

Nsoroma Institute Redesign Plan Guide to Revisions

***Sections with revisions are also highlighted in yellow.**

Part A: Develop and Increase School Leadership and Teacher Effectiveness

Requirement One: The documentation of the hire letter for Ms. Whittaker is included.

Requirement Two: This section includes specifics on how student growth will be weighed in the overall evaluation.

Requirement Three: The Reward Rubric for teachers and administrators is added.

Requirement Four: Compliant. The suggested professional development schedule is added.

Requirement Five: Compliant. The suggested flexible working conditions and teacher retention information is added.

Part B: Comprehensive Instructional Reform Strategies

Requirement Six: The section includes the required information regarding the type of data, or the process on how it informs instructional programming. This section also includes the vertical alignment and coordination with state content and standards.

Requirement Seven: Compliant

Part C: Increased Learning Time and Community Engagement

Requirement Eight: This section includes details on additional time added and how it will be allocated.

Requirement Nine: Compliant

Part D: Providing Operational Flexibility and Sustained Support

Requirement Ten: The details regarding how the board plans to evaluate efficacy of the management company and progress towards outcomes in their strategic plan is included.

Requirement Eleven: Information regarding appropriate topics for technical assistance offered by external providers and how this relates to the school is included.

Nsoroma Institute Redesign Plan

Part A: Develop and Increase School Leadership and Teacher Effectiveness

Requirement One: Replace the principal

Elizabeth Whittaker is the new Director of Nsoroma Institute. Her position began at the beginning of the 2011-2012 school year. Ms. Whittaker has worked in education as a teacher, lead teacher, curriculum developer, and administrator. She has extensive experience working in high need urban communities. Upon her appointment as Director, Ms. Whittaker joined the Michigan Department of Education's Principal's Academy. The academy includes a network of turnaround principals who receive professional development training that focuses on the specific needs of administrators in this challenging role. She is also an active participant in Oakland University's principal network. During the summer of 2011, she served as the founding Executive Director of Nsoroma Institute's Children's Defense Fund Freedom School, a national program aimed at helping children to foster a love for literacy, and to gain access to quality mental health service and healthy meals. This national program is one of two of its kind in Detroit. Prior to Ms. Whittaker's appointment as Director, she served as the school's Operations Manager. During this time, she worked closely with the previous director who held this position for over two decades.

The Hire Letter is below

July 1, 2011

Dear Mama Elizabeth:

On behalf of Black Star Educational Management, L.L.C., I am pleased to offer you the position of Director. If you accept, you will begin on Friday, July 1, 2011. Please carefully read the attached terms of employment. We are sure that your skills and talents will be a great asset as we seek to continue the legacy of Nsoroma Institute Public School Academy.

Respectfully,



Malik Yakini, C.E.O.

Terms of Employment

The Director is an employee of the BSEM.

The Director reports to and is accountable to NIPSA's Board of Directors, and works closely with BSEM's Operations Manager.

The Director is a full-time, at-will, employee who works 40 hours each week and is paid an annual salary of \$█,000. That salary will be divided into 26 payments. All applicable city, state and federal taxes will be deducted from the gross bi-weekly amount earned by the Director.

The Director will work for 50 weeks and will have two paid vacation weeks. Additionally, after working 30 days, the Director will be eligible for seven days which can be used annually as sick or personal days.

The Director is eligible for health and dental benefits. The Director will be responsible for 50% of the monthly premium. BSEM will pay the remaining percentage.

The Director is expected to be on time and to conduct herself in a manner which is a positive reflection upon BSEM and NIPSA.

The job performance of the Director will be evaluated annually. The Director has the right to accept that evaluation, or to comment on it in writing.

This employment begins on July 1, 2011

Requirement Two: Collaborative process used to create a teacher/leader evaluation plan that includes student growth as a significant factor.

At Nsoroma, formal teacher evaluations are conducted biannually. Both formal and informal observations will be conducted throughout the school year. To measure the evaluations, that are attached, we use a point system to determine the scores of the evaluation. This year, the way we conduct our evaluations have changed. Per the MCL 380.1249 requirement, our evaluations now include student growth as a factor. In incorporating this change, we will now look at assessment data based on Mat-8, Scantron, MEAP and overall student achievement.. **Student growth will be weighed at 25% of the total evaluation for both teachers and the school leader, it will include 15% evaluation of formative data (which includes benchmark assessments,i.e. MAT 8, Scantron, projects, etc) 5% evaluation of summative data (state/national standardized assessments), and 10% will include factors such as growth in behavior, response to interventions, character development, etc.)**

The director and members of the management team conducts observations and evaluations. In order to create more effective teacher evaluations upon the changes, we created focus groups based on grade levels and subjects. The group members collaboratively discussed procedures that they would like to see in the evaluation process. In addition they individually filled out surveys that documented their personal preferences. The appointed focus group leader meets with the director to discuss the collaborative meeting notes and hand in surveys. Once the focus group meetings are complete and the surveys are collected, the director, management team, and leadership team (comprised of department heads, director, staff volunteers, and Kazi (grade level) team members)will evaluate potential changes. The top suggestions will be included into the evaluation. There is additional consideration made for beginning teachers upon expressed concern as their needs differ from seasoned teachers.

Other items that are analyzed are semester grades and Scantron scores. The standardized tests such as MAT-8 and MEAP will be analyzed from both an annual basis and over a two year span if applicable to that specific teacher. To measure the increased academic achievement throughout the school year the school director and management team reviews classroom assessments conducted by the teacher. The table below shows our plan of a two-year evaluation cycle.

Example Two-Year Evaluation Cycle (Student Growth measurements collected both years)

Year I			Year II		
Targeting Teaching as Professional Practice			Strengthening Teaching as Professional Practice		
Aug. – Dec	Jan-March	April – June	Aug. – Dec	Jan-March	April – June
Preliminary conferences	Observations for goal setting purposes	Goal setting Self -reflection Conferences Set student growth measures	Observations And Debriefing	Self-reflections Conferences Student growth measures scored for two years	Summary evaluation completed, scored, and reported to teacher. Used for future goal setting

Requirement Three: Identify and reward school leaders/teachers/staff who have increased student achievement and remove those who have been given multiple opportunities to improve professional practice and have not increased student achievement outcomes.

The school recruits staff members through local universities by contacting and developing relationships with the institutions' career services and education departments. We also recruit through other resources such as Teach for America, internet job sites, media outlets, and word-of-mouth through the families and other staff members employed at the school.

Once an individual is employed at Nsoroma, there are many opportunities for educational growth for all staff members. Educators who show exemplary performance are eligible for additional stipends for professional developments. At our institution each employee working 30 hours or more per week is eligible for a \$500 reimbursable professional development stipend per school year. This stipend can be used toward tuition, workshops or seminars directly related to job enhancement and/or pursuit of degrees or certification. For uncertified teachers and non-degreed teaching assistants, at least 80% of the stipend offered must be spent on classes toward certification (teachers) or a degree (teaching assistants) at a recognized college or university. We also offer scholarships through Oakland University for administrators and teachers. Educators are also eligible to present at school professional developments upon approval of the director.

For staff members that have increased student achievement and whose actions are aligned with the qualifications on the teacher reward rubric, they will qualify for the non-monetary awards that the school provides. Some of our incentives include: staff of the month award (each staff member will have an opportunity to qualify for staff of the month), assembly recognition, a newsletter spotlight article, presentation at a professional development, or a special announcement over the speaker throughout the school.

There are a number of opportunities for teachers to grow within the school. Some of these opportunities include lead teacher positions, event coordinator, and focus group leaders. We are also open to reviewing proposals if staff members would like to start a program within the school. Historically at Nsoroma, the director conducted evaluations. We are reviewing ways to incorporate both peer-evaluators and lead teachers into the evaluation process. The training for these specific members will be included into professional development breakout sessions as well as during appointed meeting times.

In the event that a staff member needs to be replaced, depending on the situation, dialogue is created based on the specified challenges. From that point, the staff member and director will create a plan that will enable the staff member to improve based on specific goals. With frequent meetings, set by individuals involved, the growth and changes will be analyzed. The staff member would also have the opportunity to have assistance in classrooms, attend specified professional developments, regular progress check-in's with director, and opportunities to observe master teachers. If there is not a

significant change within the time allocated, the staff member will be placed on probation. At this time, if there is no change within the amount of time on probation, the staff member will be dismissed.

The Executive Director’s performance will be reviewed annually by the Board of Directors via the appointed management company. An annual evaluation that results in a rating of ineffective for one year will result in the development of a plan of action to address the Executive Director’s deficiencies. An annual evaluation resulting in a rating of ineffective for two consecutive years will result in the Executive Director being replaced. All of our staff members are employed at- will.

Updated Information

Teacher and Director Reward Rubric

Teacher Reward Rubric				
Attendance/Punctuality	Extracurricular Activity Participation	Evidence of Effective Teaching	Professional Developments	Recordkeeping
Absent 5 days or less. Late 3 times per quarter or less.	Participate and volunteer in all mandatory and optional school activities.	Teachers who are at the exceeding proficiency on school evaluations	Active participant in all school organized PD’s, presented at a school PD and attended an self-directed PD.	Timely submission of all necessary documents (syllabi, lesson plans, progress reports, notices, etc.) and report cards. Creates and submits additional non-required analyses, etc. that aid in school growth
Absent 10 days or less Late 4 times per quarter or less.	Participate in all mandatory optional school activities	Teachers who are meeting proficiency based on school evaluations	Active participant in all school PD’s and self-directed PD’s	Timely submission of all necessary documents (syllabi, lesson plans, progress reports, notices, etc.) and report cards.
Absent 15 days or less Late 5 times per quarter or less.	Participate in all mandatory school activities	Teachers are gaining proficiency based on school evaluations	Attended all school organized PD’s	Timely submission of most necessary documents (syllabi, lesson plans, progress reports, notices, etc.) and report cards.
Evidence	Evidence	Evidence	Evidence	Evidence

Executive Director Reward Evaluation Rubric

	Highly Effective 3 Points	Effective 2 Points	Ineffective 1 Point
Student Achievement	Assessment data indicates a trend of student growth at all grade levels.	Assessment data indicates a trend of student growth at most grade levels.	Assessment data indicates a trend of student growth at less than 50% of grade levels.
Student Behavior	Student discipline records indicate a trend of improving student behavior.	Student discipline records indicate that student behavior has not declined.	Student discipline records indicate a trend of declining student behavior.
Student Cultural Growth	Student report cards indicate that at least 75% of students are achieving the school's cultural imperatives.	Student report cards indicate that at least 50% of students are achieving the school's cultural imperatives.	Student report cards indicate that fewer than 50% of students are achieving the school's cultural imperatives.
Mentoring/Coaching of Teaching Staff	At least 75% of the teaching staff consistently report that they are experiencing professional growth as a result of PD, classroom observation feedback, and mentoring.	At least 50% of the teaching staff consistently report that they are experiencing professional growth as a result of PD, classroom observation feedback, and mentoring.	Less than 50% of the teaching staff report that they are experiencing professional growth as a result of PD, classroom observation feedback, and mentoring.
Communication	At least 75% of stakeholder surveys indicate that the Executive Director's communication is consistently clear, timely and respectful.	At least 50% of stakeholder surveys indicate that the Executive Director's communication is consistently clear, timely and respectful.	Less than 50% of stakeholder surveys indicate that the Executive Director's communication is consistently clear, timely and respectful.

Planning and Organization	A high degree of planning and organization are apparent in curriculum, scheduling, staffing and support programs.	Planning and organization are apparent in curriculum, scheduling, staffing and support programs.	Curriculum, scheduling, staffing and support programs are poorly planned and organized.
Community Engagement	Existing community partnerships have been maintained and new partnerships have been developed.	Existing community partnerships have been maintained.	The number of community partnerships has declined.
Financial Management	School operates within BOD approved budget, and shows positive growth in its fund balance.	School operates within BOD approved budget.	School ends the year with a deficit.

An annual evaluation resulting in a rating of highly effective will result in a \$2,000 bonus from the management company.

An annual evaluation resulting in a rating of effective will result in a \$1,000 bonus from the management company.

Requirement Four : Provide staff with ongoing, high quality, job embedded professional development that is aligned and designed to ensure that staff can facilitate effective teaching and learning.

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

During some of the professional developments, the staff has the opportunity to work in their classroom, work with their grade level teams so teachers can collaborate and discuss student needs, data and curriculum. There is also an opportunity to have committee meetings. After the allocated time for meetings, each group is required to report out to the whole staff and turn in meeting notes to the director. There are professional developments that are specific to new teachers. Some are tied into the full staff professional developments and others serve as an induction program that will support educators in their beginning years of teaching. Along with the professional developments, we have a mentorship program to help new teachers adjust to the profession. One-on-one meeting with the school director are also held throughout the year for professional goal setting and growth purposes. For seasoned teachers, there are opportunities for them to go to both appointed and self-directed professional developments and conferences throughout the year. They also have an opportunity to present at staff meetings and professional developments. Additionally, the administrator conducts announced and unannounced classroom visits, formal evaluations, individualized coaching as well as methods for instruction on data analysis and curriculum development. At this time, administration will

collaborate with staff about needs and challenges so the professional developments will be effective and properly planned and incorporated into the PD calendar is attached in Appendix B.

Specified PD Calendar

*Updates/changes may be made as necessitated by regular data reviews

August-September (Aug 22-Sept 2)

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

October (October 14, 2011)

Great Lakes Bioneers Conference

- Place-based Education in and Environmental Activism in Detroit

Black Scrolls Study Group Research Tour

- The legacy of the Civil Rights Movement

Engaging Parents in Student Success: Analysis of Benchmark Assessment Data

November (November 7-8, 2011)

Michigan Association of Public School Academies (MAPSA) Conference

- various topics

Using Student Performance Data to Support Student Success

- Analysis of Scantron Data
- Curriculum and Instructional Alignment

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

December

Promoting Cultural Imperatives through Curriculum

January

Promoting Student and Family Engagement

February (February 22, 2012)

Using Student Performance Data to Support Student Success

- Focus: Analysis of Student Performance Gains

Effective Differentiation Strategies

March (March 9, 2012)

Analysis of Teacher-created Assessments
Effective Grade to Grade Transitions

April (TBD)

Relaxation and Stress Reduction
Maintaining a Positive School Culture

May (TBD)

Using Student Performance Data to Support Student Success

- Focus: Analysis of Student Performance Gains

June (TBD)

Effective Planning for the Year Ahead

Requirement Five: Detail how the school will implement strategies such as increased opportunities for promotion and career growth, and/or flexible working conditions to recruit and retain staff to meet the needs of students.

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

Why did you become a teacher?

What is your understanding of culturally-relevant pedagogy?

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

What is your understanding of African-centered pedagogy?

What qualities must a child possess in order to succeed?

Which skills and experiences make you an ideal candidate for this position?

Please explain your understanding of our school's mission and educational philosophy. If hired, how would you contribute to both?

Tell me about a time when you collaborated with colleagues to achieve a goal.

Tell me about your experiences working in an urban school environment.

Please describe your understanding of the relationship between children, curriculum, assessment and instruction.

What is a positive school culture?

Please describe the best project you've ever worked on with students. What made it so great?

Please describe a time when you were faced with a classroom management challenge. What was the challenge? What did you do?

In what ways do you feel you can best contribute to a professional learning community?

What qualities make a great teacher? What qualities make a great administrator?

Where do you see yourself professionally in the next 3 years 5 years 10 years?

What do you believe to be Detroit's most critical educational challenges?

What are Detroit's best educational resources? Why?

Describe your understanding of what teacher leadership is.

How do you use data to inform your instructional decisions.

What has been your greatest professional challenge? Explain

What do you do to build positive relationships with parents? Explain

Updated Information

Flexible Working Conditions

On Fridays, staff members have the option to wear a purple sweatshirt or t-shirt, black jeans or black jogging pants, white socks and gym shoes (the Friday dress code for students).

Employees who work 30 hours or more each week are considered full time and are eligible for health, vision and dental benefits for themselves, their spouse and any dependents.

Teachers who are absent for a portion of the day will still be paid for a full day. Time off for a portion of the day does not count against personal time.

Salaried employees taking university courses are allowed up to three hours each week if scheduling adjustments must be made to attend a class. These hours do **not** count against the employee's personal days.

After working 30 calendar days, employees who work 30 hours or more each week are entitled to five days total that can be used as either a sick or personal day.

Employees will not be paid at the end of the school year for unused personal days but these days can be carried over from year to year. No more than 18 days (or the hourly equivalent) can be carried over at any one time. Employees who work over the summer can use any unused personal time from the school year as personal or sick time.

Each employee working 30 hours or more per week is eligible for a \$500 reimbursable professional development stipend per school year, which can be used toward tuition, workshops or seminars directly related to job enhancement and/or in pursuit of degrees or certification. For uncertified teachers and non-degreed teaching assistants, at least 80% of the stipend offered must be spent on classes toward certification (teachers) or a degree (teaching assistants) at a recognized college or university

Teacher Retention Data		
Teacher	Grade/Subject	Years at Nsoroma
Elizabeth Whittaker	Director	4 (non-consecutively)
Alrita Williams	Kindergarten	16
Shekini Jennings	Kindergarten Assistant	2 1/2
Erica Webb	First	3
Barbara Green	Second	4
Atiyah White	First/Second Assistant	5 ½ (non-consecutively)
Ebony Sankofa	Third	15
Justin Petty	Fourth	12
Chris Jackson	Fifth	7 (non-consecutively)
Hui-Ling Malone	ELA	First Year
Jeffery Nzoma	Social Studies	7
Jamon Jordan	Maktaba/Media Arts	8
Jewell Johnson	Math	11
Thyis Thomas	Science	1
Syid Powell	Physical Education	1
Sharon Metoyer	Title One	13
Deloris Guye	Social Work	3 months
Lohren Nzoma	Special Education	2

Part B: Comprehensive Instructional Reform Strategies

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

The district holds high academic expectations for all students. The school's curriculum framework is based upon and organized around the adopted state and local curriculum document (which includes state and national standards). We currently use Michigan GLCE's and are in the process of transitioning to the Common Core Standards, utilizing a form of Wiggins and McTighe's Backwards Design Model for many unit formats. Nsoroma Institute has a data-driven culture that is also used in regards to decisions affecting student achievement. All instructional staff members are involved in the data-based decision making process. The information that we use incorporates data from state, district, school, parents, students, and local assessments. The school also has gap analysis documents and some supplemental instructional units and curriculum maps are developed by teachers.

Some of the tools were developed before Ms. Whittaker's tenure. She revised some of the gap analysis instruments after conducting some research on best practices and reviewing information offered on MDE's website. In order to ensure that the assessments are well aligned, often depends on the approach teachers use to align them. A number of teachers use the backwards design model---which is the direction we are moving in. In this model, after standards, essential questions, enduring understandings, etc. are identified, assessments are crafted before lessons are outlined, which ensures alignment.

As part of our professional development activities, we will be developing curriculum teams to review lesson plans, unit plans, and semester plans in conversation with benchmark assessments, local/state/national standards, and report cards to ensure alignment. The team will also review these documents vertically, to ensure that there are effective grade to grade transitions. Peer observations are also being incorporated into our professional development activities. Observation notes will be reviewed in conjunction with the aforementioned curriculum and assessment documents and teachers will have opportunities to discuss them during weekly meetings. (Teachers work collaboratively in grade level teams meetings (K-2, 3-5, 6-8) weekly.)

In order to effectively educate our students so they will be able to compete in a global economy as well as have the interpersonal skills, and emotional intelligence to survive, we incorporate teaching from a holistic perspective which includes examining the whole child and their development when it comes to teaching and learning. Nsoroma is an African centered school and our students needs are unique. In terms of understanding the whole child while incorporating the required educational curriculum, we've conducted research so the appropriate teaching techniques would be implemented correctly. We researched the works of many scholars such as, Dr. Carol Lee of Northwestern University who is a former fellow at the Center for Advanced Studies in the Behavioral Sciences. She has been a member of the faculty of the School of Education and Social Policy and African American Studies since 1991. Dr. Lee

is a specialist in the developmental and socio-emotional aspect of children. Other scholars include Jawanza Kunjufu, Lisa Delpit, Grant P. Wiggins and Jay McTighe

Requirement Seven: School has a plan for using student data to inform instruction

Nsoroma promotes the continuous use of individual student data to inform and differentiate instruction to meet individual students' needs in several ways. At the beginning of the school year there are teacher created assessments administered to all students. In the early fall students in all grade levels are given benchmark assessments. Grades K-2 take the MAT-8 and grades 3-8 take the Scantron Performance Series assessment. When the results are available, the teachers receive and analyze the data accordingly. For students who are at risk, this serves the lower 10-25% of students at Nsoroma, there is a referral process. Students who do not have IEP's are referred to Reading Recovery and Title I programs. At this time, the Birgance Test is administered to determine the specific academic difficulties. In addition there are meetings with classroom teachers as well as observations in class.

The Student Support Services will design a plan of action. The children who are assessed and who require both small group and one-on-one sessions with the Student Services Support team will have these services provided to them. The student's growth is tracked to see when the student can be released from the program. For the majority of the students at Nsoroma, MAT-8, Scantron and MEAP Gap analysis are used to review student progress and to revise curriculum pacing in the fall based on the students' academic needs. In terms of formative data, students are assessed formally and also through informal quizzes, projects and other means. Curriculum pacing and data are reviewed quarterly. This is reviewed by administration and Student Support Services Team to track alignment between assessment results, curriculum and student performance.

Since the implementation of Scantron, the staff at Nsoroma participated in an extensive professional development that focused on Scantron training curriculum assessment results and other measures of student growth. Staff learned how to use the program to drive instruction, create whole group and small group instruction and analyze specific student learning objectives. In addition, staff learned how to create assignments, study guides and assessments based on scores. There will be ongoing training on how to properly use Scantron to drive instruction and help students achieve academic gains. The measurement scores based on Scantron can help teachers to group the students based on performance level. With this knowledge, teachers can look at the groups and focus on the GLCE that need to be retaught. The assessments that are in the program can help teachers assess students' growth before they move on to the next area of instruction.

Upon the completion of Scantron, teachers will analyze the student data to assess their strengths and opportunities for growth. Teachers have access to the data at any time they are assigned a login and password. The planning can take place during team meetings or their prep periods. They also have access to Scantron from any computer as long as they have their login and password. They can work on the weekends or afterschool at their leisure. There is an administrator item within the program that

shows when staff has logged into the program. Other data analysis takes place during team meetings and individually.

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

Part C: Increased Learning Time and Community Engagement

Requirement Eight: Increased time for core academic subjects; enrichment activities for students; collaboration time for teachers.

We are continuously in the process of reviewing ways to increase learning time. This school year we've increased hours by extending block periods from 50 to 90 minutes. We also extended the school day for grades k-6 to 4:00pm. Grades 7-8 continued with dismissal at 4:00pm. As a result the hours increased in the following way.

	2010-2011	2011-2012	Difference
k-2	1105	1111.5	6.5
3-5	1109	1122	13
6-8	1200	1207.5	7.5

As we continue to review ways to increase learning time of the core academic subjects, we find presently that the most logical way is by reducing our daily assembly, meditation, lunch, and recess time. Making these reductions will allow for an additional 30 minutes of direct instructional time. During this time we plan to work enrichment activities into the schedule to help students. Our emphasis will be on increasing the quality of instruction, and not simply adding additional hours, as we believe that rigorous, meaningful, and engaging learning experiences are what drive deep student learning and understanding. We intend to use this additional time for guided reading, literature circles, intervention strategies, project-based instruction, and pull-outs/push-ins (as needed). This idea was recommended by our Student Support Services Team (comprised of the Special Education Coordinator, Title I Coordinator, School Social Worker, Student Intervention Officer, Speech/Language Therapist, and the Director).

Activities will be determined by needs evidenced by data (formative, summative, etc.) reviewed by grade level teams, curriculum teams, and the leadership team.

As we are completing the present school year, we will look at all of the schedule changes over the last two school years and incorporate the effective components as we move forward towards improving the schedule. We are also in the process of planning professional developments in regards to extended schedules, so that teachers are well informed on how to utilize the increased instructional time effectively. In addition, the teachers have weekly grade level meetings (k-2, 3-5, and 6-8) that will meet during their common prep periods to discuss benchmark assessment results, craft/review/edit curriculum materials, discuss school culture/climate, instructional best practices, observation notes, craft and review assessments, plan projects, etc.

In addition to the extended time, there are plans in the works, pending funding, for summer enrichment programs for students. Nsoroma Institute has formed strong community partnerships on both the academic and extracurricular level. Our partnerships have allowed students to explore topics and

experience activities that will allow them to have a culturally based, well-rounded education as well as give students the necessary tools to become self-sufficient citizens and compete in the global economy. During the summer of 2011, we were able to secure funding for a highly successful literary enrichment program. We are building partnerships to acquire the resources to offer this program and other programs in the future. Currently, middle and upper elementary students have the opportunity to participate in Academic Games (for the second consecutive year). The program has grown each year. We also offer African Dance, Martial Arts, Wellness, and Gardening during the school day.

Requirement Nine: Provide ongoing mechanisms for family and community engagement

Nsoroma has continuous goals for strong parent involvement. Some of the goals include working to encourage parent participation and involvement in programs that are specifically identified in the Consolidated Application. We also provide annual initial parent orientation sessions, assisted by existing parents, where participants directly participate in setting expectations for students, staff and parents. We also have parent-teacher conferences and regular classroom parent meetings. There are many special activities and events throughout the year that parents attend.

We have a Parent Advisory Committee group that meets monthly. The various sub-committees of the PAC also meet monthly. This group is led by parents of our school community. Representation from this group attends all scheduled Board of Directors meetings. We also have a Mama and Baba's club for the mothers and fathers of the school community. Parent volunteers organize and implement a variety of activities and events which include: Parent Orientation Sessions, Parent Advisory Committee Meetings, transportation through car pools, student mentoring, field trips, school beautification, lunch hour assistance, school newsletter, Watoto Celebration (Fall Children's Celebration), African-centered School Science Exposition, Staff Appreciation Luncheon, Pep Rally, Male and Female Rites of Passage Programs and our End-of-Year Picnic.

We plan to strengthen our parent involvement due to the importance of the educational growth of our community and school and to improve our attendance, which is the reason why we didn't meet AYP. Prior to 2009, Nsoroma Institute met AYP for five consecutive years. We are currently in "Phase 1" and have been identified for improvement under NCLB. This status does not indicate students' lack of academic proficiency. It is directly related to student attendance. Specifically, we did not meet the attendance objectives or attendance improvement rates for economically disadvantaged students. Our attendance rate for this subgroup was 89% and the AYP goal was 90%. We have outlined a strategy to address our current AYP status which includes an innovative school improvement plan that involves parents.

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

members also utilize the page to communicate with the school, post relevant information, and network effectively.

Part D: Providing Operational Flexibility and Sustained Support

Requirement Ten: Provide operational flexibility to the school (staffing, calendars, time and budgeting) to implement a comprehensive approach to increase student achievements and graduation rate.

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

The Board evaluates the management company with four primary sections and specific requirements under each section.

Updated information is below

The following categories and topics are evaluated.

1. Student Achievement & Curriculum

- a. State & Federal accountability: Student academic achievement as required by NCLB, AYP, Ed Yes & the Authorizer charter contract.
- b. Authorizer contract accountability: Student achievement & academic growth performance benchmarks and assessment/evaluation requirements as specified in the Authorizer charter and ESP
- c. Authorizer contract accountability: Quality and effectiveness of educational program & curriculum development process. Includes educational goals/objectives & evaluation requirements.
- d. Infusion of the Academy's culturally focused mission-specific goal(s) with the educational program and core curriculum.
- e. Effective technology plan and infusion of technology within the curriculum
- f. Special education and 504 and requirements.
- g. Title 1, 31a & other Title requirements [per documented details for each federal requirement]
- h. Student enrollment, growth, retention/attendance & graduation rates (as applicable)

2. School Operations and Staff Relations

- a. Clear definition of organizational management & administrative functions.
- b. Appropriate staff employment procedures & personnel practices.

- c. Process for recruitment, selection & retention of the school leader (or Principal).
- d. Recruitment & retention of highly qualified teachers (and staff).
- e. Maintains good overall Academy staff morale.
- f. Professional development plans and mentoring for staff/teachers.
- h. Processes/procedures for effective school improvement planning.
- i. Overall academy learning environment and school climate/atmosphere.
- j. Ability of ESP staff to identify challenges/problems in advance, and recommend appropriate solutions using research-based rationale.

3. Business and Finances

- a. Building occupancy and State & Authorizer facility compliances.
- b. Building maintenance and operations; including capital improvements, where/if needed or appropriate.
- c. Appropriate recommendations for, and monitoring of, overall Academy finances and budget needs independent auditor requests and findings.
- d. Timely/prompt financial reporting to the Board, Authorizer and MDE (in accordance with contract & compliance requirements).
- e. Responsiveness to Board's independent auditor requests and findings.
- f. Processes for budget/financial input from the Board; including bids for purchasing & allocation of fund balance.
- g. Processes for budget input from the parent community/public.
- h. Effective management of school aid funds, grants and other financial/human resources.

4. ESP relationship with the Board & communication skills/style

- a. Coordination/effectiveness of Board meetings; includes timely postings, notifications, agendas and compliance with OMA.
- b. Accuracy and timely submission of meeting minutes.
- c. Adherence to Board-ESP relationship requirements & expectations.
- d. Processes for keeping the Board informed and resolving differences.

- e. Adherence to Board policies and effective corresponding administrative guidelines for policy implementation.
- f. Process for orientating and/or communicating with new board members.
- g. Responsiveness and timely implementation of Board resolutions & requests/concerns.
- h. Sharing/reporting of information regarding resources needed and used for school operations.

5. Relationship with the Authorizer & MDE

- a. Timely and prompt compliance reporting to Authorizer & MDE.
- b. Responsiveness to Authorizer and/or state (MDE) & federal issues/concerns.
- c. Accountability to the public & parent community.
- d. Perceptions of ethical operations and practices.

6. Parent/Community Relations.

- a. Processes for obtaining input from, and providing information to, the parent/community about school operations and educational programs.
- b. Respect within the school and educational community.
- c. Participation in local community activities.
- d. Handling of news media.
- e. Responsive to reasonable concerns and expectations of parents & community members.

Requirement Eleven: The district will ensure that the school receives ongoing, intensive technical assistance and related support from the district, the ISD, MDE or other external partners.

Updated information is below

The director, management company and leadership team will serve as the members of the transformation team. These individuals, with the oversight of the board of directors will lead the transformation at both the school and district levels. Nsoroma Institute is managed by Black Star Educational Management and serves both the school and district. The leadership team is comprised of teacher team leaders, department heads and teacher and staff volunteers. Team members are informed on what the school can do to improve by attending professional development meetings for best practices and leadership team meetings. The team will communicate formally through board and staff meetings and informally through surveys and focus groups. Wayne RESA and Oakland University are also external providers.

The Board of Directors uses a rubric to ensure that we are in alignment with our plan. Technical assistance is sought through the Student Support Services Team. The director is also a part of Oakland University's Principal Leadership Team and attends monthly professional development sessions to collaborate with other school leaders and discuss best practices in curriculum planning, student advocacy, teacher development, professional learning communities, etc. The school also partners with a variety of community agencies to provide mental health services (Black Family Development), early childhood support (Leaps and Bounds), environmental science (Eastern Michigan Environmental Action Committee), health and nutrition services (Generations with Promise), tutoring, performing arts (the Matrix Center), professional development (Michigan Assoc. of Public School Academies. Wayne RESA, Oakland University), and more.

The director makes the monthly reports to the board of directors. We plan to continue closely monitor progress within the next 2-3 years. Although attendance is the factor that caused us not to make AYP , we are devoting time to also address academic improvements, assessments, staff development, and school culture. We share information with the board of directors who monitors our progress to see that it is aligned to our strategic plan.

Part E: Rubric Review of Overall Plan

Requirement Twelve: Long term plans for changes within the school

Teacher and School Leader Evaluation Changes

2011-2012 – Change teacher and director evaluations procedure and requirements to add student growth measurements. Review teacher evaluations for the year including test scores, student growth.

2012-2013 – Update evaluations as needed adding 25% of evaluations incorporating student growth. Review evaluations and expectations with teachers and school leader. Management staff reviews teacher and director’s evaluations and growth throughout the year. Review teachers two year test scores.

2013-2014 – Increase the student growth requirement to 35% of evaluations.

School Reward System

2011-2012 – Begin teacher recognition procedures. This starts with staff of the month award. Other incentives will be based on the rubric. Evaluate the effectiveness of the award system with the management company and focus groups. Create changes as necessary.

2012-2013 – Share the new system with the teachers at the beginning of the school year and pass out rubrics as well as schedules as to when the evaluations are going will be conducted. Create surveys for the teachers in regards to how they feel about the rewards and rubric. This is a time to add their suggestions. The director and management team will review responses and change documents if applicable.

2013-2014 – Continue to evaluate the award system based on past procedures and feedback. Find ways to improve the system based on the previous years.

Instructional Strategies (This will be ongoing and yearly)

Staff members will review student performance data, continue gap analysis activities, and discuss trends. The Leadership team will analyze relationship between the aforementioned and that year's PD (including observations, workshops, etc). Priorities will be noted and the team will work to develop the following year's PD calendar. The Administration team will review this data in relationship to teacher evaluations to determine which interventions may be needed to assist teachers. Curriculum team will be identified and will make adjustments to curriculum documents as needed, per information gathered in analysis sessions.

Extended Learning Time

2011-2012 – We have extended class periods from 50 to 90 minutes. Added grades K-6 to the 4:00 pm dismissal schedule.

2012-2013 – Allocate the 30 extra minutes used in the school day for extended learning. Review the schedule of the previous year to see where improvements/changes can be made. Seek partnerships and funding to support extended learning time, enrichment activities, and summer programming.

2013-2014 – Continue to review changes, scores and data based on school schedule and change accordingly. Continue to seek partnerships and funding to support extended learning time, enrichment activities, and summer programming.

Nsoroma Institute Teacher Evaluation Rubric

Classroom Environment

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

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

Nsoroma Institute Teacher Evaluation Rubric

Instruction

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

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

Nsoroma Institute Teacher Evaluation Rubric

Planning and Preparation

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

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

Nsoroma Institute Teacher Evaluation Rubric

Professional Conduct

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

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

Nsoroma Institute Teacher Evaluation Rubric

Student Gains

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

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

Name:

Position:

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

Professionalism

Punctuality

Arrives to work early enough to prepare for students.

Reports to work by assigned starting time.

Respects starting times of classes, assemblies and meetings.

Evidence:

Attendance

Reports to work daily.

Provides proper notice of absences.

Will give adequate notice upon tardiness.

Evidence:

Records

Keeps student records in an organized and professional manner.

Assignments are tracked in an organized fashion.

Student work and grades are completed in a timely manner.

Evidence:

Communication with families

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

Evidence:

Preparation and Instruction

Lesson Planning

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

Classroom Management

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

Evidence:

Instruction

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

Evidence:

Participating in a Cultural/School Community

African-centeredness

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

Evidence:

Service to the School

- Willingly participates in school activities.

Participates in extracurricular activities.

Use community resources to enhance school environment.

Evidence:

Student Gains

Setting Student Learning Objectives

Tracking Student Learning Objectives

Reporting Student Growth

Instructor is aware of specific student needs and working

Student growth is demonstrated

Evidence:

Nsoroma Institute Administrator Evaluation

Discipline and Family Involvement

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

Nsoroma Institute Administrator Evaluation

Discipline and Family Involvement

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

Nsoroma Institute Administrator Evaluation

Management and External Relations

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

Nsoroma Institute Administrator Evaluation

Management and External Relations

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

Nsoroma Institute Administrator Evaluation

Supervision and Professional Development

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

Nsoroma Institute Administrator Evaluation

Supervision and Professional Development

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

Nsoroma Institute Administrator Evaluation

Curriculum and Data

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

Nsoroma Institute Administrator Evaluation

Curriculum and Data

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

Nsoroma Institute Administrator Evaluation

Diagnosis and Planning

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

Nsoroma Institute Administrator Evaluation

Diagnosis and Planning

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

Nsoroma Institute Administrator Evaluation

Priority Management and Communication

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

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

Name:

Position:

RATINGS ON INDIVIDUAL RUBRICS:

A.Diagnosis and Planning:

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

Evidence:

B. Priority Management and Communication:

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

Evidence:

C. Curriculum and Data:

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

Evidence:

D. Supervision and Professional Development:

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

Evidence:

E. Discipline and Parent Involvement:

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

Evidence:

F. Management and External Relations:

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

Evidence:

OVERALL RATING:

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

Evidence:

OVERALL COMMENTS BY SUPERVISOR:

OVERALL COMMENTS BY PRINCIPAL:

Supervisor's signature: _____ Date: _____

Principal's signature: _____ Date: _____

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

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

Name:

Position:

RATINGS ON INDIVIDUAL RUBRICS:

A.Diagnosis and Planning:

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

Evidence:

B. Priority Management and Communication:

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

Evidence:

C. Curriculum and Data:

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

Evidence:

D. Supervision and Professional Development:

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

Evidence:

E. Discipline and Parent Involvement:

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

Evidence:

F. Management and External Relations:

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

Evidence:

OVERALL RATING:

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

Evidence:

OVERALL COMMENTS BY SUPERVISOR:

OVERALL COMMENTS BY PRINCIPAL:

Supervisor's signature: _____ Date: _____

Principal's signature: _____ Date: _____

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

Nsoroma Institute

2011-2012 Professional Development Topics

August-September

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

October

- Great Lakes Bioneers Conference
 - Place-based Education in and Environmental Activism in Detroit
- Black Scrolls Study Group Research Tour
 - The legacy of the Civil Rights Movement
- Engaging Parents in Student Success: Analysis of Benchmark Assessment Data

November

- Michigan Association of Public School Academies (MAPSA) Conference
 - various topics
- Using Student Performance Data to Support Student Success
 - Analysis of Scantron Data
 - Curriculum and Instructional Alignment
- Intrinsic and Extrinsic Student Motivation Factors from an African-centered Perspective
- Strategies for Reducing Student Retention Loss

December

- Promoting Cultural Imperatives through Curriculum

January

- Promoting Student and Family Engagement

February

- Using Student Performance Data to Support Student Success
 - Focus: Analysis of Student Performance Gains
- Effective Differentiation Strategies

March

- Analysis of Teacher-created Assessments
- Effective Grade to Grade Transitions

April

- Relaxation and Stress Reduction
- Maintaining a Positive School Culture

May

- Using Student Performance Data to Support Student Success
 - Focus: Analysis of Student Performance Gains

June

- Effective Planning for the Year Ahead

Part C: Increased Learning Time and Community Engagement

Requirement 8

The following schedule shows the possible changes as we continue to work on the schedule in regards to extended learning time within the school.

This is a current sample of the middle school schedule. The students are transitioning during the five minutes between class periods.

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:30-8:45	Assembly	Assembly	Assembly	Assembly	Assembly
8:50-9:15	Meditation/Silent Reading				
9:20-10:45	Math	Language Skills	Media Arts	Social Studies	Science
10:50-12:15	Art	Maktaba	Wellness	Science	Language Skills
12:20-12:40	Social Studies	Science	Language Skills	Math	Media Arts
12:40-1:15	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess
1:20-2:20	Social Studies	Science	Language Skills	Math	Media Arts
2:30-4:00	Media Arts	Math	Gym	Dance/Martial Arts	Social Studies

Proposed updated schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:30-8:40	Assembly	Assembly	Assembly	Assembly	Assembly
8:45-8:55	Meditation/Silent Reading				
9:00-10:30	Math	Language Skills	Media Arts	Social Studies	Science
10:35-12:05	Art	Maktaba	Wellness	Science	Language Skills
12:10-12:30	Social Studies	Science	Language Skills	Math	Media Arts
12:35-12:55	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess
1:00-2:00	Social Studies	Science	Language Skills	Math	Media Arts
2:05-3:35	Media Arts	Math	Gym	Dance/Martial Arts	Social Studies
3:40-4:00					

During meditation, silent reading, and the extra 20 minutes we are proposing that teachers also use this time for intervention guided reading, literature circles, intervention strategies, project-based instruction, and pull-outs/push-ins (as needed). In the schedule it shows the extra time, but as we finalize the school schedule for next year the time may not be at the end of the day. The extra time will be based on core subjects, engagement, and enrichment activities. As we continue to work on scheduling we compare our changes from last year, evaluate the schedule this year, and make the necessary changes to enhance academic improvement and excellence.

The following is a sample of the current elementary school schedule.

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:30-8:45	Assembly	Assembly	Assembly	Assembly	Assembly
8:50-9:15	Meditation/Silent Reading				
9:20-10:45	Language Skills	Language Skills	Gym	Language Skills	Language Skills
10:50-12:15	Math	Math	Math	Dance/Martial Arts	Math
12:20-12:35	Lunch	Lunch	Lunch	Lunch	Lunch
12:40-12:55	Recess	Recess	Recess	Recess	Recess
1:00-2:30	French	Art	Science	Science	Science
2:30-4:00	Social Studies	Social Studies	Social Studies	Social Studies	French

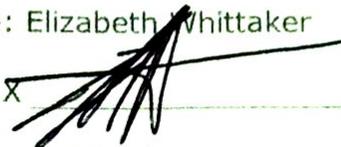
Proposed updated schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:30-8:40	Assembly	Assembly	Assembly	Assembly	Assembly
8:45-8:55	Meditation/Silent Reading				
9:00-10:30	Language Skills	Language Skills	Gym	Language Skills	Language Skills
10:35-12:05	Math	Math	Math	Dance/Martial Arts	Math
12:10-12:30					
12:35-12:55	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess
1:00-2:25	French	Art	Science	Science	Science
2:30-4:00	Social Studies	Social Studies	Social Studies	Social Studies	French

During Meditation, silent reading, and the blocked 20 minutes during the day, administration is working on ways of incorporating guided academic activities for core subjects and enrichment.

Nsoroma Institute Schedule

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

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