assessments	

**Center for Literacy & Creativity**  
**Daily Class Schedule**  
**2013-2014**

**Grades K & 1**

Reading/ELA	7:55 – 9:25a
Mathematics	9:25 – 10:55
Lunch	10:55 – 11:25
Recess	11:25 – 11:55
Social Studies	11:55 – 12:40p
Science	12:40 – 1:25
Writing	1:25 – 2:25
*	2:25 – 3:10
++	3:10 – 3:45

**Grades 2 & 3**

Reading/ELA	7:55 – 9:25a
Mathematics	9:25 – 10:55
Lunch	10:55 – 11:25
Recess	11:25 – 11:55
Social Studies	11:55 – 12:40p
Science	12:40 – 1:25
Writing	1:25 – 2:25
*	2:25 – 3:10
++	3:10 – 3:45

**Grades 4 & 5**

Reading/ELA	7:55 – 9:25a
Mathematics	9:25 – 10:55
Science	10:55 – 11:40
LUNCH	11:40 – 12:10p
RECESS	12:10 – 12:40
Social Studies	12:40 – 1:25
Writing	1:25 – 2:25
*	2:25 – 3:10
++	3:10 – 3:45

## **Grade 6**

Reading/ELA	7:55 – 9:25a
Mathematics	9:25 – 11:00
LUNCH	11:00 – 11:30
RECESS	11:30 – 12:00p
Science	12:00 – 12:45
Social Studies	12:45 – 1:30
Writing	1:30 – 2:30
*	2:30 – 3:10
++	3:10 – 3:45

## **Grades 7 & 8**

Reading/ELA	7:55 – 9:25a
Mathematics	9:25 – 10:55
Science	10:55 – 11:40
Social Studies	11:40 – 12:25p
LUNCH	12:25 – 12:55
RECESS	12:55 – 1:25
Writing	1:25 – 2:25
*	2:25 – 3:10
++	3:10 – 3:45

### **Mandatory “Weekly” Instruction:**

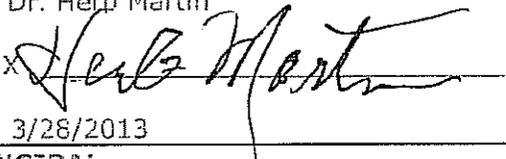
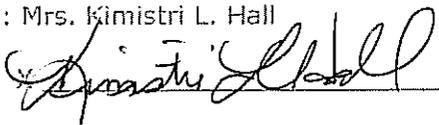
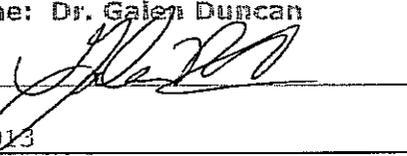
Reading/ELA	520-minutes
Mathematics	520-minutes
Writing	335-minutes
Science	225-minutes
Social Studies	225-minutes

*\* This 45-minute period may be used for additional academics or review: K-8 ~ D.E.A.R., computer technology, study skills or 7-8 educational development plans (EDP).*

++ The 2013-2014 school day will be extended by 35-minutes for all students which will target enhanced student achievement in mathematics, reading and writing

Monday and Wednesday	MATHEMATICS	3:10-3:45pm
Tuesday and Thursday	READING	3:10-3:45pm
Friday	WRITING	3:10-3:45pm

## Redesign Plan Signature Page

SCHOOL INFORMATION	CONTACT PERSON FOR REDESIGN PLAN
District: Center for Literacy & Creativity School Name: Center for Literacy & Creativity Address: 18401 W. McNichols, Detroit MI 48219 School Code: 82949	Name: Position and Office: Telephone: Fax: Email:
<b>LEA SUPERINTENDENT/PSA ADMINISTRATOR</b> Printed Name: Dr. Herb Martin Signature: X  Date: 3/28/2013	Telephone: Fax: Email:
<b>SCHOOL PRINCIPAL</b> Printed Name: Mrs. Kimistri L. Hall Signature: X  Date: 3/28/2013	Telephone: 313.537.9400 Fax: 313.537.9410 Email: KimistriHall@gmail.com
<b>LEA/PSA SCHOOL BOARD PRESIDENT</b> Printed Name: Dr. Galen Duncan Signature: X  Date: 3/28/2013	Telephone: Fax: Email:
<b>PRESIDENT OF LOCAL TEACHER UNION</b> Printed Name: Signature: X _____ Date:	Telephone: Fax: Email:

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 school into the State School Reform/Redesign School District, imposing for the school 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.